

# Effective Factors Of Information And Communication Technology In The Formation Of Work Skills Of Students With Intellectual Disabilities

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Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No PF 4947 "On the Strategy for further development of the Republic of Uzbekistan", "Further expansion of the participation of industries and sectors of the economy in improving the quality of higher education On measures" 27.07.2017y. Resolution PQ-3151, Resolution No. PQ 2909 of April 20, 2017 "On measures to further develop the system of higher education", June 30, 2017 "Radical improvement of conditions for the development of information technology in the country Decree No. PF-5099 "On measures for the use of modern information technology in the educational process." Information is a collection of messages about objects, events, and processes. The information obtained is represented in symbolic, textual and graphical form. Symbolic information consists mainly of letters, numbers, and symbols. It is used to transmit simple signals about various events.

Information and communication technologies have essentially expanded the boundaries of fundamental concepts such as knowledge and language. The idea of the important function of language - the acquisition and transmission of knowledge through it - has historically been formed: language is a specific system of communication. Man has sought and found additional means to search for and acquire, store and transmit non-linguistic knowledge that has had a significant impact on the life of society. Writing, the printing press, the telephone, television, and finally the Internet are the most important stages in the evolution of knowledge.

The idea that "we live in an age of information and communication" is not entirely justified, because information and communication have always existed, but the information society is characterized by the rapid development of information and communication technologies, and their potential for human development. It is important for the effective solution of professional, economic, social and domestic problems. These opportunities can be used wisely by members of the community who have the necessary knowledge to be able to target in a new information environment.<sup>1</sup>

It is about changing the content of education, mastering the culture of information - one of the components of the general culture, which is understood as the highest form of knowledge, including personal qualities and professional competence. At the same time, it should be noted that the concept of "culture" is interpreted differently. But among all its differences, the most important are "a deep, conscious and respectful attitude to the heritage of the past, the ability to creatively perceive and transform the truth in this or that area of life."

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<sup>1</sup> Akramova, X. (2020). Peculiarities of the labor activity of mentally retarded pupils. Archive Nauchnyx Publication JSPI, 15 (1). izvlecheno ot [https://science.i-edu.uz/index.php/archive\\_jspi/article/view/897](https://science.i-edu.uz/index.php/archive_jspi/article/view/897)

Today, in order to form a teacher as a person in the context of such an understanding of the word culture, it is necessary to acquaint him with the information and communication capabilities of modern technology, to acquire a real information culture, which will help him and his students : paves the way for the transition from the dialogue of people and cultures to the mutual enrichment and effective interaction of human communities through the identification and development of the creative potential of the individual.

It is important to understand labor as an area of activity that is open to each individual and removes restrictions on purposeful activity, and the essence of the special education system for people with disabilities should be understood in this context. Thus, the content of education enriched with information and communication technologies related to the acquisition of basic competencies such as social, communicative, informational, cognitive and special becomes deeper and more conscious when the following conditions are met:

a significant increase in the level of professional and universal interaction between teachers and students in the implementation of joint projects, including telecommunications projects;

the emergence of new quality conditions for the realization of creative potential of students through the use of electronic libraries and virtual laboratories, expanding the capacity of traditional libraries and school laboratories through scientific, educational and other cultural and social resources of the Internet;

increase the effectiveness of students' independent work with traditional and electronic resources through advanced systems of self-monitoring and teacher feedback support.

Fulfillment of these conditions will help to achieve the main goal of modernization of education - to improve the quality of education, expand access to education, to meet the needs of harmonious development of the individual and the information society as a whole. A promising area for the development of correctional education in special schools is the use of new information technologies. Computers in secondary schools in our country appeared many years ago. Of course, information technology does not cure the disease of a child with disabilities and does not eliminate the problems that arise as a result. But his previously unknown knowledge, skills, forms of communication, games, and understanding of managing the environment around him inspire confidence in his own power.

Technology is a new concept in the vocabulary of educators as a generalized notion of the diversity of authorship concepts in the education system.

