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Problems of Preparation for the Profession of Students with Disabled and Various Solutions

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Annotation: *The article reveals the problem of students preparing for professions with disabilities and a variety of solutions and also offered a number of evidence-based recommendations*

In conditions of market relations development in our Republic, the reforms also in the continuing education system have led to positive results.

President Islam Karimov in his book "High spirituality - an invincible force," said: "Today we are witnessing the results of the reform of the education system on the example of thousands of students of academic lyceums and professional colleges, higher education institutions, created in the years of independence, young professionals, with all the conditions and opportunities for training and education. Already it formed a generation of young professionals who demonstrate their talent and accumulated over the years of study the potential" (1).

For the development and improvement of the education system in the Republic of Uzbekistan presented by the orders and tasks in the Republic of Uzbekistan adopted decrees of the President, the Cabinet of Ministers and the Ministry of Higher and Secondary Special Education.

With the development of market relations the education system put demands selection of experienced staff that is able to quickly and dynamically develop, possessing a creative and proactive approach with their personal opinions and skills of independent decision-oriented and versed in modern techniques and technologies. One of the main tasks of the secondary and secondary special education is training in modern teaching techniques and the use of scientific and methodological advances, their introduction into the educational process, using the experience of advanced countries in this field. Therefore, to date, the climax, on the basis of modern requirements, is to prepare young people with disabilities to the development of trade and employment (2).

Development of society based on the universal values associated with building personal life. The modern concept of education is aimed at a person as healthy or with disabilities can be active, Cultural, Educational and could become a person creatively and spiritually rich.

One of the modern didactic principles of teaching young people with disabilities in education is student-centered approach. Student-centered approach to education involves

teaching students based on their individual psychological characteristics and propensities to certain professional activities, the most complete disclosure of the potential of the individual, the individual student. It is not only the acquisition of a student of general scientific, humanitarian, technical and professional knowledge, but also the formation of his intellect, the mind, creativity.

Student-centered learning technology has the following main principles.

-humanism, i.e. full respect and love for the person, help her optimistic belief in his creative abilities, complete rejection of coercion;

-Cooperation, that is, democracy, equality, partnership relations student-teacher;

-free education, that is, representation of individual freedom of choice and independence to a greater or lesser sphere of his joie de vivre, the results of internal motivation and not from external influence. Communicative basis of personality-oriented technology is a humane and personal approach to students in the pedagogical process (3).

The personal approach, you first need to:

- Each student especially young people with disabilities to see the gifted person, respect him, understand, and believe him. The educator should be the belief that every student is talented;

- Creation of favorable conditions for the approval of success, support person that is training should bring satisfaction, joy;

- Avoid direct coercion, not to focus on the shortcomings and poor academic performance, not to hurt the person;

- To create conditions and facilitate the implementation of students' skills in the pedagogical process.

A student with disabilities chooses his own way; this man does not need to make to learn. He deliberately came to this goal and wants to use the time for self-socialization and integration into the period of study. Man understands explicitly or intuitively realizes that until he learns he has a unique opportunity for him to realize himself as a complete personality. Especially because of its importance: actually connected not only with the training and the achievement of success in the process. Self-realization and self-affirmation of young people with disabilities are more in the need to be meaningful to someone. In addition to studying, they can engage in social work. The process of studying them more often identified with life itself and any small social activity during their studies or in outside school hours should be encouraged. The need for knowledge, learning and experience, respectively, assumes training activities. When a youth education disabilities need to consider providing them with support in the learning process, especially since the disabled person of the student is not adequately taken into account in the model educational process (4).

Of course, quite a few important fact is the general cultural education. The main objectives of general cultural education of the individual pupils' disabilities in general terms as follows:

-development of a broad humanistic motivation of general cultural and educational nature;

- armed with the knowledge of various fields of science, research directions, allowing you to expand the boundaries of information culture and practice;

-formation intellectual and practical skills, and ways of life, to successfully navigate in society and improve functional literacy;

-development of communicative qualities that ensure success in the organization of communication and interaction with other people, that enriches multilateral relations with the world;

-development of creativity and creative abilities of the individual;

-development of reflective culture, allowing the individual to make sense of emerging educational situations, to analyze their solutions, etc. General education of the individual disabilities has its own specifics (5).

In particular, the ratio of factors of youth with disabilities from the general population, are associated with a healthy way of life of the nation, with the development of healthcare system and the historical and political processes.

The following main tasks are defined specialized post-secondary colleges:

- Create the necessary conditions to obtain the skills and knowledge in their specialty, to meet the needs of persons with disabilities in vocational training;

- In the framework of the state educational standards to implement the program humanities and vocational special disciplines;

- To continue their studies and the possibility of further employment in subsequent stages to deepen the level of training sufficient knowledge and skills in the profession chosen by the students in the respective educational institution;

- Create the conditions for the rehabilitation of the direction of the educational process.

Currently, these colleges conducted training and educational work in several directions for the preparation of persons with disabilities. Separately, it should be noted that in the training of young people with disabilities to an independent life, the role of specialized colleges is very high. Along with the formation of skills to a degree, the college is to educate young people with disabilities, to make independent decisions in dealing with the professional and personal challenges in the development of their creative and personal qualities. Thus, before the colleges teaching young people with disabilities in professional skills must be tasked with conducting studies on psychology and health and preventive training.

