

**CORRECTIONAL SIGNIFICANCE OF SPEECH INFLUENCE IN THE EDUCATION
OF STUDENTS WITH INTELLECTUAL DISABILITY BASED ON SENSORY
INTEGRATION.**

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Abstract: This article discusses the corrective content of influencing speech in the education of mentally retarded students based on sensory integration, its generalizing functions, the practical implementation of educational work in a special school, and the three components of the educational, upbringing and development framework.

Keywords: corrective work, sensorimotor processes, sensory development, tactile-motor and visual, mental development, environment, objects and phenomena.

Аннотация: В данной статье освещены коррекционное содержание воздействия на речь в воспитании умственно отсталых учащихся на основе сенсорной интеграции, выполняемые им обобщающие функции, практическая реализация учебно-воспитательной работы во вспомогательной школе и три компонента схемы обучения, воспитания и развития.

Ключевые слова: коррекционная работа, сенсомоторные процессы, сенсорное развитие, тактильно-моторное и зрительное, психическое развитие, окружающий мир, предметы и явления.

For the correct definition of 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 can the internal structure of the structure and the role of pedagogical content be considered.

The purpose of correctional work is to improve the mental and physical functions of children in need of special assistance, prepare them for life and work.

The very term "education" and the essence of this process are interpreted differently in many studies. However, the full definition of the concept of "education" was given by V.S. Lebedeva, who in his definition also showed the structure of this concept: "Education is the process of organization and normalization by the community of the continuous transfer by ancestors of socially significant experience, reflecting the bio-social process within the ontogenetic framework for the development of personality. In this process, three structural aspects are

distinguished, characterized by content and form: conscious, ensuring the assimilation of experience by the individual; cultivation 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, upbringing, and development.

Teaching is directed at the assimilation of experience by students, while upbringing and development are carried out indirectly. All three processes - upbringing, education, and development - are carried out in harmony with each other as a whole; it is almost impossible to separate and delimit them.

In many works on special pedagogy, as a rule, correction is linked to the development of the child. This is justified by the fact that it is aimed at correcting secondary developmental defects in children with special needs. However, when speaking about correctional pedagogical work, it cannot be separated from the diagram of the trinity of education: teaching, upbringing, development.

In the practical implementation of educational work in auxiliary schools, correctional education and upbringing are not separated and do not exist separately as a special organizing and guiding process of correctional development.

Since the development of students is carried out in the process of education and upbringing, corrective influence also participates in this activity.

Special self-education, like general education, consists of a trinity of correctional education, correctional upbringing, and correctional development. Acquisition of knowledge about ways and means of overcoming shortcomings in correctional education-psychological and physical development, as well as mastering methods of applying the acquired knowledge.

Correctional education is the cultivation of personality traits and characteristics (perceptive, labor, aesthetic, and others) that are varied against the subject specifics of activity, allowing adaptation to the social environment.

Corrective development is the correction (prevention) of deficiencies in mental and physical development, compensation of the neuro-dynamic mechanisms of the defect, and improvement of the mental and physical functions of the preserved sensory sphere.

Any education and upbringing simultaneously develops to a certain extent. This also applies to correctional processes. At the same time, the correction of development cannot be associated only with the acquisition of knowledge and skills. In the process of special education, mental and physical functions are reviewed, a mechanism for compensating for the defect is formed, and a new character is given to it. Along with corrective development, depending on how the individual assimilates social experience, changes in the characteristics and state of the individual occur to a certain extent, and they accumulate.

During correctional work, mental, physical, and moral self-regulation, the ability to organize and manage one's own activities, and the ability to orient oneself in social work are developed. The proportionality of correctional components (education, upbringing, development) is reflected in the diagram proposed by V.S. Lebedeva. The diagram of education, upbringing, and development is depicted in the form of three intersecting circles as an interconnected diagram of three components.

Firstly, based on the concept of special education, correctional pedagogical work should occupy a central place in the system, since 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 in need of special assistance.

Thirdly, in the system of special education, due to the volume and significance of the correctional pedagogical process, it should occupy an important place at the intersection of educational components.

Fourthly, correction should be able to independently emerge into the environment as a social system, since the system functions not in isolation, but in specific social conditions. The environment manifests itself not as a specific element of the correctional pedagogical process, but as an internal part of the environment. The social environment influences all levels of the process under consideration, but this influence varies. First of all, it reflects the goal of society in special education: comprehensive development of the personality of students and their formation, their rehabilitation in social labor, compensation for defects, easy assimilation of humanity's social experience.

The entire system of correctional pedagogical work is aimed at the rehabilitation and social adaptation of a child in need of special assistance to the surrounding world, raising him as an equal and active worker, capable of entering the life of labor and society together with all people and benefiting society.

In the education and upbringing of children in need of special assistance, one can find opinions that correction is considered as a compensatory method of mental work. When we talk about the formation of personality as a result of general and special education, correctional pedagogical work should be considered in accordance with the result (compensation), since the pedagogical essence is related to it both quantitatively and qualitatively. Correction is a relatively broad concept that determines the degree of compensation for developmental defects specifically in children with special needs, and serves as the organic basis of the special education system and educational work in special schools.

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