DEVELOPMENT OF SPEECH OF MENTALLY RETARDED STUDENTS IN TECHNOLOGY LESSONS

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Annotation. Today, the quality, content, and system of traditional educational activities, extracurricular activities in technology education and career orientation taught in educational institutions are affected by social and economic changes in our country and could not meet the requirements of independent development.

Key words: Technology, mentally retarded child, inclusive education, pedagogy, technology.

From our observation and analysis, it became clear that extracurricular activities in the process of vocational guidance in the traditional system of special schools were not organized based on the requirements of modern educational methods, pedagogy and information technologies. There is a lack of methodological manuals for technology education of students with mental retardation, and the existing ones do not meet the requirements of the present time. It is a requirement of the time to establish technological education of students with mental retardation at the level of educational reform requirements of our republic, to study and creatively apply the best practices collected in this regard in our republic and developed foreign countries. Our experimental work also shows that it is appropriate to give a common meaning to fundamental changes in guiding students to technology education and career choice. Labor education occupies the most important place in the pedagogical system of A.S. Makarelka. He chose and practically proved the pedagogical value of the technology of children's education in connection with the technology of education. A.S. Makarelko considered labor education in a solid unity with other directions of educational work and at the same time emphasized the need for political and moral education of children in technology education. The great pedagogues considered technological education as a condition for harmonic all-round development of a person and emphasized

that it is interconnected with all the signs of work on harmonic education. In this regard, V.A. Sukamensky said: , separated from aesthetic, emotional physical education, creativity, interest and caution from the multifaceted relationship between students, technology becomes an obligation that must be settled." Currently, technology education is combined with economic and environmental education. "is being considered. In the process of labor activity, students try to practice production relations, acquire economic symbols and the basics of economic thinking, manage a rational economy, and use their abilities and skills and the necessary equipment, materials, nature, time to take care of the product and other things that are made for productive use, it is necessary to have personality traits such as discipline and initiative. It is necessary to teach students to improve the requirements of environmental protection in technology activities, to activate actions for nature protection. Help to develop all aspects of the technology personality organized by pedagogical activities Effective technology has a special pedagogical value. The results of effective technology serve to satisfy social concerns. It helps students to form responsibility for the results of socially important factors of their activities, to be ready for technology for the common good. Effective in the process of technology, students enter the system of social relations. Effective technology does not have educational value. They even have to learn to provide services, (beds), collect toys, books, pour water into the books, decorate the table. Performing various and at the same time simple technology obligations is mediocrity and diligence in children. and other positive qualities.

Heavy technology is an effective tool for solving physical education tasks, strengthens health, helps not only to form motor skills, but also to develop such qualities as strength, endurance movements, inadequacy. Choosing a profession without involving children and adolescents in technology activities tasks cannot be solved. The importance of technology in aesthetic and emotional education is recognized. The basic rules of special pedagogy of labor education are the first in the construction of the theory and practice of technology education of auxiliary school students. In the 1920s, the great psychologist and pedagogue A.S. Vindamsky, who contributed a great deal to the problem development of Defectology, gradually defended his teaching on the possibility of training anomalous children as active participants in a new life. in the process of graduates

of special schools, they live and work as specific social units, and L.S. Vysotsky in his works points out the possibility and necessity of adding to the auxiliary school the products that are poured into the general type of school. showed directly.

The entire system of educational work of a special school is aimed at the maximum development of the personality of each student and his passion for independent life and successful inclusion of technology activities within the normal technology community. This goal is the preparation of students of auxiliary schools for technology also obeys. However, in the form of technology education and content system, the students of auxiliary schools are taken into account. if necessary, only its symptoms are discussed in the education of mentally retarded schoolchildren. The capabilities of such children do not allow them to achieve a level of general education that is understandable to children with normal development, sharply limit the opportunities to acquire a profession, and determine the need for further, therefore, earlier professional training.

Students' technology preparation is considered as assistive technology.

E.Segen, J.Demor, B.Likkol, Yek. Tracheva and other great scientists of the past occupy an important place as pedagogues.

A.N. Trabarov made a great contribution to the creation of a technology training system for special school students.

In the 1950s and 1970s, a number of studies were conducted in the field of technological manipulation of mentally retarded children.

S. Sh. Aymetova, V. M. Bunuar, G. M. Dulnev, M. M. Kuzmenskal, G. N. Mirsiyunova, S. L. Mirsky, N. A. Povlova, P. I. Blinsky, B. N. Teyviy, K. M. Turinskal. attention is not waning. In particular, the results of the conducted research revealed the main issues of the methodology of technology and vocational-technological education of mentally retarded schoolchildren Ye.A.Kabaleva, S.L.Mirsky, N.G. It was reflected in Povlov's manuals for teachers. Special school teachers are also given interconnected tasks in the process of technology training. Pupils acquire the marks necessary for general technological preparation and occupation. They are trained in working methods and acquire the skills of mobility technology. Violation of the development of technology activity in students. Educational issues include not only the tasks of technology education, but also the tasks of all other areas of educational work. It

is shown in labor education classes that the tasks of technology and training can be solved separately only with each other. For example, the use of inspection measuring instruments for the purpose of self-control requires knowledge about their function and system, the use of these instruments to check the results of their activity, instruction allows to strengthen knowledge. Knowledge of the properties of materials is necessary to determine reasonable methods of their development during work planning.

In the mentioned cases, there is a connection of general technological abilities.

Their development depends on the correction of training, tasks are formed contractually with preparation, and vice versa, without ensuring the same level of knowledge of students, technology preparation cannot solve other tasks.

The formation of specific driving technology skills requires knowledge about technology tools, the transformation of a certain range of economic knowledge with economic students, the expansion of the level of a strong positive attitude towards technology in this or that profession. is available with

Other tasks of labor training are also interrelated.

In some cases, their division is conditional. For example, instilling independence in students of an auxiliary school can be considered not only an educational task, but also a correction task. It can be noted that the low level of independence is the main drawback of their technology.

Not only technology education classes help to solve the mentioned tasks. special school students' training in the field of social life, economic life technology training, as well as self-respect of the recipient, technology training links also social life adaptation of graduates must provide: schoolchildren with mental retardation, central nervous system central activity and mental, physical development deficiencies make it difficult to prepare technology. Nevertheless, it can be implemented successfully enough. This is evidenced by the data of clinical studies of a large number of graduates of auxiliary schools and the work experience of special institutions of this type. For example, most of the graduates of the auxiliary school work in an ordinary team, and emphasize themselves financially. Many of them are teching and improving their skills in the profession they learned at school, and are getting accolades for what they do.

However, high self-esteem among co-op graduates is associated with conflict in technology teams, frequent job turnover, and other similar negatives. This testifies to the necessity of formation of technological readiness of secondary school students and increasing attention to its problems.

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