SOME ASPECTS OF THE ORGANIZATION OF EDUCATIONAL WORK IN SPECIALIZED AUXILIARY SCHOOLS

Tulishov Golib Ravshanovich
Senior Lecturer, Department of "Pedagogical Education", National University of Uzbekistan
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Abstract: this article is devoted to the organization of educational work in specialized schools. Today, in the world community, attention to children with special educational needs and increasing the opportunities for inclusive education are considered an important issue. It is no coincidence that the terms “Oligophrenopedagogy” and “Inclusivity” are often encountered in our lives today. Oligophrenopedagogy is a branch of defectology that studies the features and laws of education, upbringing and socialization of children with intellectual disabilities. The article covers the issues of educating young people with special educational needs today.

Keywords: oligophrenopedagogy, inclusive education, upbringing, special school, social education, educational and methodological support

Today, the global community sees focusing on children with special educational needs and increasing inclusive education opportunities as an important issue. It is not for nothing that the terms "Oligophrenopedagogy" and "Inclusive education" are often encountered in our lives today. Oligophrenopedagogy is a branch of defectology that studies the features and laws of education, upbringing and socialization of children with mental disabilities. For their development and integration, it is necessary to provide them with an individual and differentiated approach. Based on research, a system of special educational institutions is being created, concepts, technologies, principles, methods, and techniques for educating and preparing schoolchildren for work are being developed, and the dynamics of the pedagogical process is being analyzed. Inclusive education usually means the process of joining, participating in, or joining something as part of a whole. In relation to education, UNESCO understands inclusive education as the process of "meeting and responding to the diverse needs of all students through participation in education, culture, and society, as well as reducing school dropout and exclusion." Its main goal is to provide individuals with special needs with freedom, is to create a barrier-free environment. This educational process includes people with disabilities, cognitive and intellectual disabilities, representatives of ethnic minorities, prisoners, marginalized groups of society, labor migrants, those in difficult life situations, gifted individuals, and those in need of education with various mental and physical disabilities. The educational policy of the United States and European countries uses the following educational approaches: expanding access to education. Mainstreaming - temporary education of people with disabilities with their peers, meetings on holidays and joint recreation; integration - joint education of people with disabilities with their peers without restrictions in the regular education system that has not been changed and is not adapted to the needs of students; inclusive education - reform of educational institutions, redesign of educational buildings in accordance with the needs and requirements of all without exception. With inclusive education, children with disabilities and those in need of

special education are more involved in the activities of the general educational process, communicate with their peers, interact in a natural environment They share their influence skills and participate in group learning activities. In inclusive classrooms, children without developmental disabilities have more developed communication skills and active behavior.

Oligophrenopedagogy as a science develops in close connection with several disciplines. It can be conditionally divided into three blocks: related disciplines: medicine, psychology and pedagogy. Medical sciences help to see the biological causes and the emergence of mental retardation, understand the essence of the events that occurred, changes in the body, the features of the development of mentally retarded people, and choose the right general educational direction for the child. This block includes the sciences of anatomy, physiology, neurophysiology, neuropathology, psychopathology, psychiatry, genetics, pediatrics. Psychological sciences allow us to determine the laws of human development. The processes in the development of mentally retarded children, the methods and techniques of scientifically substantiating the pedagogical methods used, analyze the psychophysiological characteristics of the human psyche. This block includes general psychology and includes the areas of human psychology, developmental psychology, pedagogical psychology, special psychology, oligophrenopsychology. The goals and objectives of pedagogical sciences are to study the principles, content, methods, features of using techniques and tools for teaching and educating children with disabilities. These disciplines include general pedagogy, methodology, didactics, social pedagogy, and special pedagogy.

