

PECULIARITIES OF THE LABOR ACTIVITY OF MENTALLY RETARDED PUPILS

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ABSTRACT

The peculiarities of labor activities of the mentally retarded pupils has been studied. It has been argued that the general labor pupils' experiences develop on the basis of professional skills, the formation of thinking-based labor operations and the acquisition of technical and technological knowledge.

Keywords: Correction, intellectual, movement, visual aids, business processes, standardization, ethics, labor, physical and aesthetic education.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In recent years, in our country, a great attention has been paid to problems of improving the content of education for children with intellectual disabilities. The 17 of the Decree of the President of the Republic of Uzbekistan of December 26, 2016 "On social services for the elderly, disabled and other needy categories of the population" provides the provision of special psychological and pedagogical support, development of life skills on boarding schools, "State support for persons with disabilities the Presidential decree of the Republic of Uzbekistan "On Measures for Further Improvement of the System" and other normative-legal acts.

Today, it is important to understand the scope of the labor as a field of action that eliminates the barriers to opening and reasonable activity for every individual, and the essence of a special education system for correction and disabled people should be understood from this point of view. In a special (correctional) school the labor is based on the mental and physical abilities of pupils. Its final goal is to prepare pupils for independent labor in a modern society.

This goal is achieved by solving a number of tasks. Here we consider some of key points:

1. Correction of pupils' labor-related deficiencies and development their common levels on this basis.

The level of development of pupils' labor activity can be significantly increased by means of special training. The need for solving this task is due to a high rising of technical development and, consequently, a sharp decline of this type works. The overall problem, which we study here, consists of a set of specific tasks, each of which focuses on the specific aspects of pupil labor (intellectual, mobility, work capacity).

2. The ethical, labor, physical and aesthetic training of pupils.

- The pupils' labor training involves a stable positive attitude to labor and forming an interest to the chosen profession, careful attitude to public property, and responsibility for the results of their own and common work, and the striving for achieving high standards of their labor habits.

- The forming a positive attitude to labor training in pupils is mostly determined by the success of above-mentioned correction tasks.
- In a special (correctional) school labor training has a major impact on physical development of pupils. So, labor training contains here a significant part of the curriculum.

The above conditions impose a certain requirements on labor hygiene and, when complied with, they have a positive impact on the health and physical development of pupils: develops the movement's coordination and muscle strength, the respiratory and cardiovascular system, also. The labor training, organized properly, based on the hygiene guidelines, develops the ability of pupils to labor.

The aesthetic education in labor training is the formation of pupils' perception of the beauty of labor and human relationships (and their application in their work). The aesthetic training begins with the equipping of the master of the training and the setting of the rules of the pupils during the production process and excursions. The requirements of aesthetics should be reflected both in the equipments of the workshop and in the design of the equipment as well as in its appearance.

3. Formation of clear technical and technological knowledge in pupils.

The special (correctional) school-based labor curriculums mean the formation of the most appropriate knowledge. An applied workshops and theoretical training are two interconnected aspects of labor-training. It is forbidden to separate one from the other and to weaken the other. Failure to master technical and technological knowledge reduces the level of independent labor of pupils in new situations.

The low competence in obtaining technical knowledge has a negative impact on the ability of special (correctional) school graduates to improve their qualifications in the production process. The main criterion for successful formation of knowledge is the immediate linkage of the theoretical knowledge studied to practical work of pupils.

The labor-intensive work consists of three main stages:

1. Understand the purpose and conditions of action

The first stage of the activity is called the initial understanding of the task. The name of this stage means the formation of directions (target) by which other stages of activity (planning and practical execution) are realized. If a pupil has poorly mastered the targets, he should have to return to the target after starting the practice. Otherwise, it will be clear that any errors that may occur during the job execution or any defects in the finished product can not be avoided. The main target for the pupil is to represent the expected outcome (memory and background information). It should reflect all the attributes that must be acquired: shape, material, strength, aesthetic qualities, and so on. The completeness and accuracy of the attributes reflected in the image of the future thing is the first condition of the right thing to do. During the initial focus, the knowledge and understanding of the worker's presentation of problem performance is formed. They serve as targets for future action, such as the image of the future result. In workshops, pupils often use other targeted by teachers (visual aids, training cards, etc.). However, the specific targets for this school period are not part of the human productivity. The purpose of these targets is primarily to facilitate and accelerate the mental labor of pupils.

2. Creating a curriculum (working program)

The planning step is to determine the order and content of the action to achieve the goals, taking into account the existing situations. According to the circumstances, a result often comes from

different action plans. The choice of a work tool and a suitable plan depends on the technique in the workplace and the level of working experiences. The effectiveness of the work depends on the completeness of the content of the work plan. Without a full plan, the pupil will be forced to engage in planning while completing a part of the work. At the same time, some intermediate results obtained by him may ignore further actions and have to start over again. As a result, there is a decrease in individual operations and overall performance.

3. Direct work performance

The practical actions that change the subject of matter of the activity (the original material) should be routinely oriented; otherwise voluntary random cause can lead to the work of the initial plan. Aiming at planning goals is achieved by comparing the results of activities to the ideal samples, which are intended to be the actual actions to be performed and the workflows in the work memory, the work plan (work object) and the result of the final result. Each of these steps is an indispensable condition of action and outcome control. The self-controlling is the comparison of imagined activities with the person performing the task comparing it with direct perception. The self-controlling directs the worker's actions to the intended purpose only if the actions and outcomes that have been achieved are clearly in line with the goals and activities. The ability to determine the purpose and the circumstances of the activity, the planning of the action, the ability to control its work constitutes a person's overall working skills and abilities. In some ways, they are part of the voluntary work. General labor experiences develop on the basis of professional skills, the formation of thinking-based labor operations and the acquisition of technical and technological knowledge.

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