In subsequent years, the study of problems in the field of education of persons with disabilities increased professional skills. The analysis of studies and published scientific papers to date has shown that some of the methodological and scientific aspects of education and training to the professional skills of young people with disabilities, the problems of social and pedagogical nature, aimed at carrying out theoretical research in some well-known elements of curative education, but in this case by the complex integral fundamental and practical studies were not conducted. Our preliminary studies have shown that the training of young people with disabilities in professional skills, there are a number of contradictions. In particular, requirements:

- Between adaptation to the student community and its mobility;

- Between parents' lack of desire to train in specialized colleges for children with disabilities and other educational institutions of the refusal to admit them to school;

Between the demands of the teachers' sphere of professional teacher training for students with disabilities and undeveloped programs and plans, procedures aimed at the specialization of these children.

Thus, in preparation for the training of young people with disabilities vocational skills following problems and shortcomings have been identified:

- the creation of psycho-pedagogical conditions of preparation for vocational skills training for children with disabilities, are not designed to set direction and its demands;
- The development of curricula of specialized post-secondary colleges for children with disabilities is not taken into account their psychological characteristics, physical features and medical conditions;
- Between the subjects of the curriculum integration and the lack of training sequences;
- Non-use in the process of learning the advanced pedagogical experience and information technologies sufficiently;
- Not the technique of effective monitoring and placement of children with disabilities.

To solve the problems and contradictions in the scientific and methodological aspects are presented a number of recommendations:

1. Current issues in teaching vocational skills of young people with disabilities, in-depth study of problems and analysis of scientific, social and methodological point of view.

For skills training of young people with disabilities, along with the required research, pedagogical, psychological, medical and specialized literature, in-depth study and analysis of the modern educational process. Thus, we recommend carrying out surveys and interviews with college students, teachers and trainers. Scientific advice will be developed as a result of studying the problem.

2. Research activities, pedagogical and psychological conditions, as well as the development of requirements and theoretical foundation in the training of young people with disabilities for professional skills.

In the development of scientific trends and preparing people with disabilities for professional skills, taking into account the specific characteristics and requirements of the modern system of education, the important role of leading psychologists and medical workers.

In the preparation of young people with disabilities to the development of professional skills is very important to take into account the individual characteristics of students. Each student has their own psychological and physical specifics; it has a huge impact on its operations. Social group of young people with disabilities is heterogeneous, but consideration should be given to a common base, which is characteristic of this group - the restriction of life, always have a traumatic effect limiting the spectrum of personality manifestations of man. The study of the teacher of these features creates all conditions to study the specificity of raising the quality of knowledge and development of independent and creative abilities of each student.

3. Improving the teaching plans and programs on the basis of integration and modular technology.

The study of specialized secondary specialized vocational colleges for young people with disabilities revealed no features integration training methods between theory and practice. The improvement of curricula and programs, the development of teaching methods should take into account the following requirements:

-First, in the preparation of curricula for children with disabilities, to introduce items that are close to medicine and psychology;

-Secondly, software integration and sequencing between objects and practices;

-to Third, the curriculum should be designed based on a modular technology;

4. The organization of educational process on the basis of the developed curricula and programs in parallel and integrated modular technology for students with disabilities.

As you know, the learning process is aimed at organizing the knowledge, skills and expertise, systematic and comprehensive performance quality.

In the process of training for the development of professional skills of students with disabilities, at the same time, work is underway on the development of the student's personality, his mental and physical abilities.

Education - a two-fold process that includes activities such as teacher and student. The activities of the teacher is the ability to present academic material, the ability to be interested in the subject of the student, to learn to think, to lead the independent study, assess and monitor the knowledge, skills and qualifications of the student.

The other side of the learning process of the student's activities aimed at the development of knowledge, skills, qualifications and the development of labor skills, and the ability to think independently.

It is believed the relationship of continuous training and education, in the organization of curricula for students with disabilities, based on the integration of learning content, scientific marked module program and the supervision of the teacher, which is the main condition for successful learning.

Proper organization of educational process in training modules, characterized by the fact that the students learn the material at each step and apply practical knowledge, improving education and skills, innovate. This technology in teaching students with disabilities has given good results.

When teaching students with disabilities, we recommend individual work in small groups and individual formation. When selecting training methods are important to consider some of the requirements and opportunities. It is noted that yielded positive results in the course of training to special disciplines simultaneous theory and practice. This system of training facilitates independent, practical and theoretical work.

Based on the foregoing, we can say that today one of the main tasks - considered adaptations for students with disabilities in social life. Creating the conditions for their education, the improvement of curricula and programs that meet the modern requirements in the process of learning to achieve efficiency techniques based information and pedagogical technologies.

Thus, the need to pay special attention to students with disabilities, comprehensive rehabilitation, their subsequent employment after receiving the profession. Since every person, despite the fact that he is healthy or disabled, he is entitled to a full life, he has the right to develop them spiritually and physically, and to benefit society.

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