



SETTING EDUCATIONAL OBJECTIVES IN STUDY LESSONS AS AN IMPORTANT COMPONENT PART OF FORMING LEARNING SKILLS OF MENTALLY DISABLED STUDENTS

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Article history:	Abstract:
<p>Received: February 8th 2023 Accepted: March 7th 2023 Published: March 10th 2023</p>	<p>This article covers the issues of formation of reading skills of students with intellectual disabilities based on the definition of the goal in the student's educational activity, the goal of education in reading lessons and its content, the concept of skills and qualifications, the important aspects of the goal and tasks of education in the educational process, the correct definition of the goal and tasks of education.</p>
<p>Keywords: goal, educational goal, educational content, educational process, corrective educational goal, skill formation.</p>	

INTRODUCTION Today, the decisions and decrees of the President serve to implement effective work aimed at modernizing educational institutions, providing them with modern educational and laboratory equipment, raising the educational process to a new level in terms of quality, introducing advanced pedagogical technologies and teaching methods[1,2].

These decisions and decrees are significant in that they aim to raise the quality of the educational process to a new level, to constantly improve the professional level and qualification of students, and to fundamentally improve the quality of training educated students based on the introduction of an improved system of training them in accordance with modern requirements. Timely fulfillment of a number of tasks defined by them by teachers of the general secondary education system will surely increase the quality and efficiency of education in the future, and will serve to prepare educated students[3,4].

These documents require the need to improve the form and content of education development in specialized educational organizations of our republic. The implementation of the tasks defined in them serves to bring up a complete person, a perfect person, thus to form a free person with a new way of thinking, an independent thinker, to educate people who understand the value of our country and have a clear goal in life.

Therefore, pedagogical experiences clearly show that it is impossible to achieve such a goal without modern organization, design and modeling of the educational process. Because only a person formed as a result of the educational process focused on designing and modeling can make a worthy contribution to preparing the ground for the state and his future. This, in turn, can be done only on the basis of the correct definition of educational goals and tasks, the selection of material ground, content and tools in accordance with this goal, and their mutual coordination. In this case, the main issue is the social demand of what kind of personality the educational process will produce.

Since the beginning of the need for education in the history of mankind, questions such as what to teach, how much to teach, why to teach, and how to teach are among the ancient and current issues facing didactics. In connection with these problems, concepts such as goal, content, result are often found in people's daily activities[5].

In several psychological literatures, human activity is a complex and specific process, which is not just about satisfying needs, but is often determined by the goals and requirements of society. For the same reason, it is confirmed that the realization of the set goal and the experience of work efforts to achieve it will be a characteristic feature of human activity [6].

From the point of view of logicians, a goal is a premeditated result of the practical activities of people in a given society. There is a great meaning behind the wise saying, which is attributed in some literature to the ancient Indians, in some to the Greeks or the Arabs: "The goal determines the means and means to reach it." A goal is a mental reflection or mental model of a person's need for a reality, which arises from objective conditions [7]. Achieving a goal means achieving a result. And the content is the set of the process of achieving the result, the essence, the sum of the interactions between the goal and its result. The result, in turn, is a factor that determines how the social demand of society is met [8].

Pedagogy: 1001 answers to 1001 questions. It is stated in the methodological manual: "Educational goal is a leading idea that determines the exact direction of education"[9].

The relevance of the topic is that the problem of teaching mentally retarded students to read in a specialized auxiliary school, development of reading skills based on the determination of educational goals and tasks in specialized auxiliary school reading classes is not sufficiently studied, scientific and practical research.

A brief analysis of scientific research on the topic.

L.S.Vygotsky, V.G.Petrova, V.V.Voronkova, R.K.Lutskina, R.I.Lalaeva, L.S. I. Aleksina, I.A. Katkova, E. Agrícola, N.C. Brady, N. Grove et al.; Determining educational goals and tasks in literacy and reading classes, educational goals, educational process, its essence, content, methods and tools, teacher-student relations A. Gulomov, H. Nematov, O. Rozikov, M. Mahmudov, A. Hamroev, D.N. Yoldosheva, V.S. Lednev, I. Ya. Lerner and others; Some aspects of the speech problems observed in mentally retarded children are presented in the scientific research of S.Sh. reflected.

In their research, N.V. Sosedova and P.M. Pulatova pay attention to the need to give more importance to vocabulary, analysis-synthesis work, demonstrativeness and rely on acquired knowledge in the reading classes of secondary school students. N. Sosedova was one of the first to scientifically base ways, means, and possibilities of developing the speech of mentally retarded children in reading classes. It should be emphasized that in these researches Russian language schoolchildren with mental retardation are considered.

V.S.Rakhmanova and R.Shomakhmudova were among the first to conduct their scientific research with Uzbek mentally retarded children. Among them, V.S. Rakhmanova conducted scientific research on the features of teaching literacy in the mother tongue to secondary school students and created a scientific-practical system that allows teaching literacy to first graders. The scientist determined the levels of reading and writing skills of mentally retarded children during literacy training and developed a teaching system aimed at forming the reading and writing skills of students of auxiliary schools in their mother tongue. Features of letter and word perception and comprehension, speed reading technology are revealed.

