

Formation of General Labor Skills in Children with Intellectual Disabilities

H. S. Akramova PhD

Head Department of Special Pedagogy, JDPI Doctor of Philosophy in Pedagogical Sciences, Uzbekistan

ABSTRACT

This article highlights the features of the formation of General labor skills of children with intellectual disabilities.

KEYWORDS: *integration, information technology, educational process, special school, scientific and methodological, global intelligence*

Orientation in the task, planning and self-control are called General labor skills, since they provide consciousness, purposefulness and independence of work, or intellectual, since they are formed due to a certain level of intellectual development when solving mental tasks in the course of work. The level of their generality is determined by the possibility of using them in the new business environment.

Mastering any type of labor activity is associated with the acquisition of certain labor skills. In addition, work is a necessary condition and means of education, and especially for children with intellectual disabilities.

All this required the analysis of scientific data on the content of the concept of "skill", its formation in manual labor classes. Without knowledge of the features of the formation of skills in this category of children, it is impossible to properly organize the process of education and upbringing in a special institution and prepare its pupils for independent work.

The analysis has shown that there is still a controversy in the specialized literature on the definition of the concept of "skill".

In children with intellectual disabilities, General labor skills are formed with delay and deviations at all stages of development, which are the simplest knowledge in working with paper and plasticine, indicated by the program of training and upbringing of this category of children. They do not have any of the activities inherent in this age in a timely manner, and the leading activity that is intended to become the support of all mental development in this age period is not formed. Therefore, it cannot serve as a means of corrective influence on the development of a child with disabilities. Therefore, one of the essential tasks of correctional and educational work is the formation of prerequisites for the development of activities and targeted training in all its types. At the same time, it is necessary to take into account the stages of development of all types of activities in a normal child.

Pedagogical prerequisites for the formation of General labor skills of children with intellectual disabilities are the appearance of certain needs, motives, interests: in order for

a child to start acting with objects, he must have a need, a need for their use in mastering ways of acting with them.

However, the need alone is not enough for the development of skills. The child must learn to understand the goal and analyze the conditions for mastering the action in an accessible form and within accessible limits. Therefore, the child must already have a sufficient level of perception development. Visual-motor coordination and manual motor skills. Work with children in conditions of their stay in boarding schools and special groups is aimed at solving specific tasks. "It is necessary, using all the possibilities of education and training, to form vital skills that will allow students to navigate the environment to a certain extent, to perform simple work tasks."

In labor practice, there is often a need for a more significant restructuring of a particular method of performing work, when the change goes beyond the list of actions known to the worker, i.e. it is a question of creating (constructing) a new simplest method based on a known one. However, the construction of even the simplest techniques is fundamentally different from those changes in the motor program of admission that students carry out without going beyond the known list of actions. The creation of new methods of work is possible with a higher level of creative (productive) human activity.

Mastering professional methods of work does not yet create the ability to act independently in production conditions. The ability of a person to work independently is based on a sufficiently developed ability to navigate the work situation, plan and control their actions and work in General.

Mass school students usually have basic techniques for analyzing a sample product at the beginning of their training in school workshops. So, they first select the main parts of the product (base, body), then-the parts that are attached to the main ones or are located on them, and finally, the details of individual parts. Students with intellectual disabilities who have not been trained in orientation techniques examine products inconsistently, without a specific system, and often do not pay attention to individual elements of the sample object. As a result, the object image formed by them does not contain small and inconspicuous parts or elements of the product.

Mentally healthy children in the analysis of the subject sample based on their existing knowledge and understanding. So, when they examine a new product, they highlight parts, details, and properties that are already known to them. Moreover, familiar elements of the product can be included in the formed image of the object faster, without detailed analysis, but only on the basis of perception

of identification signs (the most characteristic by which one can recognize a particular property). In the process of orientation (where possible), they use techniques known from General education (mathematics, drawing). For example, count the number of identical parts, determine the size of parts by measuring. In most students of special schools and boarding schools, such actions (if they have not been specially trained) can rarely be detected.

The analysis of the use of speech in orientation actions reveals a particularly large difference between students of mass and special schools and boarding schools. Experimental studies show that simpler spatial relationships and other subject properties of a sample product can be correctly reflected in the memory of students of special schools and boarding schools, although speech is not used much in this process.

It should be noted that the lack of ability to use their speech in orientation actions is manifested differently in different students of special schools and boarding schools. Opportunities for developing this skill are very closely related to the intellectual level of students.

Thus, the stage of orientation in the work assignment of students of special schools and boarding schools is characterized by the poverty of their content. At a low level of correctional orientation of training, students do not possess the techniques of mental activity that allow them to form a clear image of the future result of work and take into account all the conditions of the upcoming activity. Inspection of a product sample before starting work is often reduced to passive viewing. Increasing the time for such an inspection improves the results of preliminary orientation very slightly. Therefore, the less time students with intellectual disabilities spend on preliminary orientation, compared to the norm, is largely due to their inactivity, inability to organize their actions.

