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Annotation. This article highlights the issues of vocational training of children with disabilities in technology classes.

Key words: Profession, children with disabilities, aesthetic education, work activities, taking measurements, correctional work, aiming.

In order to prepare mentally retarded children for a profession, in technology lessons, they should be trained in organizational skills at work (coming to classes on time, working only at their workplace, choosing the necessary materials and tools, placing them in accordance with the technology of detail processing; material and care for tools, safety equipment rules and sanitary-hygiene requirements training).

Ending or reducing waste of working time is closely related to the state of labor discipline: ending lateness, early departure from training. The importance of saving every minute of working time should be constantly inculcated on mentally retarded children, so that they understand the material value of working time.

Aesthetic education is also implemented in technology classes. Secondary school students should feel the material, beauty, texture of the product. At the same time, it is necessary to instill in them such a concept, that is, the quality of work, the quality, durability, beauty and productivity of the product are the main criteria of labor activity in a convenient form. The science of technology and objects presented to children help in the formation of aesthetic concepts. 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.

The corrective and developmental function of work is expressed in correcting the deficiencies in the psychophysical development of students with mental retardation, in educating them the personal qualities necessary for the formation of social work and household skills.

Due attention is given to these issues related to the science of technology, aimed at improving the science of technology. The assistant school teacher helps the students to understand the differences in the work task, the characteristics and quality of materials, objects, equipment, the analysis of the working conditions, control and plan the progress of the task, according to the teacher's plan, the subject-technological card. should intensify the reporting of the completion of the stage¹.

Corrective work includes control of labor actions, activities, development of constructive and descriptive activities, determination of the correctness of actions and results, assessment of the quality of the finished product.

Technology classes help to form work skills that exercise the whole system of mentally retarded child analyzers. In this way, objective conditions are created for the formation of vision, feeling, hearing, smell, and kinesthetic imaginations, which are necessary for any type of work, to activate and improve the analytical perception of objects of the surrounding world of secondary school students. Targeting, research and management functions of perception are formed. Analysis and

¹ Ахмедова, М. (2023). Особенности деятельности негосударственных некоммерческих организаций и профсоюзов в Узбекистане. Реформы в сфере подготовки юридических кадров в Узбекистане: анализ результатов и перспективные задачи, 1(1), 101-106.

synthesis of thought processes develops. The student compares the same materials with others according to their texture and shape. As a result, the practical mastery of comparison methods, which is a logical operation, takes place. Consciously performing a labor operation usually involves mentally dividing the object into parts. This will help determine the order of executive operations - methods of analysis will be developed.

Activities in the field of assembling an object from details, combining some operations into a single system develop synthesis, the speech of secondary school students is enriched due to the inclusion of many concepts in active activities, students acquire the skills of composing oral speech.

But work does not have a self-correcting effect. In manual work classes, the assistant school teacher should create good conditions for correcting psychophysical deficiencies and developing students' cognitive abilities. Corrective and educational work carried out in technology classes requires proper organization and management of the education and training process.

In the 1st-3rd grades, teaching technology lessons to mentally retarded children is a propaedeutic (introductory) link. The connection of technology classes with vocational training consists in the formation of readiness in secondary school students.

Pupils of special schools 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 work in the students in the technology 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, by means of 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, give a special effect to the education and upbringing of mentally retarded children.

Thus, technology classes have a positive effect on the comprehensive development of students and their professional preparation.

In short, the purpose of the article is to demonstrate the exemplary organization of technology lessons as much as possible, and its compliance with the didactic (corrective), correctional and educational tasks of the auxiliary school to a large extent. 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.

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