

## METHODS AND DIDACTIC GAMES USED IN ORGANIZING CORRECTIONAL-PEDAGOGICAL WORK WITH BLIND CHILDREN

Zulaiho Khamidullaevna Khusnuddinova  
Chirchik State Pedagogical University  
Teacher of the Department of Special Pedagogy

### Abstract

The article highlights the importance of using various visual and game methods to interest children with visual impairments in activities. Direct interest in game actions is described as gradual transition to interest in mental operations and tasks. At the same time, a number of method and didactic games are recommended.

**Keyword:** game, technology, method, didactic game. object imagination, visual game.

### KO'ZI OJIZ BOLALAR BILAN OLIB BORILADIGAN KORREKSION- PEDAGOGIK ISHNI TASHKIL ETISHDA FOYDALANILADIGAN METODLAR VA DIDAKTIK O'YINLAR

Xusnuddinova Zulayxo Xamidullayevna  
Chirchiq davlat pedagogika universiteti  
Maxsus pedagogika kafedrası o'qituvchisi

### Annotatsiya:

Maqolada ko'rishda nuqsoni bo'lgan bolalarni mashg'ulotlarga qiziqtirishda turli ko'rgazmali-o'yinli metodlardan foydalanishning ahamiyati yoritilgan. O'yin harakatlariga bevosita qiziqish asta-sekin aqliy operatsiyalar va vazifalarga bo'lgan qiziqishga o'tish bayon etilgan. Shu bilan birga bir qator metod va didaktik o'yinlar tavsia etilgan.

**Kalit so'z:** o'yin, texnologiya, metod, didaktik o'yin. predmet tasavvuri, ko'rgazmali-o'yin.

### Introduction

V.I. Sukhomlinsky says in the work "I dedicate my life to children" that "the game is a huge bright spot, a life-giving flow of ideas and concepts about the surrounding world enters the child's spiritual world."

Based on the theory of V.I. Sukhomlinsky, correctional trainings were organized and methods used during the trainings were developed in order to comprehensively develop visually impaired children and increase the effectiveness of correctional-pedagogical work with them. One of the most important tasks of education and training is the development of students' knowledge and interest in learning. Fulfillment of this task is carried out both in academic



work and in extracurricular time. Didactic games play an important role among the tools and methods used by teachers.

The peculiarity of didactic games is that the games themselves gradually become more complicated and more and more difficult questions arise in front of children. In the process of didactic play, the child's development is such that direct interest in game actions gradually turns to interest in mental operations and tasks. This is noted by A.V. Zaporozhes: "by participating in didactic games, the child is less interested in the procedural and plot aspects of the activity and begins to be guided by educational interests, the desire to acquire some new knowledge and skills" during didactic games, children e they develop attention, will, activity, self-confidence, honesty and justice. Children learn to follow the rules of the game, to avoid hints, not to break the game process, to avoid unnecessary actions, didactic games are based on a set of visual, auditory, motor visualization methods, include entertaining questions, riddles takes, they use surprising moments, competitions. All this helps to activate the mental activity of children.

It is appropriate to use various visual and game methods to interest children with visual impairments in activities.

The name of the methodology	The purpose	transition procedures
<b>Feel the object with your fingertips, find it with your feet.</b>	Development of skin sensitivity and tactile memory; to strengthen the imagination of the subject; aiming, formation of therapeutic physical education skills, systematization of rhythmic movements, learning the verbal naming of quality signs of surfaces, using them in various activities.	7 large floorboards with different surfaces are placed in a row, and a sample of the surface is given to the student's hand. The surface is explored slowly by hand. Then the student walks on the tiles. Finds a surface that matches the surface pattern with feet. New surfaces are gradually added. Objects found in nature suitable for this surface are examples. Learned surface names are reinforced in active speech.
<b>understand me</b>	Auditory perception, object imagination is formed, new words are taught to be used in active speech.	Various subjects are described. For example, its shape is a circle and its size varies depending on the type. You can't imagine football (ball).
<b>Monkeys</b>	Targeting the body, using new words in active speech is taught.	Two students stand facing each other and show the body parts according to the teacher's task. Lists tasks.
<b>Where?</b>	Targeting, skin-feeling, development of pedmet image, use of new words in active speech are taught.	The child learns and remembers objects located to the right/left, front/back, top/bottom. Then he describes them.



It is recommended to use the following didactic games in order to interest children with visual impairments in activities.

The name of the methodology	The purpose	transition procedures
"Find your place?"	development of visual perception and memory, holistic perception, object imagination, logical thinking.	the child must place the image of the object according to its silhouette.
		
"where are you"	targeting in space	<b>Game process.</b> In an unfamiliar place, children have to find their way to school by telling where they are, using stored analyzers (smell, hearing, skin feel).
		
"Clown Clips"	development of small hand motor skills, coordination of both hands, perception of colors, education of perseverance.	clamps are selected according to the color of the object. Yellow clips for sun "rays", wings for airplane, leaves for carrot, tail for bird.
		



**REFERENCES:**

1. Zulayho, X. (2022). Ko'rishida nuqsoni bo'lgan bolalar bilan korreksion ishlarni tashkillashtirishda ilk qadamni tashlash. Ijtimoiy fanlarda innovasiya onlayn ilmiy jurnali, 80-82.
2. Zulayho, X. (2022). Ko'rishida nuqsoni bor bolalarning korreksion mashg'ulotlar ish tizimini tashkil etish. Таълим ва ривожланиш таҳлили онлайн илмий журналы, 218-220.
3. Xusnuddinova, Z. X. (2023). Alohida ehtiyojli boshlang'ich sinf o'quvchilarining og zaki nutqini rivojlantirishda yangi metodikalar va ulardan foydalanishning amaliy asoslari. Ta'lim tizimida yangi metodikalar va ulardan foydalanishning amaliy asoslari, 1(1), 365-368.
4. Осипова, Л.Б. Развитие предметных представлений у детей дошкольного возраста с нарушениями зрения в процессе творческого конструирования в условиях инклюзивного образования: учебно-методическое пособие / Л.Б. Осипова, Л.А. Дружинина, О.И. Власова, Ю.Ю. Стахеева.– Челябинск: Изд-во Челяб. гос. пед. ун-та, 2016. – 158 с.
5. Денискина В.З., Костючек Н.С. “Содержание и методы коррекционной работы по развитию осязания” Особенности проведения занятий со слепыми детьми в часы коррекции: учебно-методическое пособие. под ред. Л.И. Солнцевой. – М., 1990.

