

WAYS OF PROFESSIONAL TRAINING OF CHILDREN WITH THE LIMITED OPPORTUNITIES

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ABSTRACT

This article is devoted to the ways of professional training of children with the limited opportunities.

Children requiring for the special help, since small years take part in household, intellectual, physical and public work. The success of labour education of the pupils with lacks of physical and intellectual development is provided, first of all under condition of their psychological and practical preparation for work. Proceeding from this, it is necessary to involve them in performance of the appropriate kinds of work, in view of their age and opportunities.

Children with lacks of physical and intellectual development receive in educational process initial knowledge and representations about a trade, realize, that the study is also labour. At lessons of work entered into the educational program, they take possession of labour skills, take pleasure in results of the work and try to work even better.

UDC & KEYWORDS

■ UDC: 376 ■ Child ■ Labour education ■ Character ■ Work ■ Development

INTRODUCTION

In education of the comprehensively advanced harmonious generation the large role is allocated to professional training of learning youth, as the daily life of the man is connected to labour activity.

Labour - is the basis of all material and spiritual values, public progress. The labour education at professional training is a component of process of all-round development of the person, no less than means of all-round formation of children with the limited opportunities requiring for the special help, factor of becoming their person. Only in regular labour process there is a development of intelligence, will, feelings, character of the child, formation of his person as a whole.

To questions of labour preparation of learning youth is paid special attention and in the laws of the Republic of Uzbekistan accepted for last years.

In the law " On Education" article 23 of the Republic of Uzbekistan " Children with lacks in development physically and spiritually, and also to train children and teenagers who need long treatment, the specialized educational establishments will be built" it means that our society is ready to help people.

Children requiring for the special help, since small years take part in household, intellectual, physical and public work. The success of labour education of the pupils with lacks of physical and intellectual development is provided, first of all under condition of their psychological and practical preparation for work. Proceeding from this, it is necessary to involve them in performance of the appropriate kinds of work, in view of their age and opportunities [1].

During psychological, moral and practical preparation for work at the pupils requiring for the help, such moral - strong-willed qualities as hard -working, discipline, boldness

develop, the labour skills are formed. The man during all his life work among the people, and at participation in this process at the pupil develops culture of work. The pupils are accustomed to it at first in family, and then at the special specialized professional schools.

For today the contents of labour activity of learning youth is determined, proceeding from facing our country social, political and economic tasks, from need for the staff of regions and districts, internal opportunities and requirements of educational establishments.

Children with lacks of physical and intellectual development receive in educational process initial knowledge and representations about a trade, realize, that the study is also labour. At lessons of work entered into the educational program, they take possession of labour skills, take pleasure in results of the work and try to work even better [4].

In labour process the pupils with the limited opportunities requiring in the special help, are actively engaged in fixed and after-hour work, self-service and various kinds of public-useful work.

At organization of labour education the teachers of this discipline must observe the requirements, on our sight, number of the requirements: paying of the special attention to public-moral importance of work; conformity of carried out work to age, vital experience and opportunities of the pupils; positive character of labour activity of the pupils; duly granting by the pupil given about various trades. In our opinion, the basic purpose of education and education of children with lacks of intellectual and physical development at special schools and schools - boarding schools is, alongside with maintenance of health of the pupils, preparation them to intellectual and physical work.

Now, in connection with prompt development of a science and engineering the increased requirements to qualification of the workers are showed. It in turn dictates necessity of improvement of labour preparation of the pupils requiring for the special help, ways and means of its realization [3].

The formation of professional interest of the pupils depends directly on pedagogical activity of the teacher. The adaptation of labour education to life with the account individual and age features, technical abilities, intellectual level and opportunities of the pupils with lacks of intellectual and physical development gives positive results, as the mastering by any speciality requires of the person of force of will, endurance and patience. Only young men and girl capable to overcome of difficulty and to maintain of test are considered suitable for the chosen speciality. The labour education enables to execute this practical task. Reasonable organization and realization of labour training form at the pupil various age the conscious attitude to work and waken at them interest to a trade.

