eISSN: 2229-3213 pISSN: 2229-3205
The Journal of Applied Science and Social Science
Volume 16,Issue 03 March, 2026

THE MAIN FACTORS IN THE DEVELOPMENT OF INTUITION, PERCEPTION, IMAGINATION IN CHILDREN WITH VISUAL IMPAIRMENT

Raxmatova Gulnoza Rasul kizi
Master's student of the Theory and Methodology of Education and Training, University of Information Technology and Management, Karshi city, Uzbekistan
raxmatovagulnoza26@gmail.com

Abstract
This article describes the main factors in the development of intuition, cognition, imagination in children with visual impairments, social adaptation of learners and the development of their imagination through correctional training.

Keywords
children with visual impairment, intuition, perception, imagination, educational institution, correctional training, social adjustment, defectologist, subject, targeting.

The purpose of education is to implement educational programs based on the physical and mental development of each student. These programs focus on the level of learning, abilities and intellectual development of the students. The education of students with physical disabilities is aimed at correcting those disabilities and creating a comfortable learning environment for them.

By developing the senses, perception and imagination of students with visual impairments, the role of correctional sciences in understanding the world, as well as the shape of objects, plays a very important role. “According to the concept that emerged during the revival of typhlopsychology (Fricke, Struve, Kragius, Herbina, and others), the loss of vision leads to an earlier and more rapid development of logical thinking in many people. Proceeding from idealistic philosophical structures, contrasting the figurative and conceptual concepts of this direction, separating the sensory and logical unity, not seeing the dialectic of the transition from sensation to thought, they emphasized that sensory information not only helps the development of thinking, but, on the contrary, hinders it. The inner mental life of the blind, as Moldergauer wrote: “is not distracted from the outside, not exposed to the influence of external factors, like his deep and all-encompassing mental activity, which does not forget about the essence of the work, does not forget about the essence of the work and, omitting the secondary (i.e., sensory information), is directed to the essence of the subject, all this is possible only in the clear and helps mature judgment, which is often correct, and according to its system impresses the beholder. It was found that the blind person took into account more conditions and reasons in his reasoning. Therefore, blind people appear to be more thoughtful people in front of sighted people who move faster and think less quickly."[1]

A blind child admitted to an educational institution is first of all subjected to social adaptation processes in this school. It is important to establish social adaptation tendencies by increasing the student's sensitivity, perception and imagination. In order to increase the sensitivity, perception and imagination of students with visual impairments, it is necessary to pay attention to the following factors.[2]

Firstly, the full social adaptation of a child with visual impairments to a specialized educational institution;

Secondly, the identification of the physical defects of the admitted student by defectologists and psychologists of the institution;

Thirdly, the identification of corrective ways to increase the sensory perception and imagination of children who are completely blind;

Fourthly, the use of typhotechnical means in the process of educational activities to reveal

the students' perceptions of the subject;

Fifthly, the establishment of the use of specific object forms that help visually impaired children correctly form sensory perception.

Many scientists have conducted scientific research on the physical and mental development of children. In this regard, “According to A.S. Vygotsky, the main task of raising a child with developmental disorders is to integrate the child into life (and compensate for his shortcomings in some other way, and compensation is not in the sense of biological compensation, but in a social way, because in working with a child with developmental disorders, the educator has to deal with their social consequences rather than biological factors). According to him, orientation to normal healthy children should be the starting point of special education. No one can deny this, but special education and training should be subordinated to general education, general training. Thus, A.S. Vygotsky was one of the first to substantiate the idea of integrated education. His ideas were later implemented in Western Europe, the USA, and in recent years in the practice of schools.”[3]

"Y.M. Mastyukova concluded that as a result of visual perception examination, this function remains normal in schoolchildren with speech impairment, and they perceive their images as a whole and do not differ from normal children.

The issue of the psychological structure of thinking has been comprehensively developed by Russian scientists. According to the generally accepted classification, there are 3 main forms of cognitive activity: visual-practical, visual-image and verbal-logical (speech) thinking.

