

## DIRECTION OF MENTALLY DISABLED STUDENTS TO PROFESSIONS

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### Abstract

In this article, the importance of vocational orientation of mentally retarded students in technology classes, and the knowledge and skills they develop in them is highlighted.

**Keywords:** mentally retarded, profession, inclusive education, corrective, correctional educator, demonstrativeness.

### Introduction

It is necessary for people to live a good life and find their place in society in the future, and to acquire professions based on their acquired knowledge, education, and abilities. In this regard, providing education and training to students with disabilities, training them in professions is one of the urgent issues. Because the education and training process of specialized educational institutions is fundamentally different from the education and training process organized in the general secondary education system.

Currently, in specialized educational institutions in our country, sufficient opportunities have been created for students with disabilities to receive education and training, to receive medical treatment, and the rights of such people and children are strengthened by legal documents. For example, Article 50 of the new version of the Constitution of the Republic of Uzbekistan adopted by popular vote in the referendum of the Republic of Uzbekistan held on April 30, 2023 states that "Everyone has the right to education." This article provides for the development of the state continuous education system, its various types and forms, state and non-state educational organizations. Provision of inclusive education and training for children with special educational needs in educational organizations is emphasized.

Article 20 of the Law of the Republic of Uzbekistan "On Education" is called "Inclusive education". In this fashion, inclusive education is aimed at providing equal opportunities for all learners to receive education in educational institutions, taking into account the diversity of individual educational needs and individual capabilities.

Inclusive education is organized in educational organizations for children (individuals) with physical, mental, sensory or mental disabilities.

The procedure for organizing inclusive education is determined by the Cabinet of Ministers

of the Republic of Uzbekistan.

Article 55 of the Law "On Education" states that "The state places children (individuals) with physical, mental, sensory or mental disabilities in state specialized educational institutions, general secondary, secondary provides free general secondary, secondary special, professional and extracurricular education in inclusive form in special, professional educational institutions. "Students in state specialized educational institutions will be under state support" is an indication of the great humanity of our society.

Currently, in our country, as well as in many countries, there are enough opportunities for disabled children to receive education and training, to receive medical treatment, and the rights of such people and children are strengthened by legal documents. In particular, the Law of the Republic of Uzbekistan No. ORQ-641 of October 15, 2020 "On the Rights of Persons with Disabilities" (adopted by the Legislative Chamber on July 22, 2020. By the Senate, 2020 approved on September 11), President of the Republic of Uzbekistan No. PQ-4860 of October 13, 2020 "Measures to further improve the system of education for children with special educational needs on" and Resolutions No. 638 of October 12, 2021 "On approval of normative legal documents on education of children with special educational needs" were adopted. In these decisions, state support for persons with disabilities, education, vocational training, medical and social assistance to ensure the full life of the disabled population and other needy categories are provided. it was noted that the further development and improvement of the display system is one of the urgent issues that cannot be delayed.

Vocational guidance of students with mental retardation

Manual work in grades 1-3 is considered a propaedeutic (introductory) link of vocational training for mentally retarded children. The connection of manual labor lessons with vocational training is to form readiness for labor education among secondary school students.

Pupils of specialized schools and boarding schools for children with disabilities develop initial work skills, knowledge and skills. They learn the methods of working with various materials that are convenient for them, they get acquainted with the properties of wood and tools. They master the skill of using them in the preparation of items. They manage the right work situation, their enthusiasm for work.

The oligophrenopedagogue should always inculcate interest in various forms of labor in the manual labor classes. In the third year, which is the final stage of education, it is now possible to increase interest in certain specializations and thus start the work of directing students to the profession. Later, it is necessary to reveal the importance and necessity of all professions that students should learn at school in a convenient and interesting way. For this purpose, it is recommended to organize production excursions to school workshops and enterprises. Pupils here get acquainted with the work of mass production and the work of their parents. The success of teaching mentally retarded children depends on the readiness of students to master the tasks offered to them, to perform exercises based on the acquired knowledge. Due to the nature of their psychological development, such children may not master all

stages of work as deeply as necessary. A special feature of the auxiliary school is that the entrance direction of education is clearly defined, in which the level of preparation is carried out before each new stage.

For example, mentally retarded children may not be able to remember the entire process of making an item, so the work is explained, some methods and operations are demonstrated, so that the child can imagine the entire work process as a whole and each detail separately. After each method is shown and explained separately, the children produce it under the supervision of the teacher, and then independently, based on the samples, through appropriate exercises.

When learning new work methods, the teacher no longer relies on the learned work methods, but on the existing experience of the children. The propaedeutics of education implies a gradual transition from simple operations to complex ones, from easy methods to difficult ones.

The teacher plays a leading role in solving the task of correction and guidance. Defects in the psychophysical development of mentally retarded students can be successfully corrected only if the educational process is methodologically correct. A defectologist teacher should know his subject, his students well, carefully choose teaching materials, teaching methods, visual guides, didactic material that will help the child's all-round development. The teacher influences the student with his personality.

Demandingness and pedagogic delicacy, combined with respect for the students, gives a special effect to the education and training of children with mental retardation.

Thus, manual labor lessons have a positive effect on the comprehensive development of students and their preparation for vocational education.

The purpose of this article is to show the organization of manual labor classes as exemplary as possible, and its compliance with the didactic (corrective), corrective and educational tasks of the auxiliary school to a large extent.

The principle of corrective-educative education

The principle of remedial and educational education is the main principle, which is derived from the special tasks of the auxiliary school, the pathological characteristics of mentally retarded children, "the zones of their immediate development".

Correctional education (correction) works are aimed at eliminating or reducing deficiencies in mental and physical development, as well as at preventing "repetitive characteristics" of mentally retarded children, and at educating them the personal characteristics necessary for social, household and work skills.

One of the unique features of pedagogical correction is its inherent educational task, which is expressed in the term corrective-educational work. In this case, mentally retarded children are corrected in every way. But the focus of attention should be on the leading sign of the defect, its connection with the relevant complications.

Corrective education (correction) work is focused on continuously developing the characteristics of mentally retarded children in a positive direction. It is necessary for the child to engage in positive communication and interaction with people, enter the world of

objects and events in the environment, master social experience, acquire speech, behavior and forms.

The principle of corrective-educative education is expressed in the requirement to implement education and training by organizing educational material and educational process.

The teacher selects and adapts the educational content to the students' abilities. This happens at the expense of simplifying the structure of knowledge and practical actions, dividing them into components and studying each of them separately. Adaptation is also provided by the introduction of propaedeutic duration of a certain interval.

Correction and strengthening of the basics of cognitive activity of oligophrenic children is achieved through the use of visual and practical methods and mental activity in the lesson. A mentally retarded child is distinguished by having a clear way of thinking, therefore, their education is built on a subject-demonstration basis. In the experience of special schools, the method of presentation and the method of imparting ready-made knowledge have an important place. At first, these methods are leading, and then their importance decreases, because they mainly develop mechanical memory, as a result, passive observation of students increases, the development of thinking decreases, and the formation of the ability to apply knowledge in practice and transfer ceases. In the use of demonstrative and practical methods of education, it is of particular importance to guide the observation of students' practical actions, to optimally connect perspective and practical actions with speech.

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