

Pedagogical Requirements for the Organization of the Educational Process in Specialized State Educational Institutions

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ABSTRACT

The article describes the pedagogical requirements for the organization of the educational process in state specialized educational institutions.

Keywords: *Mentally retarded students, specialized state educational institutions, educational process, training content, pedagogical requirements.*

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Introduction

In developed countries, education of students with disabilities is one of the main strategic directions. At the World Education Forum in Incheon, South Korea, in collaboration with the United Nations, UNICEF and the World Bank, a new vision for education for 2030 adopted by these international organizations and developed countries states that “education is a major important activity, a driving force development and sustainable development”.

A number of studies have been carried out around the world aimed at ensuring social protection of children with developmental disabilities and those in need of long-term treatment, at creating the necessary adaptive environment for their education and integration into society, at optimizing a differentiated network of specialized state educational institutions for children with disabilities. Special attention is paid to this issue. At the same time, special attention is paid to improving the mechanisms of organizing the educational process in state specialized educational institutions. Due to the rapid introduction of the most advanced technologies into the life of our country, the learning outcomes of

students with disabilities also require the definition of methods, tools, organizational forms of training to improve and evaluate the adopted standards. The fact that the existing research in this area is insufficiently provided determines the relevance of the problem under study. The main requirements for the organization of the educational process in specialized state educational institutions should be an educational process that helps the student to adapt to the environment, find his place in society, and be as independent as possible. At the same time, the peculiarity of the work of teachers is, first of all, the integration of teaching and upbringing to the extent that it helps to obtain uniform knowledge [1-4].

Main Part

In specialized state educational institutions, training is carried out, assistance in obtaining general secondary and vocational education, adaptation and integration of children with various disabilities in physical. And mental development, creating the necessary conditions for this, as well as raising children with disabilities who need social assistance and assistance in learning. The main tasks of specialized public schools are:

Ensuring the acquisition of knowledge in general secondary, secondary specialized vocational education in accordance with state educational standards and the requirements of special education developed on their basis (for mentally retarded children);

Organization of a differentiated and individualized educational process in order to ensure the optimal development of students in a personality-oriented, socially-oriented education system;

Personality training by forming the most optimal model of behavior in personal, family, social life and work, The function (task) of preparing and including each person in various spheres of life, his participation in the culture of this society is performed by a social institution. Education is one of the indicators of the social rights (status) of each person and one of the factors that determine and change the social structure of society as such. The correct choice of educational content and the confidently applied broadcasting methods ensure mental, social and personal development.

Speech disorders in students with disabilities are systemic. They show that not all actions related to speech activity are formed to one degree or another, such as weak motivation, decreased need for speech, gross violation of speech activity, internal program of speech actions, use of a speech program, speech control, violation of comparison operations premarital results. Speech disorders in students with disabilities come in different forms and require a differentiated approach in their analysis. Symptoms (the sum of symptoms) and the mechanism of speech impairment are determined not only by the general underdevelopment of the brain system, but also by the local pathology of the system directly related to speech. This further complicates the appearance of speech disorders in schoolchildren with disabilities. As with normal children, all forms of speech impairment occur in students with

disabilities. In students with disabilities, speech disorders persist long-term and are difficult to maintain between high school years.

Distorted pronunciation of speech sounds, as well as the use of alternating sounds, is much more common in mentally retarded students. With a monomorphic violation of sound pronunciation, the mispronunciation of sounds is significantly, about 2.5 times, greater than the replacement of sounds. However, in polymorphic distortion, sound substitution and sound distortion occur in relatively equal amounts. The next feature of violations of speech pronunciation among students with disabilities is manifested in the use of the same, clear, distinct articulatory techniques in independent speech. If we look at education from a pedagogical point of view, then the main and specific is the two-way relationship of the educational process - the process of teaching and learning. Learning is an activity for those who teach, and learning is an activity for those who are learning. Cognitive activity can be carried out without a teacher outside the field of education, if it is not related to education. However, the interrelated activities - teaching and learning - take place only in the learning process. Didactic relations "teaching - teaching" arise only when the cognitive activity of students is directed by the teacher according to a special plan with a clear goal. The relationship between teaching and learning determines the special social significance of education in the form of pedagogical activity. Another necessary description of education is that thanks to the unity of teaching and upbringing in the learning process, not only knowledge is acquired, but also trust, faith, moral qualities, and character traits are formed.

It is determined by the following components of the learning (learning) process:

- a clear goal;
- requirements, fundamentals;

- content; - operating activities;
- impressionable-strong-willed;
- under supervision;
- the effectiveness associated with the assessment.

Although mentally handicapped students are enrolled in specialized public schools, the teacher must comply with the basic requirements common to all types of lessons, depending on the purpose and content of each lesson, the size and nature of the material. These requirements include the following results: Each lesson should have an imaginary goal, one or another key end result, to which the teacher and students strive. In the process of preparing for the lesson, the teacher must first have a clear idea of his goal and correctly formulate it in the lesson plan or program.

