World Bulletin of Social Sciences (WBSS)
Available Online at: https://www.scholarexpress.net
Vol. 27, October 2023
ISSN: 2749-361X

THE IMPORTANCE OF SENSORY EDUCATION IN DEVELOPING THE IMAGINATION OF VISUALLY IMPAIRED CHILDREN

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Article history:

Received: 4th August 2023
Accepted: 4th September 2023
Published: 8th October 2023

Abstract:

In this article, the methods of forming the imagination of children with visual impairments, the importance of sensory education are discussed with pedagogical and psychological evidence.

Keywords: blind student, sensory education, special pedagogy, iflo technique, thinking, perception, imagination.

One of the most urgent issues of today's special pedagogy is the development of methods of forming the imagination of the subject in students of specialized boarding schools for blind children, and it is one of the problems of the pedagogue's ability to do so. Therefore, one of the efforts of the Republic of Uzbekistan in the reform of the education sector is the activity of pedagogues in accordance with the requirements of the times, having deep knowledge, pedagogical skills, skills, qualifications and culture to educate a well-developed person in all aspects. demands that they be[1].

Depending on the person's lifestyle and work activity, an analyzer becomes a dominant-leader. That type of perception will be strong in this person. In most healthy people, vision is dominant. However, when visual acuity is severely reduced (from 0.03-0.02 and below) and in total blindness, skin-mechanics, movement analyzers or skin-sensory perception lead. However, observations show that many even at the lowest level of visual acuity, blind people actively use visual perception in most cases. In total blind people, perception of the environment is mainly carried out with the help of auditory analyzers[2]. However, auditory perception and perception of the external world and it gives a one-sided understanding of things, i.e., a very narrow understanding of their spatial position and physical essence. The process of human perception of the external world takes place in a polysensory manner with the participation of all available sensory analyzers and types of perception. Just like that in case thing and events as a whole , conscious - understood and generalized without[3], choosing perception reach face gives _ For example : in the blind external in the world things and objects choose perception of reaching limitation , absence , of things of beauty emotional of exposure lack of feeling as a result and interests of the circle narrowness come comes out In the blind subject and objects wide and deep perception reach skin and movement analyzers using done increases . And this perception being carried out of things essence[4], composition , all properties about enough , wide information to get scarcity does. As a result , sensory experience in the blind less is the subject and events conscious and as a whole perception reach will break.View perception : Seeing analyzers using person of subjects color , shape , size , size , movement and movement direction determines. The eye in the weak vision perception to see members defect level and of things big-small , far-close , room to the light depends healthy a person around things both eye with when seeing (binocular vision) images - perception complete will be , but the eye in the weak of the eye to see low acuity or one eye in general not seeing can _ Such in case thing and of objects in space sides sure to see breaks down. Eye are weak things , pictures get to know they suffer[5]. The eye are weak pictures , especially complicated pictures as a whole that they could not perceive for , in Fig things , characters between dependence is broken . of the picture important part according to because he didn't get it of the image main (original) content about error thought appear to be can _ The picture as a whole (in space thing and objects too) perception reach for him from far , close , then each from the side standing up watch will be done . So watch when done thing and about objects (pictures) , their important parts enough level clear , perception will be done[6].

The eye in the weak vision of sharpness low , vision of the circle narrowness for this too process difficult will pass As a result they are letter and joints , numbers , geometric figures perception reach speed sharp decreases[7]. Especially blind and eye are weak for in space movement doing objects (bird , plane and others) perception reach much difficult.[8] These are

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Vol. 27, October 2023
ISSN: 2749-361X

disadvantages their reading , writing qualifications their acquisitions makes it difficult. They most of the time in the notebook the line good that they did not see for crooked they write , letters elements down remains , it is written high and low and etc defects many meeting possible. Of things shape and size perception attainment : of things main icon – sensor content his is the form The form is a thing , its essence and content about a lot information gives _ (Er of the balloon small shape-globe remember)[9]. of things size , size one of time in itself according to get of perception impact on quality is enough The eye powerless children and adults thing and objects checking at the time him everyone from the side according to they can't take , eye soggani subject order with systematic seeing to exit destruction to give as well of the eye fast tired stay as a result received information few , uncertain to be can of things shape , size , proportion about data is also an eye powerless in children sure without being remains[10].