R.Shomakhmudova developed a correctional-pedagogical work system for developing the speech of mentally retarded students in Russian language classes using elements of logopedic influence in her research. The helper summarized the specific features of learning a second language of mentally retarded 2-3 graders who learn Uzbek in the school. The possibilities of mastering the Russian language of elementary school Uzbek students of the auxiliary school in specially organized teaching conditions were studied.

In her research, D.A.Nurkeldieva studied the speech preparation of mentally retarded children for school education (pronunciation of sounds, vocabulary, grammatical construction and independent speech) and based on the experimental study of the speech of mentally retarded children, she determined the indicators of the level of formation of speech communication tools in them, and special preschool children with mental retardation has been serving to improve correctional-pedagogical work on the formation of rhetorical preparations for school education.

In her research, M.P. Khamidova for the first time in general and special pedagogy consistently and holistically analyzed the specific features of the child's speech, its normal development, and explained the reasons for the underdevelopment of the speech of mentally retarded children. The lack of vocabulary clearly showed the different manifestations of speech defects related to the limitation in the use of word groups. He created correctional-pedagogical work methods aimed at expanding the imagination of mentally retarded children of preschool age about subjects, engaging their emotional and volitional spheres, increasing interest in learning and speech motivation.

From the analysis of the literature studied above, it is known that despite the many achievements in the field of special pedagogy in our republic, the formation and development of their reading habits and skills based on the correct definition of educational goals and tasks in teaching their students to read in specialized auxiliary school reading classes is one of the urgent problems, not only from an educational point of view, but also from an educational point of view. is important. The purpose of education determines the educational process, its essence, content, methods and tools, teacher-student relationship, as well as the effectiveness of this system - what kind of person or professional staff will be formed. The expression of the purpose of education on the basis of social order is determined by the general level of development of the individual, the state, society, science and technology, and production. Therefore, the goal of education represents the needs of society and determines its development. The entire educational process - from the learning material to the educational result - is determined based on the educational goal. The main issue facing the goal of education and knowledge is characterized by what kind of person and specialist should be trained for the development of our society today and in the future.

Scientific novelty of the article:

- the relevance of formation and development of reading skills based on the correct definition of the goals and tasks of education during the primary school reading classes of the specialized auxiliary school is highlighted;
- the scientific literature on the study of the formation and development of reading skills based on the correct definition of the goals and tasks of education during the primary school reading classes of the specialized auxiliary school was analyzed;
- recommendations were given to specialists on the formation and development of reading skills based on the correct definition of the goals and tasks of education during the primary school reading classes of the specialized auxiliary school.

The purpose of the research is to develop practical proposals and recommendations for the formation and development of reading skills for the students of the primary school of the specialized auxiliary school, based on the correct definition of the goals and tasks of education.

The object of the study is the process of formation and development of reading skills based on the correct definition of the goals and tasks of education during the reading lessons for primary school students of a specialized auxiliary school.

Systematic, comparative-logical analysis was used in the research.

The empirical source of the research was the results of the comparative-logical analysis of normative legal documents, pedagogical, psychological, methodical literature.

At all times, setting the goal of education was considered a priority area of state policy. The goal of education is a premeditated result of the practical activity of society, and the social order of society to the school is determined based on the general goal of education[10]. The goals and tasks of education, in accordance with the social system, are historically changing based on the development of the educational subject, technology, and culture, and also determine the didactic description of teaching in secondary general education centers. The goal of education is a beginning that reflects the fact that education is aimed at a certain goal and its suitability for this goal, reveals the social nature of education, its essence in society, determines its direction, content, forms and methods.

For the purpose of education, requirements are expressed regarding what a person should be, what social needs he should be educated for. A child's personality can develop in all aspects only if the requirements of the society, which determine educational goals, are fully reflected in the educational process. The goal of education is multifaceted due to its social nature, and after it is realized, that is, after the result is achieved, new goals are set based on the achieved result. The new goals set improve the first goal of education, the initially chosen educational goal becomes a means of their implementation. Because the general educational process itself requires continuous coordination of educational goals based on the requirements of society's development.

The general purpose and tasks of education, first of all, arise from the social needs for education, and in turn, the specific goals and tasks of teaching each subject are determined. The general goal of education is closely related to the goal of upbringing, and this connection is determined by the description of the relationships between people who are part of it in accordance with the requirements of society. When defining the general purpose of education, the aspects of the purpose of education, especially those related to socio-spiritual education and aesthetic education, should be taken into account.