Each goal should have five key characteristics:

- perfection of content;
- control of the expected result;
- timeliness;
- validity (adequacy of student opportunities);
- motivation (according to evidence of human activity).

Achievement of the goal is provided only by a clear solution of the tasks assigned to this lesson. Each training session has three main interrelated group tasks:

- the teacher should be guided by special didactic principles when guiding the educational activities of mentally retarded students in order to complete tasks that expand knowledge;
- encourage students to participate in learning activities and provide psychological and pedagogical support for these activities. Each lesson should reflect a common part of a lesson chain on a specific topic. The knowledge gained in the lessons of the social direction should be connected and

based on the concepts already acquired by them. Thus, along with the acquisition of new knowledge, the materials covered are also consolidated;

- involves the purposeful implementation of the thinking of mentally retarded schoolchildren (memory, attention, emotional and volitional qualities, working capacity). Each lesson should be aimed at improving assimilation, allowing you to use compensatory mechanisms, to do this, the teacher must be able to see the student's personal development in the implementation of planning and an individual approach to improving work at all stages of learning;

- educational tasks - the goal of the formation of real, positive qualities of a person, worldview, moral convictions, artistic culture.

The teaching carried out in the educational process requires the teacher to: Thus, along with the acquisition of new knowledge, the materials covered are also consolidated, to be able to analyze and interpret psychologically and mentally retarded students in a specific pedagogical situation, their behavior, actions, attitudes, influences;

- the use of teaching tools and methods depending on the age and personal capabilities of students;

- organization of labor activities to form independence, including the creation of conditions for the formation of self-service activities; Teaching, Improvement

- Development and educational tasks require different teaching methods in the classroom. The teaching method refers to how the teacher transfers knowledge and how students acquire knowledge, skills and competencies. Learning content (program) is an organizational teaching method (lesson) and teaching methods are interrelated, but these concepts are limited. The program determines the content of training, that is, the amount and amount of knowledge that students need to master. Study and analysis of the problems of social integration of

mentally retarded students, the conditions and possibilities for their solution; Diagnostics and vocational guidance of mentally retarded students. This is an organizational form of training. The teaching method determines the way of knowledge transmitted by the teacher in the context of a particular form of teaching, the acquisition of knowledge by students in this subject. Careful consideration should be given to the teaching method as well as the means of teaching mentally retarded students. The methods used in the lesson include the teacher's story, conversation, observation, etc. will depend on the topic and content of a particular session.

The teaching methodology is selected taking into account the spirit of the student, his age and individual characteristics (the specificity of the student's disability and the level of his compensation). There is a well-defined order of teaching methods that differ as follows: - by sources of knowledge (oral, visual, practical); - specific for the cognitive activity of students (explanatory and descriptive, reproductive, problematic, partially research, research); - for didactic purposes (method of presenting new knowledge, repetition, consolidation of knowledge, control method). Oral presentation of the material is the most convenient and advanced teaching method. Indeed, mentally retarded students experience difficulties in perceiving and understanding oral speech, because their attention switches, after a short period of time they are distracted, distracted and lose the beginning of the teacher's story. Nevertheless, in specialized state educational institutions, this method occupies a leading position in education, which is fully justified in practice. The material presented by the teacher can take different forms:

- do not use visual aids;
- use of visual aids;
- use of various teaching aids (video projector, slide film, slide show, video).

Conversation is a question-and-answer-based teaching method. In the learning process, the teacher often changes the method of conversation, which requires the assimilation of the material, the creation of conditions for mental activity, taking into account a number of characteristics of mentally retarded students. The teacher skillfully encourages students to make independent conclusions based on the questions asked. In addition, the speaking method teaches mentally retarded students to express their thoughts, which are considered important and necessary in oral speech.

The following enables the chat method:

- the questions that the teacher asks the students during the interview should be well thought out. questions should not contain suggestive or hesitant answers. it is necessary to change the questions to check the students' understanding of the studied material and their oral speech;

- Requirements for the answers of students: answers must be accurate and complete, depending on the nature and method. in the answers, students should be asked to correctly correct grammatical expressions in speech, incorrect pronunciation and repetition of a phrase. It is very important to teach mentally retarded schoolchildren to work with books and text. Books, textbooks, texts, various manuals help to consolidate knowledge [3,4].

Results and Discussion

Students work with published texts and gradually learn to read for themselves and understand what they are reading. Annotated reading allows you to identify specific words and phrases as well as the meaning of the entire text. Students acquire knowledge that provides general information in the lessons of expressive reading, at the same time acquiring and accumulating vocabulary, developing verbal and logical speech and mental activity. It is difficult to overestimate the practice of production in

teaching social work to mentally retarded students. Indeed, conducting internships with students of a specialized state educational institution creates many difficulties. The teacher must be able to make the explanations difficult enough during the practical training to have a strong relationship with the students, because they are often distracted and find it difficult to focus. Therefore, the teacher should pay special attention to:

clearly define the purpose, content, explanatory methods of industrial practice and carefully and thoroughly prepare for industrial practice;

- it is necessary to prepare students for a story about the purpose, content, organization of internships, methods of working on internships, their profession, to find answers to questions that arise during internships;