Sensory development of a child is understood as the formation of ideas about the external properties of objects and the development of the child's perception: the shape, color, size, location of objects in space, as well as smell, taste. plays an important role in the effective education and upbringing of the child in the educational institution and school. In this, the child's work takes the leading place . By perceiving the objects and phenomena of the surrounding world, their understanding begins. All other forms of awareness - memory, thinking, imagination are built on the basis of perceptual images, their processing is the result. Therefore, normal mental development cannot occur without full reliance on perception. In a special school, children learn to draw, glue, build, make, get acquainted with natural phenomena, learn the basics of mathematics and literacy[11].

Acquiring knowledge and skills in all areas requires constant attention to the characteristics of surrounding objects, taking them into account and using them. Because, in order to draw a picture of an object, the child must determine the uniqueness of its shape and color, and be able to see the similarities between the drawn picture and the original. Construction requires studying the form (appearance) of an object and its structure. Children identify the relationship of parts in space and match the characteristics of the sample with the properties of the available material. It is impossible to get a clear idea about living and inanimate natural phenomena without a constant focus on the external characteristics of objects. Forming elementary mathematical ideas means familiarizing with geometric shapes and knowing their types, comparing objects by size. A child's readiness to learn at school depends on his sensory development. Research conducted by psychologists shows that the difficulties that children may face in education (mainly in the 1st grade) are due to the fact that their perception is not sufficiently clear and flexible , as a result of which there are errors in writing letters, drawing and manual work lessons. there are cases of inaccuracy in making things[12].

In physical education classes, it is observed that the child cannot perform actions. However, it is not only about the fact that a low level of sensory development affects the child's effective learning . It should not be forgotten that the high level of such development is of great importance for the general activity of mankind and for people of creativity . Along with the abilities that ensure the success of composers, artists, architects, writers, builders, form, color, which are very subtle aspects of objects and events, Sensory abilities, which allow to understand and express unique deep, precise, yorkin aspects of language and other external aspects, also play an important role. Sensory abilities are based on the level of general development achieved by the child in his early years. Early correction of any deficiency in children's development (from the first months of life) is one of the priorities of special pedagogy and psychology all over the world. Early childhood is the most important period in terms of psychological and pedagogical influence on the child[13].

If the child's compensatory capabilities, correctly selected correctional-pedagogical, psychological and medical work are compatible with each other, they can significantly reduce the impact of the initial defect on the child's psychological and physical development, in some cases and can completely eliminate it. Such cooperation ensures the effective formation of compensatory mechanisms, the correction of initially disturbed mental and motor functions, that is, it serves as an important factor in the prevention of children's diseases and disabilities[14]. LSVygotsky emphasized that there are acceptable (optimal) periods for each type of education in a child's development. It is during these periods that education is easy, effective and economical. Optimal periods of education are determined for each child based on his closest development zone, where education is based not on the child's mature functions, but on his more mature and developing functions (LIRastigaylova, ZMDunayeva).

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It has been proven that the disturbance of neurophysiological functions changes the development processes, but does not stop them. In this case, the child's psyche develops in anomalous conditions, but due to the high flexibility of the child's psyche, the wide range of compensatory possibilities, along with the successful correction of developmental defects, it is possible to relatively restore or replace even the most severe injuries in the nervous system. work greatly reduces the level of deficiency in children's social activities, and helps each child to achieve general development, education, and participation in social activities as much as possible (Malofeyev NN). System of sensory education in Russia LS Vygotsky. Based on the theory of perception developed by BG Ananev, SL Rubinstein, AN Leontev, AV Zaporozhes, LA, Wenger, et al. According to him:

-sensing and perception are separate behaviors of analyzers, which are aimed at comprehensive study of the subject and its specific features;

-developing a child's analyzers means teaching him/her perceptive behavior;

- with the help of perceptive behavior, the child perceives new qualities and characteristics of the object[15].

The task of sensory education is to teach the child to these behaviors in time. Generalized methods of research and study of subjects are important in the formation of comparison, generalization operations, expansion of thinking operations in the child. The language teaching process is structured in such a way that it is aimed at filling the deficits caused by hearing problems: enriching the vocabulary; clarification of the sound content of speech; mastering the grammatical system of the language; mastering different types and forms of speech (conversation). In this process, an important place is allocated to the tools of demonstration. The purpose of their use is that these tools should not only demonstrate the content of the educational material, but also solve the problems of mastering it. visual aids and methods are of great help[16].

Much attention is paid to the sensory education of blind children, especially the development of auditory perception. There are many exercises to distinguish between speech and speech sounds. During the lessons, the child develops certain ideas about the world of sounds. This has a beneficial effect on the quality of speech. Demonstration-action and demonstration-imagery and thinking occupy a great place in the intellectual development of a child. Visual and figurative thinking is very necessary for the formation of a child's ability to logically express his thoughts through words. This is precisely why children with hearing loss fall far behind their peers with normal hearing[17].