The lexical-semantic meaning of the word "technology" is interpreted as a set of methods used in various types of human activities, and in this context, the concept is associated with didactic definitions of methods, techniques, tools, etc.

In the modern psychological and pedagogical literature there are attempts to systematize the use of technology in relation to the various tasks and content of education.

In particular, the technology is interpreted as follows:

"Meaningful techniques for the implementation of the learning process" (V.P. Bespalko);

"Description of the process of achieving the planned learning outcomes" (IP Volkov);

"Art, skill, skill, set of methods" (V.M. Shepel).

In pedagogy, the word technology is used in the context of the diversity of approaches to the concept, the strategic (methodological, theoretical) problems of education and the subject-subject relationship (student - teacher). reveals specific procedural behaviors, as well as the variety of forms of their application: computer, educational, didactic, socio-pedagogical, psychological, rehabilitation and many others. .

Thus, pedagogical technologies allow to adapt to any innovations, to choose from them the most suitable for the qualitative development of the subject of education. Accordingly, the process of organizational learning of children and adolescents with intellectual disabilities in special education is represented as a model for the use of integrated technologies aimed at creating a favorable pedagogical environment through the use of humanities, developmental tools and methods. The systemic approach to the work of people with disabilities needs to be explained more broadly than the ideas of vocational education in specialized schools and boarding schools.

Auxiliary has developed as part of the system of special schools and secondary schools. This allowed them to redefine their responsibilities, including labor education and training. The auxiliary school provides education that

allows students to solve their social rehabilitation problems in practice by preparing them for work in a typical working class environment.

Since the main task of education and upbringing of students in a specialized special school, boarding school is to prepare them for independent work, the specialized special school, boarding school provides students with a certain type of work that ensures successful involvement in production work. specific tasks such as conveying a certain system of knowledge and forming relevant professional-labor skills and competencies, cultivating a number of moral, personal qualities come to the fore.

Labor activity is constantly evolving. The emergence of each of its components has its own characteristics of skills, goal setting, motivation, work planning, achievement and evaluation.

Often, a task requires tools and equipment. At a young school age, mentally retarded children have only some of the hallmarks of working with a tool. a) spontaneous action develops; b) the child learns to use some objects used at home (spoon, bowl, etc.), which does not require complex coordination of actions and is not aimed at changing the object of activity; c) he begins to distinguish some work tools and their functions (hammer stumbling, nails stumbling, scissors cutting paper, etc.) and imitating the actions of adults with these tools.

Learning simple tools begins at an early age. To understand the characteristics of operations with work tools in children, D.V. Sergeeva's work on the formation of the labor movement is of great importance. The author lists five conditions that are important for the formation of labor movements:

- anatomical and physiological maturity of the hand;
- development of hand and eye movements (movements are performed under eye control);
- developing the ability to imitate actions;
- develop the ability to compare, differentiate, and distinguish actions;
- develop the ability to make connections between the nature of the action and the results obtained.

It is clear that children have great difficulty in mastering the labor movement.

The first challenge of our research work is that children's attention is focused on the outcome of the action, not the method of performing the action, so they make a lot of mistakes and the quality of the work is low.

Thus, in order to form a working movement, it is important to shift children's attention from the objective results of the movement to the mode of action and the nature of the action.

The second challenge that children face is the lack of visual and kinesthetic control of the movements they perform. In this regard, it is important to develop kinesthetic control in children, which helps to automate movements.

The third difficulty that mentally retarded students feel when mastering action-oriented movements is that they do not know how to compare and differentiate the characteristics of movements, and how to distinguish right from wrong.

Mentally retarded children do not know how to set goals in their work. This ability is associated with A.R. According to Maller, it develops gradually in the process of self-service. It thrives in the production of toys made of paper, plasticine, natural materials, wood, and so on.

In mentally retarded children, work motives do not lead immediately. Students have a keen interest in the outside of work (fun activities, weapons, and materials). Motives of work in children are formed by pedagogical methods: the appropriate organization of work (helping others), the assessment of it in terms of its importance to other people. At this age, these motives are expressed in simple ways, such as the desire to do something useful for loved ones: parents, friends, and children.