- during the practice, in order not to exclude any of the students, all students should strive to understand the meaning of the material studied and gain new knowledge; After the internship, of course, it is advisable to conduct an interview to consolidate the internship material. It is very important to prepare students from specialized public educational institutions for life, including learning, for example, degreasing the surface of a plate with a dishwashing liquid, wetting clothes before washing, removing stains from clothes with household tools, measuring water temperature, preparing marinades for canning, etc. ... Students should understand and memorize the program material they learned during the lesson. Students with intellectual disabilities feel the need for teacher guidance in order to properly understand the lesson. It is necessary to remember the basic rules, teach them to write down. To do this, the teacher should encourage students to separate the main idea from the texts written on the board, book, newspaper, etc. And ask them to write it down in their notebooks. It is well known that knowledge, skills and abilities are

inseparable and closely related. Mentally retarded students may know the multiplication table well, but may not be able to apply it in practice or may not follow the rules of grammar when writing words may know that 1 liter is equal to 100 ml, but may not be able to measure the same volume of water using a 250 ml beaker. It is important to be able to apply the knowledge gained in specially organized classes in the repetition process.

Correct control of the knowledge of mentally retarded students is a difficult process, a mentally retarded student can not always express his knowledge without difficulty, does not know how to use speech [4]. Therefore, it is impossible to completely and objectively not recognize the identification of knowledge only through oral speech. Given the specifics of the problem of mental development of students, it is necessary to organize several types of research work, as well as be able to apply different methods of testing students' knowledge. To achieve a different analysis of the activities of students, the teacher must take into account that students can apply the knowledge gained in everyday life, in practice.

The process of training and education in a specialized educational institution is organized taking into account the individual characteristics of students. The knowledge of students is assessed in the prescribed manner, taking into account the specifics of their shortcomings.

The educational process is determined in accordance with the state standard of general secondary, secondary specialized, vocational education. The educational process is organized by the Ministry of Public Education of the Republic of Uzbekistan, the Center for Secondary Special and Vocational Education in the manner prescribed by curricula and programs.

The agenda, which provides for scientifically based, appropriate exchange of studies, voluntary socially useful work and

recreation is organized taking into account the fact that children live in a specialized educational institution.

A specialized educational institution has organized preparatory groups for children with hearing and vision impairments and insufficient preparation for schooling.

The number of classes in public secondary special schools depends primarily on the organization in accordance with the sanitary norms and rules of the educational process, as well as on the type of specialized educational institution, the number of students and the number of classes.

In accordance with the resolution of the Council of Ministers of the Republic of Karakalpakstan, regional khokimiyats and khokimiyats of the city of Tashkent, the Ministry of Public Education of the Republic of Karakalpakstan, regional departments of public education and secondary specialized, vocational education Implemented in accordance with the established procedure on the recommendation of the Ministry of Finance of the Republic of Karakalpakstan, regional financial departments and the Main Department of Finance the city of Tashkent.

The beginning of the academic year, the duration of classes and vacations, as well as the procedure for the final state certification and the submission of state-recognized education documents are carried out in the manner prescribed by law.

The transfer of students from one class to another in a specialized educational institution is carried out on the basis of the decision of the pedagogical council, on the basis of the conclusion of the medical and pedagogical staff of the specialized educational institution.

The transfer of students from one specialized educational institution to another specialized educational institution or to a general educational institution for training in inclusive (harmonized) conditions is carried

out with the consent of the child's parents or their deputies, according to the conclusion of the psychological, medical and pedagogical commission.

The procedure for transferring students from one specialized educational institution to another specialized educational institution or to a general educational institution for training on inclusive (harmonized) conditions is established by the Ministry of Public Education of the Republic of Uzbekistan.

The transfer of a student from a specialized educational institution to an appropriate institution under the Ministry of Health or the Ministry of Labor and Social Protection of the Republic of Uzbekistan is carried out by decision of the pedagogical council with the consent of the parents or guardians of the child.

The procedure for transferring a student from a specialized educational institution to an appropriate institution under the Ministry of Health or the Ministry of Labor and Social Protection of the Republic of Uzbekistan The Ministry of Public Education, the Center for Secondary Special and Vocational Education, the Ministry of Health is determined by the Ministry.

Conclusion

In short, the administration of a specialized educational institution is responsible for the placement of students who are unable to study at this specialized educational institution.

The educational process is organized on the basis of a variety of student activities, from simple self-service to various forms of voluntary community service.

Physical education of students is carried out due to the correct organization of the agenda, strict adherence to the norms of the educational load, the conduct of therapeutic measures, the development of students' hygiene skills, physical education and sports, and the organization of recreational activities.

Labor training and education of students is carried out taking into account local conditions, the demand for labor, in training workshops, as well as in rural areas in the subsidiary farm of a specialized educational institution, taking into account the specifics, health status, capabilities and interests of mental and physical development.

In state secondary specialized educational institutions, various clubs, studios, sections are organized for the development of the mental, physical and creative abilities of students.

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