

General questions of the module of special pedagogy: categories of children in need of special support.

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Abstract: There was a need to clearly define the place of defectology in the system of sciences, namely in the structure of pedagogy. Development of contacts with the world scientific community and foreign pedagogical practice since the beginning of the 90s. clearly showed "diagnostic" in the context of the humanistic paradigm.

Key words: upbringing, training, development, formation, socialization, preschool education, sources of preschool pedagogy, subject of preschool pedagogy, object of preschool pedagogy.

Special pedagogy is the theory and practice of special (special) education of persons with disabilities in physical and mental development, for whom education in ordinary pedagogical conditions, determined by the existing culture, help of general pedagogical methods and means, it is difficult or impossible.

In international pedagogical theory and practice, the concepts of "special pedagogy" and "special education" are generally accepted: in English - Special education, in in French - education speciale, in Spanish - pedagogia especial, education especial, in German - Sonderpädagogik. The name "special pedagogy" is used as a generally understood international pedagogical term, as it is consistent with the modern humanistic guidelines of the world education systems: correctness, absence of a degrading label.

The English root of the name is special (special, individual) emphasizes personal orientation this area of pedagogy, its ability to solve complex individual educational problems of a particular person. Unlike European countries, in the United States the concept of special education covers the problems of education of all children who differ from the generally accepted norm, including gifted ones.

However most specialists (including specialists from Western Europe) understands special pedagogy, special education only the sphere of education of persons weighed down by themes or other violation, lack of psychophysical development. Indeed, the pedagogy of gifted children is a rather narrow area of pedagogy, designed for pedagogical assistance. a certain category of children only for a limited period. AT In the future, the problem of a gifted child develops into the problem of the formation of the personality of a professional, master, scientist and etc. Special Pedagogy covers the entire life cycle a person with a disability, which the range of educational problems is immeasurably wider than in a gifted person.

Since special pedagogy is an integral part of pedagogy, it uses the majority of general pedagogical terms. At the same time, special pedagogy has its own conceptual apparatus, its own terminology, which reflect its specificity as a scientific discipline. The range of concepts and, accordingly, the terms of special pedagogy is wide. There is a group of concepts denoting those to whom special pedagogy is addressed; conceptual the apparatus of its goals and objectives, principles, methods, means and organization of the process of special education, the system of special educational technologies. The body of knowledge of special pedagogy was formed and accumulated in a long process of development of the practice of teaching and educating children with various physical or mental deficiencies.

Initially, in the absence of their own pedagogical terminology, the generally accepted medical terminology was used, denoting pathological anatomical and physiological differences between persons with developmental disabilities from other people. Accordingly, the starting point in the

construction conceptual apparatus of special pedagogy and pedagogical approaches to children with disabilities have become etiology and symptoms.

Gradually accumulated knowledge was consolidated in specific language forms reflections - scientific concepts borrowed in medicine: "diagnosis", "correction", "anomaly", "defect", "demented", "deaf-mute", "deaf", "blind", etc. With the development of psychology, special pedagogy comes psychological concepts and terms, which are also often are essentially "diagnostic", for example "children with temporary mental retardation (TDA)".

In the absence of proper pedagogical names for this or that pedagogical phenomenon medical and psychological terms took root in the conceptual field of special pedagogy; lost for teachers their diagnostic, negative meaning in the sociocultural context. The set of concepts of special pedagogy as a system of scientific knowledge, organizing the existing knowledge, is a mobile, developing system. Pedagogical reality each historical period, each era added its own concepts, influenced by the development of other sciences (medicine, philosophy, cultural studies, psychology, sociology, etc.). This process was not smooth, not always a new stage in the development of special pedagogy coincided with the timely clarification and enrichment of its terminology, although some terms and designations over time ceased to reflect the totality of scientific and practical knowledge of this area of pedagogy. As the history of the development of science shows, conceptual and terminological problems become especially acute during periods of formation or "revolutionary" development. It is at this time that there is a huge need to achieve the purity and accuracy of the scientific language.

The development of scientific knowledge during a certain historical period often leads to the fact that new knowledge is found in the shell of old concepts adapted to explain only past experience. Such a shell may be too narrow to include a new experience. Change or shift of methodological attitudes, change of scientific concepts increase the ambiguity and uncertainty of the interpretation of scientific concepts, sometimes the correctness in handling terms disappears.

