

Diagnosics of Directing Pupils with Mental Disabilities (Oligophren) to Professions

Ramazonov Jahongir Djalolovich

p.f.f.d (PhD), associate professor

Jafarova Dilfuza Baxtiyerovna

Graduate student of Asia International University

Abstract

The article considers a diagnostic analysis conducted with students in grades 9-10 with disabilities (oligophrenia). The analysis explains the identification of students' professional interests and their condition in connection with a mental and psychological problem. Recommendations on correction and professional orientation of problem students are given.

Key words: *oligophrenopedagogy, correction , problem pupil, children with complex defects, correction group, diagnostic conclusion.*

Oligophrenopedagogy is the science of education and training of children with limited mental abilities and is a part of defectology. Correction (Latin - correction) means correcting, mitigating and adapting to life the physical and mental defects of children with disabilities and special education needs. Correctional work is carried out based on the development opportunities of students.

The special education system refers to children with limited physical or mental capabilities, who have special educational needs (blind or visually impaired, deaf-mute or hard-of-hearing, speech-impaired or speech-impaired children). special educational institutions that carry out "correction", "compensation", "rehabilitation" work with a specific goal: boarding schools for blind children, hearing-impaired children, mentally retarded or retarded children understood. Today, action plans are being developed on the basis of many new decisions and projects regarding the education of children

with various developmental problems and the restoration of their health. Decision No. 638 of the Cabinet of Ministers of the Republic of Uzbekistan "On approval of normative legal documents on education of children with special needs" was adopted in order to assist in This decision imposes a special responsibility on the staff of each special boarding school and inclusive education, including special education teachers and psychologists. Psychologists determine the motivation of students' professional interests and career inclinations, and prepare the ground for the student to find his place in society. Conducting such an experience with students with disabilities requires a special responsibility. Correctional work is of great importance in the process of working with children in need of special assistance. The better these things are done, the easier it is for the child to acquire knowledge, skills and abilities.

Labor education in auxiliary schools (special boarding school) is one of the main tools for correcting psychophysiological problems of students. Analyzing oligophrenic children, M.S. Pevzner states that the main problem in these children is their work ability, narrow scope of imagination and lack of purposeful actions.

Labor education in auxiliary schools (special boarding school) mainly consists of two stages.

Preparatory stage (grades I-IV);

Vocational work (grades V-IX)

At the preparatory stage, mainly manual labor training is conducted, and at the vocational stage, types of vocational labor are given. This work will continue until graduation. Students must receive professional training completed during 9 years of special education.

On August 10-11, 2022, at the "National Forum of Teachers" held in cooperation with the National Education and UNESCO Organization, students with special needs were taught social and household life and careers taking into account their interests and abilities. the issue of teaching was considered. One of the most important issues is to have an understanding of the new industry and modern professions entering our society today, and to attract children to the new modern profession as much as possible.

We know that the "Map of Interests" test for general secondary school students consists of 174 questions, while the Career Motives test for grades 9-10-11 consists of 24 questions. . We all know that these tests cannot be used for students with limited mental abilities. Because today, children with mental and physical disabilities studying in special boarding schools, unlike normal healthy students, do not have the skills to answer the above questions. They are complexly disabled, and not only have limited mental abilities, but also have symptoms of ill-health in the supporting organs of vision, hearing, speech and movement. However, attention, memory, desire, interest and other similar mental processes are of great importance for the child's mental development. It would not be wrong to say that there are few or almost no special methods for studying the professional interests of such students or diagnosing them. However, we, in Bukhara city 27 specialized state educational institution for children with disabilities, have developed a number of practical measures to interest students in professions and to form new life skills in them. The choice of a profession is chosen based on the individual character and abilities of each student. The most convenient ways to determine the interests of students are only observation and the use of individual interview methods. The reason is that the reading and writing activities of such students are not fully formed, and the range of perception and imagination is very narrowly developed. Because they don't have an independent mind, they don't

have a full vision of the big life, they require great psychological skill and strong emotional empathy from the diagnostician.

In the boarding school, in the 2021-2022 academic year, individual questionnaires were conducted within the group on "Determining students' interest in subjects" in grades 9-10. In order to determine the motive of interest and abilities, a psychologist conducted an interview-style conversation with the students of each class individually in a group based on the following questions.

1. Which club do you want to join?
2. What career or profession are you interested in? Which teacher's lesson do you like the most? (in order to get a clear answer in a more simplified manner)
3. Who do you want to be in the future? Who do you want to be like?

A total of 52 students from the 9th-10th grades took part in the research. According to the results of the interview, the knowledge capabilities of each student were studied and the following results were obtained.

When analyzing the diagnosis of pupils' professional inclinations, dividing them into 4 groups gave more effective results.

I. Group-interest and career choice motive compatibility. The number of students was 14. Such students almost have an idea about the profession and the future, they have an interest, they have an idea about their future and partially independent life, they can work for their needs in the future and actively participate in social and household life.

