

THE IMPORTANCE OF EARLY DIAGNOSIS AND EARLY CORRECTIVE CARE

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Abstract: This article highlights the pedagogical and psychological importance of early identification of children with various developmental disabilities and providing them with early corrective assistance. The issues of maximizing the development potential of children through early diagnosis, preventing secondary disabilities, and ensuring social adaptation are analyzed and covered.

Keywords: early diagnosis, early correctional assistance, defectologist, speech therapist, psychologist, speech development, inclusive education, developmental disabilities, development of sensory and motor activity.

Аннотация: В данной статье подчеркивается педагогическая и психологическая важность ранней диагностики детей с различными нарушениями развития и оказания им своевременной корректирующей помощи. Анализируются и рассматриваются вопросы максимального раскрытия потенциала развития детей посредством ранней диагностики, предотвращения вторичных нарушений и обеспечения социальной адаптации.

Ключевые слова: ранняя диагностика, ранняя коррекционная помощь, специалист по дефектам речи, логопед, психолог, развитие речи, инклюзивное образование, нарушения развития, развитие сенсорной и моторной активности.

INTRODUCTION.

Early childhood is one of the most important stages in a child's development from a medical and psychological-pedagogical point of view. In the first years of a child's life, negative factors that disrupt interaction with society and movement delay the maturation of his brain, inhibit it, and prevent the formation of a complex inter-analyzer system. In order to provide such children with timely assistance, it is very important to identify defects in their mental and social development as early as possible. Early diagnosis is the process of identifying deviations in the child's development as early as possible. Early diagnosis allows for the timely detection of defects in hearing, vision, speech, mental and physical development. This allows for a correct assessment of the child's capabilities and the organization of the educational process based on an individual approach.

LITERATURE ANALYSIS AND METHODS.

It is said that in modern literature, early diagnosis and rehabilitation (correction and development) should be carried out not only by a defectologist, but also in cooperation with a psychologist, speech therapist and parents. Maximizing developmental opportunities: Studies show that early (from an early age) identification of defects and initiation of corrective work prevent serious complications in later life. At an early age, brain neurons have a high regenerative capacity. Corrective measures taken up to 3 years of age are the main foundation for the formation of a child as a future personality. Early corrective assistance creates the foundation for the child's adaptation to society, the development of communication skills, and the subsequent involvement in inclusive education.

RESULTS

The main importance of early diagnosis is that it prevents the occurrence of secondary defects; stabilizes the child's development; establishes cooperation between parents and specialists; facilitates the child's adaptation to society.

Currently, Correctional pedagogy in Uzbekistan is a science that studies the features of the psychophysiological development of children with physical or mental disabilities who need special help, and is engaged in their education. Children with mental and physical disabilities are called anomalous children (derived from the Greek word *anomalos*, which means abnormal, abnormal). The task of correctional pedagogy is to study the causes and types of anomalies, the features of the psychophysiological development of anomalous children, and on this basis to organize integrated, inclusive or differential education, and to engage in their education.

The purpose of the discipline of correctional pedagogy is to study the necessary conditions for organizing integrated, inclusive and differentiated education for anomalous children, to identify methods for eliminating, correcting or making their psychophysiological deficiencies invisible as much as possible, and to show educators and teachers how to implement them in practice.

The main tasks of correctional pedagogy. There are general laws for the development, education and upbringing of anomalous children of various categories. The basis of correctional pedagogy is a comprehensive, physiological and psychological study of anomalous children, the tasks of which include:

- correction of defects and identification of corrective and compensatory opportunities of a child with various developmental deficiencies;
- solving the problems of anomalous children in order to implement differentiated education and upbringing;
- identification and registration of anomalous children;
- scientific development of methods for early diagnosis of developmental anomalies;
- development of measures to correct, eliminate or reduce developmental defects in children;
- development of a system of preventive measures to prevent anomalous childhood;
- increasing the effectiveness of the process of development of anomalous children and their socialization.

Correctional and educational work is a system of special pedagogical measures aimed at eliminating or reducing the shortcomings in the development of children with developmental disorders. Correctional and educational work is not aimed only at correcting individual defects, but also at their general development. Correction of defects in the development and behavior of students is considered a holistic pedagogical phenomenon aimed at changing the child's personality. Correctional and educational activity is a pedagogical action aimed at changing the child's cognitive abilities, improving his emotional-volitional, individual - personal qualities, developing interests and abilities, labor, artistic, aesthetic and other abilities.

DISCUSSIONS

The results of the study once again confirmed the important role of early diagnosis and early corrective assistance in the lives of children with developmental disorders. The results obtained coincide with existing scientific views and show the high effectiveness of early detection and timely organized pedagogical impact.

Literature review shows that early intervention has a significant impact on a child's later development. Our results support this idea, confirming that positive changes are observed in speech, cognitive, and social development.

At the same time, there are some problems. In particular, the fact that the early diagnosis system is not established at the same level in all regions, the lack of specialists and insufficient awareness of parents can negatively affect the effectiveness of correctional work. This indicates the need to strengthen systematic work in this area.

Another important aspect in the discussion process is the issue of an individual approach. Since the developmental characteristics of each child are different, correctional work should be organized not in a standard, but in an adapted way. In this regard, improving the inclusive educational environment is also one of the urgent issues.

In general, further development of the early diagnosis and early correctional assistance system, widespread implementation of scientifically based methods in practice, and strengthening cooperation between specialists and parents will allow achieving high results in this area.

SUGGESTIONS AND CONCLUSIONS.

Further improve the system of early detection of children with developmental disabilities and its widespread implementation in practice;

Strengthen early diagnostic services in preschool educational institutions and medical organizations;

Increase the number of defectologists, speech therapists and psychologists and regularly improve their qualifications;

Develop their knowledge and skills through organizing psychological and pedagogical consultations and trainings for parents;

Improve an inclusive educational environment and create equal educational opportunities for all children;

Organize correctional and pedagogical work based on modern methods and technologies.

In conclusion, early diagnosis of children with various developmental disabilities and providing them with early corrective assistance are of great importance for their future mental, physical and social development. Systematic and comprehensive correctional and pedagogical work organized on the basis of early identified disabilities serves to prevent secondary disabilities, maximize the child's potential, and facilitate their adaptation to society.

Also, the cooperation of a defectologist, speech therapist, psychologist and parents in the early diagnosis process is important, which ensures an approach tailored to the individual needs of the child. Through the effective organization of inclusive and differentiated education, the

level of socialization of anomalous children and their preparation for independent life increases. Therefore, the development of early diagnosis and early corrective assistance is one of the urgent pedagogical and social tasks today.

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