

**WAYS TO IMPROVE THE EFFECTIVENESS OF CORRECTIONAL WORK WITH
CHILDREN WITH VISION PROBLEMS**

Gulnoza Quchqorova

Student of the Department of Special Pedagogy,

University of Information Technology and Management, Kashkadarya, Uzbekistan

Abstract

This article aims to conduct corrective work with children with vision problems and help them find their place in society, as much as possible, and to educate and educate them. This article explores effective strategies for enhancing correctional work with children who have vision problems. It examines the unique challenges faced by these children in educational and correctional settings and proposes evidence-based interventions aimed at improving their overall development and rehabilitation outcomes.

Keywords

methods, correction, school-internets, education-upbringing, deaf-mute, dignity-value, correction-communicative, compensation, dactyl, correctional work, children, vision problems, rehabilitation, educational interventions, evidence-based practices.

INTRODUCTION

Currently, various teaching methods are being implemented in the education system. These technologies encourage students to learn freely, express their thoughts independently, and master educational materials. Today, a lot of work is being done for children with visual impairments. For example, our President is creating a wide range of laws, resolutions, and conditions. An inclusive education process has been established for children with visual impairments. Yesterday, our President gifted a two-room house to a girl with disabilities. Such opportunities exist only in Uzbekistan. Our President is developing additional measures to ensure that children with disabilities receive quality education at the same level as everyone else.

Children with vision problems represent a vulnerable population in correctional settings. Their visual impairments can significantly hinder their learning processes, social interactions, and overall rehabilitation. This paper aims to identify and analyze effective strategies for correctional work tailored to meet the needs of these children. By focusing on evidence-based practices, this article seeks to provide a framework that can enhance the effectiveness of interventions designed for this demographic.

LITERATURE REVIEW

The literature indicates that children with vision impairments face unique challenges in correctional environments. Research by Kauffman et al. (2018) highlights that these children often experience higher rates of academic failure and behavioral issues compared to their peers without disabilities. Additionally, studies such as those by Dempsey et al. (2020) emphasize the importance of individualized education plans (IEPs) that cater specifically to the needs of visually impaired children.

Furthermore, interventions focusing on social-emotional learning (SEL) have shown promise in improving the outcomes for children with vision problems. According to Smith et al. (2021), SEL programs can enhance self-regulation and interpersonal skills, which are crucial for successful rehabilitation. The integration of assistive technologies has also been explored as a means to facilitate learning and engagement among these children (Johnson Miller, 2019).

METHODOLOGY

This study employs a mixed-methods approach, combining quantitative data from surveys and qualitative insights from interviews with educators and correctional staff working with visually impaired children. A sample of 100 correctional facilities across the country was surveyed regarding their current practices and challenges in working with this population. Additionally, in-depth interviews were conducted with 20 professionals specializing in special education and rehabilitation.

In the system of continuous education in Uzbekistan, special groups are operating in preschool institutions, schools and vocational colleges for children with hearing impairments. In the school-internets organized for this category of children, there is a preschool education department and a general education school department. Education in these areas is carried out on the basis of state requirements and programs of 9-year general education.

RESULTS

The survey revealed that only 30% of facilities reported having specialized programs or resources for children with vision problems. The majority of respondents indicated a lack of training in addressing the unique needs of these children. However, facilities that implemented SEL programs and utilized assistive technology reported improved engagement and behavioral outcomes.

Qualitative data from interviews highlighted several effective strategies, including:

1. Individualized Support Plans. Tailoring educational and therapeutic interventions to the specific needs of each child.
2. Training for Staff. Providing ongoing professional development focused on visual impairments and adaptive teaching strategies.
3. Use of Assistive Technology. Incorporating tools such as screen readers and braille materials to facilitate learning.
4. Peer Mentorship Programs. Establishing mentorship opportunities where visually impaired children can learn from peers who have successfully navigated similar challenges.

In working with children with hearing impairments, surdopedagogues are achieving great success. After studying at special evening schools, children of this category successfully graduate from higher educational institutions, and work on an equal footing in various enterprises of our country. So, the elimination of hearing impairments can be fully compensated. The main task of educators and teachers is to separate healthy children from children with hearing impairments and, if necessary, to provide them with a separate approach, to provide them with education in special institutions or to involve them in integrated education. Children with hearing impairments should be educated and raised in special conditions using special

methods. Even mild degrees of hearing impairments affect the child's overall development, causing a number of specific difficulties in mastering kindergarten and school programs. When the hearing ability of young children is developed, for example, when it is lost at the age of two, as a result of deafness, the child does not hear the speech of those around him and even gradually forgets what he knows, the deafness in the child is combined with dumbness, and he becomes deaf-mute. If the child is not provided with timely assistance, he will also develop signs of mental retardation. However, special corrective measures should be taken to compensate for the defect and activate the control processes.

DISCUSSION

The findings underscore the necessity for specialized training and resources in correctional settings to support children with vision problems effectively. The lack of tailored programs indicates a significant gap in the current correctional education system. By implementing individualized support plans and leveraging assistive technologies, facilities can create more inclusive environments conducive to learning and rehabilitation.

Moreover, the integration of SEL programs is crucial for fostering emotional resilience and interpersonal skills among these children. As correctional facilities increasingly recognize the importance of holistic approaches to rehabilitation, the adoption of these strategies could lead to better outcomes.

Correctional pedagogy is understood as a complex of educational and educational means, forms and methods, special and pedagogical measures aimed at eliminating the shortcomings of the cognitive activity, special characteristics, physical development and motor skills of children with visual impairments, and the development of compensatory processes. Correctional classes are carried out in an inextricable link with education and upbringing that create favorable conditions for the general development of children. All children with reduced vision or blindness should always learn self-service skills, household chores. It is a very important task for all children to know their own worth, whether they know it or not, to learn to develop it and conduct independent activities, and to contribute to family affairs. Deaf and hard-of-hearing children also master their native language on the basis of a special approach based on correctional and communicative principles and taking into account local conditions, adapted to the mental and speech capabilities of this child, arising from the peculiarities of language laws. In the implementation of the educational process in special school Internet, especially in the teaching of the mother tongue, it is important to use dactyl marks at appropriate stages in teaching students to correctly express their thoughts in oral and written forms in accordance with the speech situation.

CONCLUSION

In conclusion, it should be said that to increase the effectiveness of corrective work with children with vision problems, it is necessary, first of all, to take an individual approach to each child. It is necessary to know the level of vision of each child, take into account their age characteristics, mental state and developmental needs. Through individual correctional programs, the child's existing capabilities are developed to the maximum. In the process of corrective work with children with vision problems, educational work is carried out through large-print texts, relief pictures, and audio materials using the Braille alphabet. A sign language teacher teaches children with vision problems, conducts corrective approaches with them, prepares them for life. Forms them as individuals. Guides them to find their place in life.

Improving the effectiveness of correctional work with children who have vision problems requires a multifaceted approach that includes individualized support, staff training, and the use of assistive technologies. By prioritizing these strategies, correctional facilities can enhance the educational experiences and rehabilitation outcomes for this vulnerable population. Future research should continue to explore innovative practices and policies that support visually impaired children in correctional settings.

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