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## "CORRECTIONAL AND DEVELOPMENTAL TECHNOLOGIES IN DEAF PEDAGOGY"

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### Abstract:

In this article, early identification and initiation of correctional and developmental work with children from birth to 3 years will significantly reduce the risk of manifestations of developmental disorders at an older age. Correctional and developmental work with children and adolescents is a very important area of activity not only for teachers, but also for psychologists and social educators. It must be carried out systematically and built on a scientific basis.

**Key words:** Hearing impaired person, Psychology of hearing impaired persons, Impact of hearing impairment on interpersonal relationship

Modern experimental studies have confirmed that the inclusion of a child with intellectual disabilities in the learning process is possible and necessary if certain conditions are provided to reveal the potential of mental, physical, emotional and social development. The category of children with intellectual disabilities is quite diverse, requiring a highly organized process of education and upbringing. Corrective and developmental work is understood as a system of medical, pedagogical, psychological measures (influences) that promote the full development of children, overcome deviations in their development and serve the purposes of habilitation and rehabilitation of children with disabilities or any children experiencing difficulties in learning and social adaptation.

A correctional developmental activity is the most traditional form of communication between an adult and a child, during which various tasks are solved to develop the child's ways of understanding the world and correcting his shortcomings. Correctional and developmental work is an additional activity to the main educational process that contributes to the more effective development of the child, the disclosure and realization of his abilities in various areas.

Special correctional developmental pedagogical technologies when working with children with disabilities



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When working with children with disabilities, special correctional and developmental pedagogical technologies are used to achieve positive dynamics in training and education: Traditional teaching technologies In correctional work, the main method is the use of traditional teaching technologies based on constant emotional interaction between the teacher and students.

Traditional technologies make it possible to enrich the imagination of students, causing them an abundance of associations associated with their life and sensory experiences, and stimulate the development of students' speech.

Explanatory and illustrative technologies When working with students with mental retardation, it is first of all necessary to develop imaginative thinking, use figurative representations and offer to perform those types of mental activities that are most close and understandable to children. "It's better to see once than to hear a hundred times," says popular wisdom. The teacher will say: visual impressions (images) are brighter and better than verbal ones, they paint a picture, they burn into consciousness and remain in it longer. If so, then it is useful to use this feature during the learning process.

Development and correction of sensory and motor areas. This direction is especially important when working with children who have sensory defects and disorders of the musculoskeletal system. But it is no less important when working with healthy children who are lagging behind or have partial deficiencies in the development of these functions.

Stimulation of sensory development is also very important in order to develop the creative abilities of children.

Development and correction of cognitive activity. The system of psychological and pedagogical assistance to the full development, correction and compensation of developmental disorders of all mental processes (attention, memory, perception, thinking, speech) is the most developed and used in the practice of teachers and psychologists. Development and correction of the emotional sphere. The development of emotionality in children and the correction of neurotic manifestations are the traditional areas of work for psychologists. Increasing emotional competence, which involves the ability to understand the emotions of another person, adequately express and control one's emotions and feelings, is important for all categories of children.



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## Conclusion

Early identification and initiation of correctional and developmental work with children from birth to 3 years will significantly reduce the risk of manifestations of developmental disorders at an older age. Correctional and developmental work with children and adolescents is a very important area of activity not only for teachers, but also for psychologists and social educators. It must be carried out systematically and built on a scientific basis.

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