Here it is also worth analyzing the concept of a special school. A special school is a special educational institution for mentally retarded children. It was first opened in Uzbekistan in 1935 in Tashkent. It mainly accepts children with mental retardation (at the level of oligophrenia and dementia) and children who later became mentally retarded due to various diseases. Children in need of special education are determined by a medical psychological and pedagogical commission. The main goal of special schools is to correct (correct) children mentally and physically. The mission of special schools is to equip children with special educational needs with knowledge, skills, and competencies, prepare them for practical activities, correct speech defects, and adapt them to social life.

In the 21st century, education is recognized as a key factor in ensuring sustainable development, and the international education concept until 2030 has identified quality education and the promotion of creative abilities as an urgent task. Today, the process of providing quality education is underway worldwide. In this regard, in addition to the national pedagogical experience, in improving the curricula and programs of general secondary education in our country, they have been adapted to the content of international educational programs TIMSS, PISA, PIRLS and STEAM. These international educational programs provide for in-depth education for students, first of all, in natural and exact sciences. All this requires the purposeful mastery of natural and scientific knowledge at all stages of the education system.

In order to teach students knowledge based on improving natural and scientific literacy, teachers of auxiliary schools should also select separate educational materials, questions, illustrations, and audio-video tools related to the program topics. In order to strengthen students' scientific competencies, teachers should also select a separate system of exercises in addition to textbooks and apply them to the educational process. In this regard, the

productivity of educational tasks, their relevance to the surrounding reality, and their demonstration are important. Another important aspect is to determine the effectiveness of the natural and scientific knowledge provided to students. In this, pedagogical activities are carried out, which consist of monitoring, identifying, and assessing the level of formation of the acquired knowledge, skills, qualifications, and competencies. It is recommended to use test tasks and practical exercises to determine and diagnose the level of formation of basic and scientific competencies formed by students based on the study of natural science knowledge. There are also problems related to the organization of the educational process of natural science in specialized auxiliary schools. Below we will explain these problems and solutions.

1. Complexity of the content of the program and its incompatibility with the individual needs of students

There are varying degrees of limitations in the psychophysiological development of students studying in specialized auxiliary schools. Therefore, the content of natural science, which is based on the general education program, does not always fully correspond to their ability to perceive, understand and assimilate. The presentation of scientific materials in complex language and excessive theorization of concepts discourages students' interest and reduces their motivation to learn. To solve this problem, the content of the subject should be simplified, rich in visual and practical approaches, structured in a step-by-step understandable language, and taught on the basis of an individual approach. Develop simplified, step-by-step modular curricula for natural science, in which each topic should be explained using visual aids, experimental bases, and live examples. At the same time, lessons should be adapted to the individual level of development and speed of perception of the student.

2. Lack of special textbooks and educational and methodological support

Most special schools do not have enough textbooks, workbooks, visual materials and methodological guides adapted to the special needs of natural science. As a result, teachers are forced to use general textbooks, which creates difficulties in organizing the lesson clearly and correctly. As a solution, it is necessary to develop adapted educational and methodological complexes taking into account psychological and pedagogical characteristics, and to widely use visual aids (pictures, models, cards, audio-visual materials). It would also be useful to develop interactive lessons with a simple interface based on digital platforms.

3. Infrastructural problems in organizing practical work

The uniqueness of natural science is in teaching it through experience, observation, excursions and practical activities. Unfortunately, some special schools do not have sufficiently equipped laboratories, gardens rich in specimens, nature corners or experimental sites for teaching. This deprives students of the opportunity to directly communicate with nature, observe and draw conclusions. To eliminate the problem, it is recommended to create small ecological sites on school grounds, use mobile laboratory equipment that allows conducting simple experiments in classrooms.

4. Lack of special training and approach of teachers

To teach in a specialized school, it is necessary not only to have scientific knowledge, but also to have in-depth knowledge of special pedagogical, defectological and psychological approaches. In most cases, teachers face difficulties in fully using special methodologies, taking an individual approach to each student, or instilling a sustainable interest in them. As a

solution to this problem, regular training courses, seminars, experience exchange programs should be organized for teachers, as well as video lessons showing real lesson examples should be prepared.

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