In all types of sensory alalia and aphasia, thinking disorders as a result of organic disorders of the brain have not been thoroughly studied by logopsychology, and according to our assumption, gross disorders of thinking are not observed in these disorders, but they have characteristic features.[4]

It is no exaggeration to say that a blind child's perception of space in the universe depends on his sensory perceptions. A congenitally blind student can hardly imagine the movement of an airplane in space. It is necessary to fully explain the movement of an airplane in the sky by awakening his imagination with the help of the child's hand senses from a miniature toy airplane during the lesson. To do this, every teacher needs to explain the exact reality, the real picture to a blind student through specific objects. When we carry out corrective exercises for primary school students in the 2020-2021 school year, we are often troubled by the fact that some children's perception of space is completely unformed. In this regard, all teachers can influence the development of a child's sensory, perception and imagination to a high level by systematically organizing corrective exercises with this category of children. Providing completely blind children with incorrect information about subjects can lead to a misconception about the subject. This can lead to serious errors. Therefore, by providing accurate information about subjects to blind students, we can help them develop their imagination and socially guide them towards independent living.[5]

“It is known that in the process of learning to navigate in the environment and in the process of learning to move, perception of space and place is carried out based on the ideas about surrounding objects. Several of our scientists have expressed their opinions, among them A.I. Komlon. K.T. Morozova include a motion analyzer in the sensory complex of a blind child. In their opinion, muscle sensations allow the blind to assess the distance between objects and form an idea of direction in space. V.A. Feoksitova (1973) emphasizes the importance of hearing in the process of navigating in space for children with visual impairments. She recognizes that due to partial or complete loss of vision, hearing remains the main analyzer in the perception of surrounding objects. [6]

With the help of hearing, sensation and perception, the blind have the opportunity to localize the object being seen, which is the source of sound, determine its direction, the speed of traffic

on the street, the position of spatial objects The ability to sense direction through sound localization, both in closed buildings and in open natural areas, suggests that the sense of smell is more important for blind people to navigate in space."[7]

According to L.A. Wenger, the basis of abilities related to perception is formed by preceptive actions. Their quality depends on the child's mastery of a special system of preceptive standards. Such standards in perception are, for example, geometric shapes in the perception of form, spectral gamma in the perception of color, and physical quantities accepted for their assessment in the perception of size. Improving preceptive actions and mastering new types of such actions ensures progressive changes in perception with age, that is, an increase in the accuracy of their division and the acquisition of other important qualities.

In conclusion, we believe that it is appropriate to organize corrective exercises in the formation of sensory, perception and imagination in students with visual impairments, first of all. If we can correctly form the imagination of children in relation to real life, this will be the result of our main activity.

In conclusion, if we properly organize the social adaptation of children with physical disabilities in life, we will help them find their place in society.

References

1. Khalikov, A. K. (2023). SCIENIFIC-THEORETICAL FOUNDATIONS OF SOCIAL ADAPTATION OF YOUNG GRADUATES WITH VISUAL IMPAIRMENTS IN LIFE. *Mental Enlightenment Scientific-Methodological Journal*, 253-264.

2. Qahramonovich, X. A. (2023). KO'RISHIDA NUQSONI BO'LGAN BITIRUVCHI YOSHLARNI MUSTAQIL HAYOTDA IJTIMOIY MOSLASHUVINI AMALGA OSHIRISHDA PEDAGOGIK HAMKORLIK. *Science and innovation*, *2*(Special Issue 12), 561-563.

3. Qahramonovich, X. A. (2026). VOCATIONAL GUIDANCE OF YOUNG PEOPLE IN THE CONTEXT OF INCLUSIVE EDUCATION. *Shokh Articles Library*, *1*(1), 563-566.

4. Khalikov, A. (2024). PROFESSIONAL FAULTS IN THE ACTIVITY OF A TEACHER. *Science and innovation*, *3*(B9), 61-63.

5. Khalikov, A. (2023). PRINCIPLES AND METHODS OF INCREASING TEACHING EXCELLENCE IN THE MODERN EDUCATIONAL SPACE. *Science and innovation*, *2*(B11), 164-167.

6. Khalikov, A. (2023). COMMUNICATIVE METHODS OF COMMUNICATION WITH STUDENTS. *Science and innovation*, *2*(B11), 491-494.

7. Khalikov, A. (2023). THE SET OF ABILITIES THAT CHARACTERIZE THE "PEDAGOGICAL SKILL" OF A TEACHER. *Science and innovation*, *2*(B11), 160-163.