



PRINCIPLES OF CORRECTIONAL WORK WITH CHILDREN WITH SPEECH IMPAIRMENT IN THE PROCESS OF SOCIAL ADAPTATION

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Annotatsiya

Pedagogical conditions for social adaptation of speech-impaired children, principles of correctional work with speech-impaired children in the process of social adaptation, and methods of comprehensive pedagogical work for speech-impaired children are detailed in the article.

Kalit so'zlar Speech impairment, socialization, principles of correctional work, individual, diagnosis, dysontogenesis, correction, dissociation, development.

Socialization is an important factor for a person to understand and perceive social conditions, to be formed as a person with rights in this community. In the process of socialization, becoming an individual is formed by acquiring new knowledge, learning norms and values.

Socialization means that a person comes into contact with the environment, he not only accepts it passively, but is also able to adapt it. From the very beginning of the child's development, he steps into social life, and he is not a changer of this life, and socialization is an adaptation, it is innate, and this process should be created only for the development of a changing function. A. V. Petrovsky distinguished three levels of the development of subject-object personal relations in the process of socialization: adaptation and individualization.

At the level of adaptation, it is related to the period of childhood, and a person serves as a general relationship, the actions of parents are directed to him, together with educators, teachers, and other people around the child, the attitude of the child to the world of people at this level penetrates: acquires a sign system, simple norms and rules of behavior created by people, social positions, human takes simple forms of activity. The child learns to develop as a person. At the level of adaptation, it is very important in the process of socialization, because childhood is irreversible.

At the level of individualization, individual changes are observed based on human needs. Here, a person is a subject of public relations. The subject here is appropriation at the first level, and reproduction at the second level. It is about the

creation of the "I", the manifestation of the self as an individual. In the process of individualization, the manifestation of individual characteristics occurs, and this creates differences between people.

Recently, the number of children with speech defects is increasing, according to statistics, 30% of children admitted to primary classes have speech defects, which shows the level and character of speech defects, and they also have specific limits in their social activities. appears. At the end of the first academic year, those who had speech defects number will not be significantly reduced only by 7.5%. Later, problems arise in such children, making it difficult to acquire new writing skills, and the change in social conditions also affects the child's development.

Dissociation occurs in diagnostic manifestations in children with speech deficiency, and it is related to the child's mental and speech development. This retardation of the mental development of the child is imperceptible, close to the norm, it inhibits the formation of primary speech pathology and prevents the normal functioning of memory, attention, perception. However, if oral speech is formed and its defects are eliminated, mental development approaches the norm. Many literatures show that children with speech impairments have poor social adaptation mobility, and this situation leaves complications even when the child's speech impairment is eliminated. It affects the child's inner character (lack of confidence in his own abilities, low self-esteem, lack of self-confidence, etc.) social Based on adaptation problems, such children's mental characteristics are unique. One of the pedagogical problems is the failure of children (lack of interest in learning, low motivation and failure).

Russian scientists studied the children's social adaptation and examined the children with stuttering and voice disorders in children with speech pathology. A number of contradictions about social problems have been born in primary school children.

- General education in the center of questions is modern

A changing community and children with insufficient speech deficits do not pay much attention to the social adaptation situation.

- Social adaptation to the process in a psycho-pedagogical form limits its implementation due to the limitation of speech pathology and pedagogical views in primary classes. The importance of the family in the social adaptation of the child is also the parents. Mothers cannot provide the necessary information.

These contradictions helped to identify the problems and, in this case, to determine the pedagogical conditions for social adaptation of children with speech disabilities in general education schools, and at the same time, to develop a new structural program for teachers on the basis of this, on the basis of this, social adaptation for primary school students. aimed at improving adaptation. In addition to improving the social adaptation of children with speech impairment, they have set themselves the following goals:

1. Literature review on the problem under study on philosophical, pedagogical-psychological and socialization
2. To show special features of the process of socialization in children with speech defects

3. It is carried out together with the children's educational program with a scientific direction aimed at increasing the social activity of young schoolchildren;

4. Socialize children with speech defects in general education schools production of scientific-pedagogical instructions to increase activity.

In order to give better results to children with a speech deficiency in general education schools, the following pedagogical work is carried out in a comprehensive manner, in which it is used in the process of socialization, to eliminate this deficiency, to make the child interested in himself, to work together with parents, with the guidance of teachers and peers, providing students with new knowledge in the pedagogical process.

Taking into account the above, the principles of correctional work carried out with speech-impaired children in the process of social adaptation can be divided as follows: Unity of correction and development. This is the need for corrective work the decision on the internal and external conditions of the child's development accepting only on the basis of psychological-pedagogical analysis of the conditions, means

Unity of age and identity in development. This means an individual approach to the child's development according to his age. Correctional work involves understanding the importance of successive youth stages for the formation of a child's personality, knowing the basic laws of mental development. There are age-specific guidelines for normal development. Normal development means harmonious mental development of a child in accordance with his age.

There is no doubt that a young person is precious. Living through each stage of ontogeny fully guarantees the realization of the developmental potential of a particular age, which is crucial for ensuring all aspects of the formation of the child's personality. But it is necessary to take into account that age is an individual development option for each child. This is important psychologically based on laws, i.e. the gradualness and unevenness of development, the existence of "latent" periods, in which the development takes place in a hidden manner and is manifested only after a certain time, the passage of this period is different in children ladi Therefore, correctional work should be directed to the norm of normal development and should not set itself the goal of developing each child in this direction at the same time.

Unity of diagnosis and correction of development. The tasks of correctional work can be set and understood only on the basis of a complete diagnosis and evaluation of the nearest forecasts of development. It is determined based on the zone of closest development of the child. Correction and development are related to each other. Activities aimed at solving psychological correction tasks can be called diagnostic-corrective or diagnostic-developmental work.

Therefore, before deciding whether or not it is necessary to carry out corrective or developmental work with the child, it is necessary to determine the specific characteristics of the child's mental development, the formation of certain new mental qualities, the level of development of knowledge, skills, personal and interpersonal qualities, and the compatibility with the age and requirements of society necessary.

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