II. Disproportion of motivation of group-interest and career choice. The number of students is 16. Our students who belong to this group are considered to be passive students who have an understanding of the profession, are not interested in a specific field, work with the opinions of others, unstable, changeable character and do not have personal opinion. In order for students of this category to be firmly established in the field of their inclination, it is possible to prepare the ground for the future by making them more interested and busy in this field. That is, it is advisable for them to work in the field of their choice for a longer period of time, and after finishing the special boarding school, continue in this field on the basis of mentor-apprenticeship. If the student does not continue, he enters another field, then he will have to spend the same amount of time to learn that profession.

Group III - imbalance of professional choice at the level of opportunity. The number of students is 12. Our students who belong to this type do not understand the concept of profession in a real way, their interests and desires do not match their feelings and opportunities. Due to cognitive impairments, he floats in the world of fantasy (fantasy) and cannot imagine his life path in the future. He always has fantastic impressions related to heroes of movies and fairy tales. The basis of such students are those who are lagging behind in their secondary level of mental development. In order to attract this category of students to social and household work, we need to conduct correctional classes in an easier way, teach them to serve themselves. it is desirable to teach household chores, that is, cleaning the house, cooking (cooking easy and light meals), as well as involving in sports clubs (table tennis, football, dance). Because sport refreshes them more and renews their spirit.

Group IV - Pupils without motivations of professional interest (children with complex disabilities). There were 10 of them. The attention of our students in this group is scattered, their memory is low, their perception is not formed, their will is weak, and additional speech defects in them will definitely cause them to lag behind in cognitive activity. But we need to attract such students to additional correctional circles (science and therapeutic sports) to develop their oral and written speech. It is more

effective to conduct general development activities and neuropsychological games for our students of this category. Because the most important thing for our students with complex disabilities is their health and self-awareness. This is our greatest achievement if he can meet his needs independently. If every pedagogue gets acquainted with new professions in his field during the lesson (for example, a teacher of mathematics learns about professions related to mathematics, a teacher of natural science about a profession related to nature) if he can explain the duties, work activities, and income of the persons participating in his life and show the place of these persons in life, every student will gradually form an image of those professions in the mind of the student, and the student will New images begin to form in z's life. As a result, the student begins to have a personal opinion about the profession.

Diagnostic conclusion: To study the result of studying the mental state and motives of interest of each student with disabilities in the school team, to involve them in stimulating and training work activities as much as possible. After positive changes in the student's mental state, it is recommended to be involved in professional courses. True, in a certain sense, these students can have lower-level professions in society, but they will develop the skills to establish relationships with family and society, to have their own personal life.

To sum up, profession is the beauty and decoration of human life. In the Islamic religion, it is said that working, learning a profession is equal to praying, and one should not be ashamed of work. Because work saves a person from three problems: heart failure, behavioral disorders, and avoids neediness.

References:

1. . O'zbekiston Respublikasi Vazirlar Mahkamasining "Alohida ehtiyojlari bo'lgan bolalarga ta'lim berishga oid normativ- huquqiy hujjatlarni tasdiqlash to'g'risida " gi 638 –sonli qarori
2. Xalq ta'limi va YUNESKO tashkiloti hamkorligida olib borilgan "Ustozlar milliy forumi " dasturi
3. P.M.Po'latova "Maxsus Peadgogika" (Oligofrenopedagogika) Toshkent-2005.
4. V.S. Rahmonova "Defektologiya asoslari" (Korreksion pedagogika), Toshkent -2017
5. O'quvchilarni kasb –hunarga yo'naltirish va pedagogic- psixologik respublika tashxis markazi. O'quvchilar bilan olib boriladiga relaksatsion mashqlar to'plami. 2019 yil
6. Maktab va Hayot –ilmiy metodik jurnal. 8-son, 2022yil
7. Рамазонов, Д. Ж. (2022). Моделирование механизмов самоуправления студентов. *Science and Education*,3(4), 1003-1011.
8. Ramazonov, J. (2022). ШАХСДА РЕФЛЕКСИЯ ДАРАЖАЛАРИНИНГ ЎСИБ БОРИШ ДИНАМИКАСИНИНГ ИЖТИМОЙ ПСИХОЛОГИК ХУСУСИЯТЛАРИ. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*,10(10).

9. Рамазонов, Ж. Д. Талабалар таълим жараёнида ўзини ўзи идора қилишининг ижтимоий-психологик механизмлари. *Международный научно-образовательный электронный журнал. Выпуск*, (14), 794-800.
10. Djalolovich, R. J., & qizi, U. M. S. (2024). Pedagogical-Psychological Problems in School Educational Problems. *Excellencia: International Multi-Disciplinary Journal of Education (2994-9521)*, 2(5), 331-334.