

## CORRECTIVE CONTENT OF SENSORY EDUCATION OF STUDENTS WITH MENTAL RETARDATION

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### Abstract

This article describes the correctional content of sensory education of students with mental retardation, its generalizing functions, the practical implementation of educational work in the auxiliary school, and the three components of the education, training and development plan.

**Keywords.** corrective work, sensory processes, sensory development, tactile-motor and vision, mental development, environment, objects and events.

Correctional pedagogy in the research of advanced Russian defectologists (R.M. Boskis, T.A. Vlasova, I.G. Vlasenko, A.P. Rozova, V.P. Yermakov, Y.P. Kuzmecheva, A.G. Litvag, T.V. Rozanova, V. Afyaklistova, etc.) work is defined as a system of special education and upbringing of children with special needs.

The goal of correctional work is to correct mental and physical functions of children with special needs, to prepare them for life and work, along with general education.

In order to correctly determine the content of correctional work in an auxiliary school, it is important to connect correction with all the main components of the educational system, and only then it is possible to consider the internal structure of the structure and the role of pedagogical content.

The term "education" itself and the essence of this process are interpreted differently in many studies. However, the concept of "education" was given a complete definition by V.S. Lebedeva, who also showed the structure of this concept in his definition: "Education is a bio-social process in the ontogenetic framework for the development of a person by the ancestors. It is the process of organization and normalization by the community of continuous provision of socially significant experience that reflects the process. In this process, three structural aspects characterized by content and form are distinguished: conscious, which provides a person with mastery of experience; education of personality traits, as well as physical and mental development; the main activity in education is educational activity".

Thus, education includes three main parts: teaching, education and development.

Teaching is directly aimed at the acquisition of experience by students, and education and development are carried out indirectly. All three processes of education, training and development are carried out in harmony with each other as a whole, and it is almost impossible to separate them.

In many works on defectology and special pedagogy, as a rule, they associate correction with child development. This is based on the fact that it is aimed at correcting secondary developmental disabilities of children with special needs. However, when talking about correctional pedagogical work, it cannot be separated from the trinity of education: teaching, education, development.

Correctional education and training as a special organizing and directing process of correctional development in the practical implementation of educational work in the auxiliary school is not separated and does not exist separately.

Due to the fact that the development of students is carried out during education and in the process of education, the corrective effect is also involved in this activity.

By itself, special education, like general education, consists of a triple unit, consisting of corrective education, corrective education, and corrective development.

Acquiring knowledge about the ways and means of overcoming deficiencies in correctional education-psychological and physical development, as well as mastering the methods of applying the acquired knowledge.

Correctional education is the training of personal qualities and specific features that are inversely variable to the subject specificity of the activity that allows adaptation in the social environment (perception, work, aesthetics, etc.)

Corrective development is the correction (prevention) of defects in mental and physical development, compensation of neurodynamic mechanisms of the defect, and improvement of the mental and physical functions of the preserved sensory circle.

Desired education and upbringing develop at a certain level at the same time. This also applies to correctional processes. At the same time, the correction of development cannot be connected only with the acquisition of knowledge and skills. In the process of special education, mental and physical functions are revised, a mechanism for compensating the defect is formed, and a new character is given to the child. Along with corrective development, depending on how a person assimilates social experience, changes in personality characteristics and status occur to a certain extent, and they accumulate. During correctional work, mental, physical, and moral self-management, the ability to organize and manage one's own activities, and the skills of goal-setting in social work are developed. The ratio of correctional components (education, training, development) is reflected in the drawing recommended by V.S. Lebedeva. The diagram of education, training and development is depicted as an interrelated ligature of three components in the form of three intersecting circles.

First, based on the concept of special education, correctional pedagogical work should occupy a central place in the system, as it determines the defectological orientation of the educational process in a special school.

Secondly, correction should be located at the intersection of the constituent parts of general education and at the same time have specific aspects (directions) in the implementation of education, upbringing and development of students who need special support. .

Thirdly, due to the size and importance of the correctional pedagogical process in the special education system, an important place should be given at the intersection of educational parts.

Fourthly, correction as a social system should be independent of the environment, because the system functions not separately, but in specific social conditions. The environment is not a specific element for the correctional pedagogical process, but it appears as an incoming environment as a part of it. The social environment affects all levels of the process under consideration, but this influence varies. First of all, it reflects the purpose of society in special education: all-round development and formation of the personality of students, their social work rehabilitation, compensation of defects, easy assimilation of human social experience.

The entire system of correctional pedagogic work is motivated to rehabilitate and socialize a child in need of special assistance to the environment, to raise him as an equal and active worker who can enter the labor and community life together with all people and benefit the society.

In the education and upbringing of children with special needs, one can find opinions that see correction as a way of compensating the mind. When we talk about the formation of a person as a result of general and special education, corrective pedagogical work should be seen in accordance with the result (compensation), because the pedagogical essence is connected to it both quantitatively and qualitatively. Correction is a relatively broad concept, which determines the level of compensation of developmental defects of children who need special support, is the organic basis of the special education system and educational work in a special school.

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