The independence of students in work depends largely on their ability to anticipate each subsequent course and intermediate results of their actions, i.e. to plan their activities.

The planning process can be extended when the child consciously decides that they need to carefully consider the content of the upcoming work. In other circumstances, they may not realize that they need to plan when preparing for work. However, even in this case, the work is carried out according to a pre-created plan, but the planning process is minimized. Usually, this is how the work is planned by a more experienced person who has the opportunity to apply a ready-made plan stored in memory in new conditions. Educational work most often requires detailed planning.

It is well known from practice that students of special schools and boarding schools without special pedagogical measures do not need detailed planning of work tasks. This is due to the peculiarities of their psyche (lack of motivation and thinking), the fact that the planning process is difficult for these students and they do not realize its necessity on their own. The disadvantages of planning are largely due to the low ability of students with intellectual disabilities to act "in the internal plan", i.e. use your imagination to build dynamic images of a changing object (from a blank to a

finished product), mentally change the position and shape of the object (an imaginary turn, mental connection or dismemberment of the product). The same difficulties are shown in drawing lessons, when the task is to find the third projection from two data.

A characteristic drawback of work plans drawn up by students with intellectual disabilities is their low mobility. Having prepared work plans, students usually do not change them even under circumstances that interfere with further work.

The difficulties experienced by students in special schools and boarding schools in planning their work, as well as the lack of training in this skill, contribute to the formation of the habit of making a work plan during the task, rather than before work. Each subsequent operation they think about and plan after the previous one is completed. Observations show that often many students of special schools and boarding schools are not guided by their own plan, but copy the labor actions of the most successful group mates. This practice leads to a decrease in the activity of students and a decrease in the correctional orientation of educational work.

A number of difficulties in teaching self-control to students with intellectual disabilities are associated with the inability to perform measurement operations. Poor knowledge of measurement units and techniques makes it difficult to master control operations performed using measuring tools (ruler, measuring tape, caliper, protractor, protractor).

Students of the third group lag behind in the assimilation of program material in labor lessons due to the underdevelopment of the properties of the energy side of activity. In some cases, students who are lagging behind in labor training have a combination of disadvantages inherent in different groups. However, most of them, along with disadvantages, have significant positive qualities in their work.

Thus, the analysis of the didactic aspects of labor training of students with intellectual disabilities indicates that labor lessons contain more opportunities for using information technologies at all stages of training, and their use in the classroom can be both an independent element of the methodology and used in conjunction with other tools in the processes of orientation, planning and self-control of activities.

List of literature

- [1] Акрамова, Х. (2020). АҚЛИ ЗАИФ ЎҚУВЧИЛАРНИ КОМПЬЮТЕР ТЕХНОЛОГИЯЛАРИ АСОСИДА МЕХНАТ КЎНИКМАЛАРИНИ ШАКЛЛАНТИРИШ. *Архив Научных Публикаций JSPI, 1(16)*, 1-9. извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/4013
- [2] Акрамова, Х. (2020). КОРРЕКЦИОННО-ПЕДАГОГИЧЕСКИЕ ОБОБЩЕНИЯ ФОРМИРОВАНИЕ НАВЫКОВ ЗДОРОВОГО ОБРАЗА ЖИЗНИ У ДЕТЕЙ С УМСТВЕННОЙ ОСТАЛОСТЬЮ В СЕМЕЙНЫХ УСЛОВИЯХ. *Архив Научных Публикаций JSPI, 15(1)*. извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/918

- [3] Акрамова, Х. (2020). СОЦИАЛЬНО-ПЕДАГОГИЧЕСКАЯ РАБОТА С ДЕТЬМИ ДОШКОЛЬНОГО ВОЗРАСТА. *Архив Научных Публикаций JSPI*, 7(1). извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/674
- [4] Акрамова, Х. (2020). Didactic Foundations of Labor Activity for Children with Intellectual Disabilities. *Архив Научных Публикаций JSPI*, 7(1). извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/682
- [5] Акрамова, Х. (2020). МЕТОДИКА ФОРМИРОВАНИЯ ОБЩИХ ТРУДОВЫХ НАВЫКОВ У УМСТВЕННО ОТСТАЛЫХ УЧЕНИКОВ ЧЕРЕЗ КОМПЬЮТЕРНЫЕ МУЛЬТИМЕДИЙНЫЕ ПРОГРАММЫ. *Архив Научных Публикаций JSPI*, 1(12), 1-7. извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/3182
- [6] Акрамова, Х. (2020). Methods of developing general work skills in mentally retarded students through information programs. *Архив Научных Публикаций JSPI*, 7(1). извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/697
- [7] Акрамова, Х. (2020). PECULIARITIES OF THE LABOR ACTIVITY OF MENTALLY RETARDED PUPILS. *Архив Научных Публикаций JSPI*, 15(1). извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/897