That is why the formation of children's thinking activity is carried out together with sensory models. The entire program material is divided into topics and provides for the step-by-step (step-by-step) development of mental behavior. they learn Then they learn the name of the dishes and their function. Later, in speech development activities, the process of getting to know the objects takes place: children put signs or cards with their names next to them. that is, he can perform certain actions with the object, which facilitates the process of remembering its name. At the end of the lessons, didactic games such as[18] "Feed your doll", as well as plot games are played. Visual-active thinking is formed in children in the process of performing various tasks with various objects. In this way, the child discovers various properties of objects for himself, makes preliminary generalizations. Various didactic games and toys are also widely used: geometric lotto, "magic bag", pyramids, etc. As a result, children learn to distinguish objects, recognize them, and compare them. Thus, during training, the child acquires and strengthens a certain sensory experience necessary for adaptation to the environment.

Blind children have particularly serious difficulties in classifying objects. It is for this reason that didactic games using various objects and pictures are held in the classes. In this case, children should determine the group of subjects to which it belongs (and, conversely, determine the required subject from the group of subjects). Teaching the basics of elementary mathematics to blind children will also greatly help their intellectual development. In the first year of study, the child learns to choose the right number of subjects according to the sample[19]. Before knowing numbers and learning to read, the child makes a set of the same objects, depending on the shape, size, color of the objects. Gradually, children learn to compare the number of objects with the number of fingers. First, a new number is learned by comparing it with a learned number. Thus, the child gradually learns the concepts of "more" and "less", for example, distinguishing that, say, 3 (balls) is more than 2 (spheres). He learns to remove one ball or add one ball to equalize their number. In addition to visual aids, handouts should be widely used during training. Practical activities with subjects help the child to master the learning material better.

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Visually impaired children usually have difficulty measuring liquid and dispersible substances using conventional measurements. At this time, the game of chicken comes in handy. For example, chickens are placed next to each pile of spilled small items, say, cereals (wheat, oat groats, rice, etc.). This will help visualize the calculation. Later, the child himself measures these things independently with cups, spoons, glasses, etc., and tries to compare whether they are more or less compared to each other. The same method of chickens can be used to compare the volume of the measured substances. For example, two bowls of rice are sprinkled on two sheets of paper and two chickens are placed next to them, and the child is asked which pile has the most rice. At this time, children usually find the correct answer that there is the same amount of rice on both sides of the sheet. Only if the rice on one side of the sheet is spread out and the rice on the other side is nested, even though there are two chickens standing next to each of them, the child may hesitate. But when the exercise is repeated, the children find the correct answer without making a mistake. Such exercises clarify children's ideas about the size, quantity, and size of objects, and teach them to generalize[20].

Blind and deaf children, especially deaf children, do not learn about the color, shape, size, location of objects in space, etc. will have in the process. While performing various actions with the objects, the children independently distinguish the features and qualities of the objects that the pedagogue aims to introduce them to. For example, deaf children acquire the first ideas about the shape and size of objects by perceiving them with the help of tactile movements. Children touch the studied objects from all sides, determine their size and smallness with fingers and hand movements, and try to find out which object is big and which one is small at the same time by hand movement and sight. Initially, the child's hands are controlled by the deaf pedagogue himself: he holds the child's hands and moves them according to the situation.

Later, children will use this method independently. During the lessons, educators are prohibited from making drawings and showing samples for application. The task of experts is that the children themselves, as a result of repeatedly observing natural phenomena, the behavior and feelings of people and animals, form appropriate ideas in children, and then they themselves it is necessary to achieve the emergence of images that can be expressed in creative works[21].

Adults always give a positive assessment to children's work products, no matter how "wrong" they are. The feeling of success encourages the little ones, who seek to communicate with adults and children, to express themselves freely and express their desires freely. Success gradually nurtures and strengthens children's sense of self-confidence. As long as communication with children takes place in the context of some productive activity (making, drawing, etc.), in the context of theatrical play, the content of speech that children participate in this activity, regardless of how it is expressed (oral or written) , they understand without difficulty, even if children come across different forms of the same word in concrete situations during training, this does not confuse them: children can distinguish udar relatively easily .

The relevance of this article the following conclusions with we finish . Sensory education plays a key role in the child's psychological and physical development. Knowledge begins with the perception of objects and phenomena of the environment. All other forms of knowledge - remembering, thinking, imagination - arise on the basis of perceived images. Therefore, it is impossible to achieve normal mental development of children without relying on full perception of objects.

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Vol. 27, October 2023
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