Currently, pedagogical terminology in the field special education is going through just such a period: it has a place of indiscriminate use of terms from related fields of knowledge (psychology, medicine, other sciences), as well as terms which no longer fully reflect the essence of the designated objects and phenomena.

Many of the branches of knowledge related to special pedagogy (medicine, psychology, pedagogy, jurisprudence, social defense, etc.) today have their own well-established conceptual and terminological apparatus, which is used in communication between are specialists in this subject area (for example, doctors, psychologists, school administrators). It is known that each scientific field is the same object or the phenomenon denotes by its term.

The transfer of the term of one scientific sphere into the terminological apparatus of another (into a special pedagogy, for example) to refer to the same object often leads to the fact that in the context of a different subject area this term loses its informational, essential meaning in relation to the scientific field in which it is transferred. For example, three specialists from different subject areas can characterize the same child in different ways, and this characteristic will be satisfactory only within the framework of of your area.

The clinician will say, for example, that the child has "minimal brain dysfunction"; the psychologist will designate the child's condition as "mental retardation"; the teacher will characterize such a child as "having learning difficulties"; school the administrator will call him "lagging behind", "underachieving". If a the clinician will use the following terms when making a diagnosis: "a child with learning difficulties", "lagging behind", then in order to build possible medical care for such a child, such the diagnosis will not make sense: the medical context has disappeared from it. Likewise, a teacher, calling a child a "student with mental retardation" ("defective", "abnormal", "sick"), uses someone else's (and alien for special pedagogy) professional terminology. Not knowing a

professional language, he does not express his pedagogical subject area in this name, and therefore, the designations he uses are not suitable for determining the nature of pedagogical assistance.

Specialists are now conducting a scientific analysis of the conceptual and terminological heritage that special pedagogy has. They determine the correspondence of the conceptual and terminological apparatus of special pedagogy to the modern conceptual foundations on which this branch of pedagogy

knowledge will develop in the 21st century; are looking for ways to overcome the existing barrier between the domestic conceptual language and the conceptual language of the world pedagogical community, taking into account the fact of Russia's inclusion in international integration processes in the field of education; are working to streamline conceptual and terminological dictionary of special pedagogy.

The path to streamlining the conceptual and terminological apparatus special pedagogy lies through the comprehension of the fact that: a number of concepts used are gradually ceasing to accommodate the new experience inevitably accumulated with the development of a special pedagogy gogics and related branches of knowledge, a change of terms is required based on discussion and agreement in the scientific community; new facts and phenomena can come into special pedagogy with the designations that they have already received in other branches of knowledge related to special pedagogy;

the task of special pedagogy in this case is to find their own pedagogical terms that would reflect the specific educational essence of this object or phenomena;

In this regard, one can speak of the objective existence parallel terminology in special pedagogy and related with her subject areas (see, for example, the above characteristics of the same child, given by specialists different subject areas);

the use of a particular term must be problem-subject context (i.e., to which subject this problem relates to medicine, special pedagogy, special psychology, law, social assistance, etc.).

The last decade in the development of special pedagogy passes under the sign of revision of the title name of this pedagogical branch. For seventy years in our country, the term "defectology" was used for this as the title name of the theoretical and practical field of special education for people with developmental disabilities.

Parallel to the term "defectology" and to a greater extent in relation to science has also used two closely related terms "special pedagogy" and "special psychology". The appearance and consolidation of the term "defectology" was due to certain events in the history of pedagogy. Formation and scientific design of domestic defectology fell on that historical period when general pedagogy experienced a rapid development of pedology.

Entering the structure of pedagogical knowledge and pedagogical practice, Soviet defectology could not but be influenced by this process. Today, the merit of pedology is seen in the fact that it has enriched pedagogy with a systematic vision of the developing personality of the child, providing for the need for a comprehensive study of a growing person in the physiological, psychological and social aspects and taking into account these features in the pedagogical process. These conceptual foundations were also laid in the foundation emerging scientific and practical branch - defectology.

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96	ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 11 Issue: 12 in December-2022 https://www.gejournal.net/index.php/IJSSIR
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