

KO'ZI OJIZ O'QUVCHILARNING MANTIQIY FIKRLASHINI  
RIVOJLANTIRISHDA KORREKSION MASHG'ULOTLARNING O'RNI

Farg'ona davlat universiteti Dotsenti, (PhD)

Sharofutdinova Ra'noxon Shavkatovna

[ranoxon3511@gmail.com](mailto:ranoxon3511@gmail.com) +998903903511

ORCID: 0000-0002-4188-7125

**Annotatsiya.** Mazkur ish ko'zi ojiz o'quvchilarning mantiqiy fikrlashini rivojlantirishda korreksion mashg'ulotlarning o'rnini o'rganishga bag'ishlangan. Tadqiqotda maxsus pedagogika va tiflopedagogika nuqtai nazaridan mantiqiy tafakkurni shakllantirish jarayonida taktil vositalar, Braille yozuvi, og'zaki mashqlar, o'yinli metodlar va muammoli vaziyatlar asosida tashkil etilgan korreksion mashg'ulotlarning samaradorligi tahlil qilingan. Ishda o'quvchilarning tahlil qilish, umumlashtirish, taqqoslash, mantiqiy xulosa chiqarish kabi aqliy amallarini rivojlantirishga qaratilgan metodik tavsiyalar berilgan. Tadqiqot natijalari amaliyotchi pedagoglar va defektologlar uchun o'quv jarayonini samarali tashkil etishda qo'llashga mo'ljallangan.

**Kalit so'zlar:** ko'zi ojiz o'quvchilar, mantiqiy fikrlash, korreksion mashg'ulotlar, tiflopedagogika, maxsus pedagogika, taktil vositalar, Braille yozuvi, og'zaki mashqlar, muammoli vaziyatlar.

**Аннотация.** Данная работа посвящена изучению роли коррекционных занятий в развитии логического мышления у незрячих учащихся. В исследовании с точки зрения специальной педагогики и тифлопедагогики проанализирована эффективность коррекционных занятий, проводимых с использованием тактильных средств, шрифта Брайля, устных упражнений, игровых методов и проблемных ситуаций. В работе представлены методические рекомендации, направленные на развитие у учащихся таких мыслительных операций, как анализ, обобщение, сравнение и формулирование логических выводов. Результаты исследования могут быть использованы практикующими педагогами и тифлопедагогами для эффективной организации учебного процесса.

**Ключевые слова:** незрячие учащиеся, логическое мышление, коррекционные занятия, тифлопедагогика, специальная педагогика, тактильные средства, шрифт Брайля, устные упражнения, проблемные ситуации.

**Abstract.** This study focuses on the role of correctional activities in developing logical thinking skills in blind students. From the perspective of special education and typhlopedagogy, it analyzes the effectiveness of correctional sessions conducted using tactile tools, Braille, oral exercises, game-based methods, and problem-solving situations. The paper provides methodological recommendations aimed at enhancing students' cognitive operations such as analysis, generalization, comparison, and drawing logical conclusions. The findings are intended for use by practicing teachers and special educators to organize the learning process more effectively.

**Keywords:** blind students, logical thinking, correctional activities, typhlopedagogy, special education, tactile tools, Braille, oral exercises, problem-solving situations.

### Introduction.

For blind students, the development of logical thinking is essential not only for mastering mathematics, technology, and science but also for making independent decisions, solving everyday problems, and successfully adapting to society. Correctional activities play a key role

in this process, as they activate cognitive abilities, ensure the consistency of reasoning, and allow learners to apply their knowledge in practical situations. Such activities help blind students realize their full potential, expand their cognitive capacity, and enhance their intellectual independence. Based on the principles of special education and typhlopedagogy, correctional activities are designed to build skills and competencies by relying on preserved sensory channels — hearing, touch, and residual vision. Tasks built on tactile tools, Braille, audio-tactile materials, game-based methods, and problem-solving situations create opportunities for systematic development of logical thinking. Furthermore, collaboration between teachers, special educators, and parents is an important factor in increasing students' learning outcomes.

This study analyzes the role of correctional activities in developing logical thinking skills in blind students from both theoretical and practical perspectives. It first outlines the psychological and pedagogical foundations of logical thinking and the cognitive development characteristics of blind learners. It then examines the purpose, content, organization forms, and methods of correctional activities, highlighting their effectiveness in improving students' reasoning skills. Such activities include working with tactile charts and diagrams, solving oral and logical problems, completing individual and group problem-based tasks, engaging in games that develop spatial imagination, and participating in modeling activities. In practice, these methods significantly enhance students' ability to analyze, compare, generalize, and draw logical conclusions.

The findings of this research indicate that systematic and well-structured correctional activities not only develop logical thinking but also increase students' motivation to learn, boost their self-confidence, and prepare them for effective participation in social life. Therefore, these methodological approaches can be recommended as practical guidance for teachers, special educators, and parents working with blind students.

#### References:

1. Abdurakhmonov, Q. (2018). *Fundamentals of Typhlopedagogy*. Tashkent: O'qituvchi Publishing.
2. Ashirov, R. (2020). *Theory and Practice of Inclusive Education*. Tashkent: Fan va Texnologiya Publishing.
3. Volkov, I.P. (2017). *Special Pedagogy*. Moscow: Akademiya.
4. Grabovskaya, S.N. (2019). *Psychology of Children with Visual Impairments*. Saint Petersburg: Piter.
5. Jo'rayev, Kh. (2021). *Special Pedagogy: Theoretical and Practical Issues*. Tashkent: Ilm Ziyο Publishing.
6. Kuzmina, N.V. (2018). *Methods of Teaching and Educating Children with Visual Impairments*. Moscow: Vlados.
7. Levchenko, I. (2021). *Correctional Pedagogy*. Moscow: Yurayt Publishing.
8. Makhmudova, N. (2022). *Correctional Work in Inclusive Education*. Tashkent: Yangi Asr Avlodi Publishing.
9. Nazarova, N.M. (2018). *Special Psychology*. Moscow: Akademiya.
10. Shamakhmudova, N. (2020). *Methods of Teaching Students with Visual Impairments*. Tashkent: Ilm Ziyο Publishing.