TEACHING OF TECHNOLOGY IN SPECIAL BOARDING SCHOOLS

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Annotation. In this article, the use of work as the main pedagogical tool to reduce their disabilities while preparing students with disabilities for production is highlighted.

Key words: the meaning of work, special school, mentally retarded children, education, development, adaptation to life, imparting knowledge.

The science of technology in special boarding schools aims to equip disabled students with general technical, vocational, economic and household knowledge, skills, and abilities, and works in schools based on this goal. Each type of work is carried out in special schools, on the basis of special programs. The content, nature, and organization of all types of work are aimed at preparing mentally retarded students for practical activities, developing their technical skills, independence, and activity. Physical and mental development characteristics of students with disabilities of different categories determine the content and methods of technology science in special schools. Special schools, while preparing their students for production, also use work as the main pedagogical tool to reduce their disabilities. All pedagogical, medical and technical means are used to solve these tasks. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

Technology science in special boarding schools is considered one of the main tools for correcting psychophysical disabilities of mentally retarded students. Simple work activities are somewhat understandable to oligophrenic children and help them to work efficiently and develop their thinking processes. According to the program of these schools, the main task of special boarding schools is to raise and educate mentally retarded children. A common defect characteristic of mentally retarded children is limited cognitive processes. Therefore, in the development of the education of children with mental retardation, special attention is paid to the correction of children's cognitive activities. On the basis of these main, unique tasks of special boarding schools, the content and methods of education are revealed. In our republic, auxiliary schools have developed as a branch of special schools. Education in special boarding schools directly serves to adapt children with disabilities to life[1]. 90% of students who graduated from special boarding schools are able to find work in various fields of production and support themselves financially. Only a small number of people with mental disabilities are registered in institutions for the disabled, treatment-labor workshops. These data are reliable proof that special schools are successfully solving their social tasks.

As a result of the direct participation of mentally retarded children in the process of social production, the socio-legal issues of these students are positively resolved, that is, they, like their normal peers, rest, receive treatment, and use social security. In short, they live as equal citizens of society. To achieve this result, defectologists, pedagogues, doctors, psychologists in all countries are working. Since the primary goal of the auxiliary school is to educate, train, and prepare students for

[1] Axmedova, M. (2023). O‘ZBEKISTONDA NODAVLAT NOTIJORAT TASHKILOTLARI VA KASABA UYUSHMALARI FAOLIYATINING O‘ZIGA XOS JIHATLARI. Development of pedagogical technologies in modern sciences, 2(3), 113-116.

ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 12 Issue: 10 in October-2023
https://www.gejournal.net/index.php/IJSSIR

independent life, therefore, the first priority is to provide them with knowledge of certain types of work, and to develop relevant skills and competencies. The main leading task of technological science is to correct defects.

All correctional work in technology should be carried out in a consistent manner based on a firm goal. It should be taken into account that education of certain cognitive processes should be carried out on the basis of explaining the process of preparing something to children. Improvement of cognitive processes and development of personal qualities does not happen by itself as a result of education. There is a parallel between the development of normal children in the educational process of technological science and remedial work with children with mental retardation. Education plays a leading role in this. For this, education should be organized by the teacher in the spirit of development and correction. Correctional tasks in a special school should be carried out in connection with general social tasks. The social and correctional tasks of technology science in special schools, in turn, help to determine specific, organizational methods and forms of this work, the general level of preparation of students, in turn, requires the choice of a certain type of work. Students who graduate from this school mostly become first- and second-class specialists. A special school is content with providing its students with simple, narrow field knowledge. These include blacksmithing, carpentry, tailoring, cardboard packaging, and simple agricultural specialties. In addition to these, children with mental retardation can acquire certain knowledge in painting, household work, and making dolls. Simplicity, uncomplicatedness is a characteristic feature of all of these. So, the first task of the science of technology in auxiliary schools is to attract mentally retarded students to production, and the second task is to correct, mitigate, reduce their defects through work, and to educate them with positive personal qualities. Like all creative activities, you need to study and learn to work. In order to acquire a certain specialty, a person must acquire a certain amount of knowledge, skills, and qualifications at a certain time.

Success in education depends on the level of complexity of the imparted knowledge, its implementation, educational methods and the psychophysical capabilities of the students. There is a certain relationship between these factors. In order to give children a certain specialty, they must be physically and mentally prepared. If the education provided is in the "zone that can be developed in the near future", it will have a positive effect on the development of the child's psychophysical abilities. Based on existing psychophysical defects in the cognitive activities of mentally retarded children, the connection between some components of the educational process becomes difficult. These should be taken into account when determining the impact of technology science on the general development of secondary school students.

It is known that everyone's work is done for the team and for it. For this reason, it is necessary to educate mentally retarded people with a positive attitude to work, discipline, and teamwork skills. The simplest, involuntary, instinctive actions of a small child gradually turn into voluntary, conscious actions. Education plays a big role in this process. The formation of actions related to labor skills in children is part of the science of technology. These are specific laws of the formation of actions, which are inextricably linked with the formation of mental actions in work. The leading factor of intellectual development in the field of technology is the organization of children's independent, purposeful work. And this, in turn. It is related to my mental development. Opinions have also been expressed today against nonlinear claims that the separation of religion from secular affairs concerning the state leads to the construction of a state and an immoral society, with a distorted interpretation of the ratio of religiosity to secularism by various fanatical forces.

ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 12 Issue: 10 in October-2023
https://www.gejournal.net/index.php/IJSSIR

In Russian oligophrenopedagogy, attention to technology is distinguished by its characteristic aspects. As early as 1910, the famous defectologist Pabst paid great attention to manual labor. Manual labor is especially important for aided schools dealing with mentally retarded children. Here, it is shown in practice that it is possible to eliminate defects in mental development through exercises. Before starting to give real knowledge to mentally retarded children, it is necessary to train and develop their senses and muscles. In fact, if we analyze the work of Ye.K.Grachyova, M.P.Pastavskaya, G.Ch.Troshin, V.P.Kashenko, G.N.Rossolimo, D.l.Azbukin, A.I.Graborov and other Russian defectologists, each of them in one way or another has special attention to manual work. we will see that he paid attention. V.P. Kashenko said that manual labor "should be recognized as the main, leading science and be the basis of all our educational and educational work." In addition, the author recommended using manual labor as a separate work method from other subjects. In our opinion, the positive aspects of manual labor are somewhat more widely and consistently reflected in the works of A.I. Graborov. "Between the child's thinking and his muscles," he writes. A mentally retarded child develops self-confidence and improves his personality while working, making things, completing assignments. So, the child develops on his own in his work.

Actions are necessary parts of a person's labor activity, and are distinguished by the goal-oriented nature of human activity.

Mental actions that are part of labor activity are manifested in the form of various skills. These include:

a) be able to use oral, written, pictures and tables;

b) to be able to perform measurements for measurement and calculation;

d) to be able to plan the process of making the product according to the order;

e) consistently monitor their work (approximately based on tools);

to be able to understand the causes and effects in the process of making certain products.

Each stage has its own tasks, the implementation of which creates the basis for further education. Disadvantages at one stage cause great difficulties for students with mental retardation in the next stages of labor training.

In manual work classes, students are trained in the science of entrepreneurship technology. This includes working with paper, cardboard, clay and foam, wire and wood, as well as working with a designer.

To sum up, technology science and education have labor education, labor training, and corrective and educational tasks. The task of the science of technology is to form students' knowledge, skills and abilities that will be necessary in life and work.

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