The process of planning by an adult consists of several stages: organization of work (thinking about fulfilling the conditions of the set goal); performance (review of work sequence and individual actions, methods); monitoring and evaluating both the individual stages of the work and the outcome obtained.

N.P. Pavlova defined planning as a complex mental activity that involves imagining a sequence of actions in advance, identifying the methods and tools needed to achieve a goal.<sup>2</sup> The success of planning, in his opinion, depends

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<sup>2</sup> Pavlova N.P. Rabota s prirodnyimi materialami kak sredstvo razvitiya poznavatelnoy deyatelnosti uchashchixsya mladshix klassov spetsialnoy (korrektsionnoy) shkoly. Diss. ... cand. ped. science. - M, 1993.

on the ultimate goal of the work, a clear idea of the existing conditions, knowledge of the means and methods of implementation, and the level of development of the planned actions. Performance Planning N.P. As Pavlova points out, the object of labor is the imaginary construction of dynamically variable images, which can be done in a certain expanded form and solved by choosing the most rational for certain conditions of the plan.<sup>3</sup>

The planning of labor activities by mentally retarded children in our research work has a number of features: the child only controls the process of doing the work, the organization process is not included (what to prepare for the lesson, what materials to get, where to put, etc.). Usually, the teacher asks the children to plan the organization of work, often preparing all the necessary things themselves.

Thus, another feature of children's planning processes is schematic: the child only identifies the main stages of the work (based on the condition of the preparatory option of the course of work), but does not determine the methods of its implementation. It can be assumed that mentally retarded students are able to perform simple elements of planning activities under the guidance of a teacher.

However, it should be noted that the performance is not perfect, it is carried out in a "self-aware" way. Children do not plan to monitor and evaluate their work. In this case, verbal planning lags behind practice. In our study, we found that children are sometimes unable to articulate their plans, but are consistent at work (individual, small group, and frontal); they do not talk about organizational aspects, but in practice they do it anyway; they do not state the methods of action, but apply them in the process of labor.

We have seen this in our research work, often in paperwork, because it requires working with spatial concepts that have not yet been mastered, and children are forced to switch to sign language.

Thus, the subjective, playful, pictorial, constructive, and labor activities of mentally retarded children underlie mental processes and the formation of the child's personality as in normal developing students.

It should be noted that the development of a child occurs under the influence of hereditary and congenital factors, takes place during the growth and development of the organism, the educational system, the level of development of the society in which he lives. This was previously reported by L.C. Vygotsky showed in his work. The author's view that the development of the child is a biological and social unity is true. The human brain cannot develop spiritually without the biological potential of man.

At the same time, we are convinced that the mental development of a volunteer child, including a child with a profound mental illness, cannot be outside the human environment.

The leading force in the spiritual development of children is education as a necessary way for the emergence of hereditary, historical characteristics of man, as a way to instill in the child universal characteristics.

He also stressed that education should be focused on "areas of immediate development." "Teaching a mentally retarded child can take place spontaneously and purposefully, in collaboration with another person (overt or covert) and as a result of observing other people's actions."

But the educational influence of another person cannot be realized without the actual activity of the child. The content and methods of this activity determine the process of mental development of a mentally retarded child, and hereditary and environmental factors are necessary conditions for the individual uniqueness of his personality.

Activity creates a mood, inactivity, inability to do anything leads to deprivation of the person, his limitations. A.A. Katayeva and YE.A. As Strebeleva points out, it is in this activity that the child creates an image of his or her world, which expands and deepens his or her ability to achieve goals and succeed in a variety of practical situations.