The first stage of our research was directed on revealing of a level of development of ability of the pupils, that is help to the pupil in a choice of a trade and on the basis of study of features of their physical and mental development, formation

of interest to a trade. Thus, the professional training provides not only measure on awakening interest to a trade, but also formation of the person.

On the second investigation phase the work was carried out at the choice of ways of professional training and directly of this or that speciality learning with the limited opportunities requiring for the special help, in view of their physical and mental development, interest to a trade, abilities, level of preparation to the given trade, condition of health.

The third investigation phase included recommendation works directed on specification to a speciality, and also on correction of mistakes made by the pupils, requiring in the special help, at a choice of a speciality. These works, as a rule, were carried out with the former graduates of specialized schools or with the pupils of professional schools.

In the specialized educational establishments the following basic forms of the recommendations on a trade differ.

1. Organizational (messages).
2. Medical.
3. Psychological - pedagogical.

During supervision over the pupils of special schools it was possible to establish discrepancy in their practical and speech activity. This discrepancy was showed in inability of children requiring for the special help, to describe by means of speech the practical labour activity.

Development of independent thinking at children with the limited opportunities requiring in the special help, one of major tasks of special educational establishments. For the decision of this task it is required to carry out conversations, to train the pupils to work above the plan, skill to retell heard or read. During the lessons the pupil requiring for the special help as a rule are asked a few questions, the answers on which will allow to illuminate the contents of the text and gradually passing from interrogation to a statement of the text under the book, it is offered independently to retell the certain fragment. Learning on figure or seen, the pupils study independently to think. Such work, alongside with training of the pupils to independent thinking, helps them to separate basic from minor, to classify the phenomena, to state ideas by the words, to observe the certain sequence in a statement, and also forms interest to independent reading.

The development of representations about environmental events and phenomena is carried out by expansion of a circle of knowledge, formation of skills of independent thinking of the pupils requiring for the special help. A dictionary stock learning also is increased, the words are allocated on sense the pupils study correctly to use words designating names, actions and quality of subjects. During supervision the dictionary stock is enriched, the words actively used in conversation are fixed [5].

During the lessons children with the limited opportunities requiring for the special help, get acquainted in the certain conditions with environmental subjects, events and phenomena, study to analyze by supervision, to compare, to distinguish the similar and distinctive parties of subjects, to make simple and general conclusions [2].

The practical works help to fix the received knowledge, skills and skills. On this basis at the pupil with the limited opportunities requiring for the special help, are formed and the first representations about environmental are fixed, their sense organs, attention develop. These changes in turn promote development of their speech and thinking, correction of lacks, prepare the base to mastering other educational subjects.

The pupils 8-9 classes of special schools are at a loss orally to describe the actions. The results of researches show, that the pupils requiring for the special help, can not independently take possession of ability to tell about the work, if they are not taught on formation of such ability. As a rule, the stories of the pupils about the work represent incoherent fragments, and during the story they try to show the actions. It is necessary to note, that the oral report on the executed work, process of the description of carried out work and independent thinking - the very difficult task. If healthy children can carry out various actions under the oral instruction, children requiring for the special help, are at a level of imitation labour movements and can not organize the actions under the oral instruction.

Conclusion

Between that the coordination of speech and practical activity determines correct organization and degree of independence of labour process. At the majority of children with the defects of speech function are so great, that do not allow independently to carry out labour actions with the help of speech. Children with the limited opportunities who study at specialized schools they have some difficulties in speech and practical activity is marked in the easy form, which is shown only on occasion. However elimination even of such insignificant lack requires application of the certain pedagogical measures. Thus, for training children with the limited opportunities, it is necessary for independent thinking: first, to give an independent opportunity at training; secondly, to teach independently to work; thirdly, to wake in them aspiration to independent thinking and independence. For this purpose it is necessary to develop at the pupils requiring for the special help, the appropriate internal aspiration that is to transform desire independently and creatively to execute the labour task in the vital task. Only efficiency of pedagogical influence of activity directed on speech preparation and formation of skills of independent thinking of learning at special schools in educational process.

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