

THEORY OF EDUCATION IN AUXILIARY SCHOOLS

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Abstract: This article provides information about the theory of education in special schools. There is information about oligophrenodidactics, theory of education and upbringing, special school, correction of defects, mentally retarded, special education, agriculture.

Keywords: Special school, mentally retarded children, educational outcomes, general tasks, theory of education, public education, public school.

Oligogrenodidactyly is a part of general pedagogy, developing a theory of education of mentally retarded children. In particular, it provides detailed information about the content of the educational process, principles, methods and forms of organizing the pedagogical process in special schools.

The general tasks of education in special schools are carried out together with the task of correcting the defects of a special mentally retarded student. Therefore, one of the main necessary features of education in special schools is its focus on correcting the defect, and the second feature is its specific implementation in the development of the child.

While students in regular public schools pay attention to certain events and gain knowledge about them, students with mental retardation may not notice these events. This situation complicates education in special schools. Nevertheless, special school education should serve to develop activity and independence in students. It is worth noting that the disturbed mental processes in students with mental retardation are better amenable to special pedagogical influence. Therefore, special attention is paid to the "zone of possible development in the near future" in special school education.

The demonstration of special school education is also one of its specific aspects. According to A.N. Graborov, demonstration is more important than in public schools. Mentally retarded children understand the inner essence of events through demonstration. Perhaps, only if demonstration is shown together with verbal explanations can the expected goal be achieved. Only then will the speech and thinking of mentally retarded children develop together, and it is necessary to take into account the limited independent work of children in special school education. These features of mentally retarded children cannot reach their normal peers even at the end of special school education. Therefore, teachers in all classes of special schools must eliminate these shortcomings.

It should be noted that special school education does not always give the expected results, since it is given mechanically, adapting to the shortcomings of simple students. Therefore, educational materials, no matter how simple they are, should be given in a conscious and understandable way. Only then will this education help students correct their shortcomings. Education in a special school is a joint activity of teachers and students, which serves to develop the skills and qualifications necessary for students to learn.

It was first opened in Uzbekistan in 1935 in Tashkent. It mainly accepts children who are mentally retarded and later become mentally retarded due to various diseases. Children in need of special education are determined by a medical psychological and pedagogical commission. Special education for mentally retarded children in special schools is carried out on the basis of the Law of the Republic of Uzbekistan "On Education" (1997).

The auxiliary school is part of the system of the Ministry of People's Education of the Republic of Uzbekistan. Special education for mentally retarded children in the auxiliary school is carried out in accordance with state standards, based on the special education program plan and textbooks, which correspond to the size of the primary class of schools and partially implement general secondary education. The duration of study is 9 years. 10-12 students are accepted into each class in the auxiliary school. 1/3 of the school's academic time is allocated to labor education. In auxiliary schools, carpentry, embroidery, sewing, and rural agricultural work are taught. The main goal of auxiliary schools is to mentally correct and physically improve children. The amount of knowledge in the auxiliary school is to prepare them for practical activities, correct speech defects, and adapt them to social life. Auxiliary educational work is carried out by oligophrenopedagogues.

Educational rules take into account the characteristics of students' educational activities based on data from psychology and sociology. The didactic principles developed in pedagogy are implemented in special schools taking into account the psychophysical (i.e., from the Greek - physis-nature, the physiological basis of the psychological characteristics and laws of people) development characteristics of students with mental retardation. The following rules are mainly used in the didactics of special schools: educational nature of education, activity and consciousness, scientificity, clarity, systematicity and regularity, demonstrativeness, differential attitude to students, relevance of theory to life.

In general, the principles of education in special schools are that in the process of development of mentally retarded children, not only personal qualities are formed, but also the specific structure of their activities. An important condition for the solid assimilation of knowledge by special school students is to ensure their understanding of educational materials. This principle requires that students consciously understand knowledge and remember systematized knowledge and skills for a long time.

The comprehensibility of educational materials in special schools is also determined by the individual capabilities of students and requires activity. Excessively long and constant patronage of a student can strengthen his sense of self-doubt and lack of courage. For this, it is necessary to start by giving them elements of independent thinking.

In special schools, along with the formation of students' ideas about concepts and objects, it is necessary to systematically develop scientific concepts in them, that is, to form a worldview.

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