From the point of view of the activity approach, which lies at the heart of the problem of mental education, it should be noted that in the assessment of manual labor (the principle of studying the psyche), it is interrelated with other effective activities. At the same time, it is important to take into account the specifics of the child's inclusion in

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<sup>3</sup> Pavlova N.P. Development of nablyudatelnosti i voobrajeniya u uchashchixsya spetsialnoy (kor-rektsionnoy) shkoly na urokax ruchnogo truda. // V kn. Increasing the effectiveness of teaching special classes of young children in special (correctional) schools. - M, 1993.

the program.<sup>4</sup> "Children are the source of creativity - at their fingertips. Figuratively speaking, the subtle currents that provide the source of creative thought begin with the fingers."<sup>5</sup>

J. Demor wrote not only about the importance of manual labor for the development of children with intellectual disabilities, but also about the methods of teaching it in a specialized boarding school.

He recommended starting small classes with manual labor, making them fun and varied. At the same time, he stressed the need to combine manual labor with other occupations.

In our research, we took this recommendation into account and used it to justify the interaction of design training with manual labor through the use of information technology.

YE.K. Gracheva emphasized the role of manual labor in the upbringing and education of children with intellectual disabilities.

V.P. Kashenko saw manual labor as an important pedagogical tool for nurturing a child's personality. In his view, manual labor should be at the forefront among other disciplines - it is the basis of all our educational and pedagogical influences on the disabled child.<sup>6</sup>

Professor A.N. Graborov saw manual labor as an important tool for correcting mentally retarded children. He correctly identified two interrelated areas of work at the school: "First, work as a subject in the school curriculum. Second, labor as a method that is widely used in all years of auxiliary education and in all subjects of the school curriculum."<sup>7</sup>

In modern dictionaries, manual labor is defined as "produced, made by hand, or set in motion."<sup>8</sup> Handicrafts are activities with children to make a variety of objects from paper, cardboard, wood, fabric, and natural materials. These classes teach children hard work, perseverance and initiative. Careful execution of works, choice of proportions, colors and decorations develop artistic taste. Through collaborative work, children learn to organize and develop teamwork skills.

M.Khamidova, KGafurova, DGulamova defined manual labor as an occupation and noted the following: "Children should use simple weapons: scissors, needles, brushes, hammers, saws. Demonstrate methods; get acquainted with different materials and methods of processing them: cut and glue paper with scissors; sawing, gluing, and sawing wood; they cut and sew fabrics."<sup>9</sup>

Children make the toys they need, the toys they make: boats, cars, baskets, houses. These items can be a great gift for loved ones and friends. It is very important in moral education, children are taught to work, to pay attention to others.

In summary, the main results and conclusions of the formation of labor skills in mentally retarded children on the basis of information technology are the insufficient development of the problem of forming elements of computer literacy based on the analysis of the current state of special education. and objective reasons expressed in the absence of others have been identified. As a solution to the problem, it was found that principles such as a specially designed system for the effective formation of computer literacy are of paramount importance. A model based on a systematic and person-centered approach has been developed to prepare mentally retarded students for effective communication

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<sup>4</sup> Kataeva A.A., Davydova S.I. Obuchenie umstvenno otstalyx shkolnikov v igrovoy forme s ispolzovaniem obraztsa i slovesnoy instruktsii. // Defectology. - 2015. -№ 1

<sup>5</sup> Kataeva A.A., Strebeleva E.A. The role of didakticheskoy igry in korrektsionno-vospitatelnom protsesse. // V kn. Didakticheskie igry i uprajneniya v obuchenii umstvenno otstalyx doshkolnikov.-M., 2016, s. 36

<sup>6</sup> Kashchenko V.P. Pedagogical correction. - M. : Prosveshchenie, 2001.

<sup>7</sup> Graborov A.N. Vspomogatelnaya school. - L., 2000.

<sup>8</sup> Kuznetsov S.A. Bolshoy tolkovyy slovar russkogo yazyka. Sost. and gl. ed. - SPb: «Norint», 2000.

<sup>9</sup> Hamidova M., G'afurova K., Gulomova D. Labor education. Textbook for 3-4 grades of specialized schools and boarding schools for children with disabilities. T.: Teacher. 2018

technologies aimed at developing their personal independence, social adaptation, and communication skills based on equality and freedom in education.