Knowledge is important for the student to develop necessary skills and abilities at a certain stage of development of society. Competences and skills developed in the learner are the goal for the educational content. The content of education is a means of formation and development of socially necessary qualifications and skills in the student. Qualifications and skills define a person's position in society. Therefore, in the education system, didactics, when determining the content of education, it is necessary to reflect the social requirements, the requirements of the society to the individual and the "project" of the individual's position in society.

A skill is an automated skill embedded in a person, which is his inseparable attribute (property). In the pedagogical literature, many researchers compare competence and skill on the contrary - skill is ability, opportunity; and they evaluate competence as an automatic skill embedded in a person [11]. One of the Uzbek scholars, A. Ghulomov, also expressed his view from the point of view of this idea. M. Mahmudova, B. Adizov, S. Ogaev, O. Rozikov use the term skill-qualification as a pair of words[12]. As can be seen from the arrangement of components in the term, scientists tend to accept skill as a lower level, and competence as a higher level, and such a view can be considered general for Uzbek didactics. The word qualification is an Arabic word that means "to possess", "to have"; the root of the word skill has the meanings "to get used to", "to look at something as normal and normal". In the pedagogical literature, the concepts of "education", "content of education", "purpose of education" are interpreted differently: "The process of imparting education, skills and abilities, the main means of preparing a person for life and work". Also, education in an individual society is a task determined by the teaching-learning process, which is assigned to the teacher and the student as a result of the social division of labor. This is what education means in the narrow sense of teaching. In a broad sense, education also refers to the process of providing information in all areas of society.

Everyone knows that the subject of "Reading" is one of the subjects of the subject of "Mother language and literature". As each new generation enters life, it learns the experience of previous generations and creates new knowledge based on this. The scope and nature of the knowledge that should be formed in the learner in connection with the purpose of the science of "reading" should be determined by social necessity and should be coordinated with the abilities and opportunities of the mentally retarded student. After all, knowledge is the basis of the chain of knowledge, skills and abilities. Knowledge, in particular, the knowledge that the learner should acquire at the stage of general secondary education should be inextricably linked with the formation of skills and abilities, that is, with the student's creative and practical activities. Knowledge that cannot be applied in practice, that is, knowledge that is not connected with creative application in everyday independent life, has a strong possibility of being quickly forgotten from the memory of mentally retarded students.

RESULTS OF AN EMPIRICAL STUDY. In the basic curriculum of general secondary education, which is a component of the state educational standard of general secondary education, the study subject "Philology" is given as part of the subjects and is taught separately in the section of 1-4 classes. From the 5th grade, literature is taught.

In the 2022-2023 academic year curriculum of specialized schools and boarding schools for children with intellectual disabilities, given in Appendix 10 to the order of the Minister of Public Education No. 282 of August 26, 2022, the subject of reading is published in the blog "Philological Sciences" under a separate title 1-10- it is passed in the section of classes.

The distribution of hours in teaching the subject of reading in the curriculum of general secondary education and specialized schools for mentally retarded children, boarding schools (in the example of grades 1-4) (Table 1):

Table 1

Distribution of hours for teaching the subject of reading in the curriculum of general secondary education and specialized schools for mentally retarded children, boarding schools (in the example of grades 1-4)

Curriculum	Philological sciences	Total hours per academic year:			
		1st class	2nd class	3rd class	4th grade
Secondary schools	Mother tongue and reading literacy	272 hours (8 hours per week)	238 hours (7 hours per week)	238 hours (7 hours per week)	-
Secondary schools	Reading	-	-	-	90 hours (3 hours per week)
Specialized school, boarding schools for mentally retarded children	Reading	136 hours (4 hours per week)	136 hours (4 hours per week)	136 hours (4 hours per week)	136 hours (4 hours per week)

In the decision No. 187 of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 "On the approval of the State Educational Standards of general secondary and secondary special, vocational education" the general purpose and task of teaching the science of reading is given as follows:

- formation of the spiritual and moral world, literary and aesthetic taste of students by teaching rare examples of national and world literature, and formation and development of knowledge, skills, and abilities related to independent thinking, figurative thinking;

- to make students interested in fiction, to expand and strengthen the spirituality and worldview of students by forming the nature of the universe and human nature, national and universal values, as well as reading culture in the process of teaching works.

In conclusion, on the basis of the correct definition of the correctional goals and tasks of education in the lessons of the subject of "Reading" in the specialized auxiliary school:

- based on the reading and analysis of national and world literature, mentally retarded students encounter various interpretations of goodness and evil, good and evil, beauty and ugliness, thus developing the skills of comparative analysis;

- conscious reaction to the events happening in our society, and creates a basis for the formation and development of moral and spiritual qualities in oneself, broadens one's worldview;

- on the basis of repeatedly reading the text, reading it in sections, parts, oral and written speech of students develops, vocabulary increases;

- a student with a mental retardation can read and retell the content of the text in full, as well as the skills of listening and understanding the speech of others are formed, which increases the student's ability to think critically

- by retelling the content of the read text, stories, fairy tales, poems, proverbs, riddles, the mentally retarded student learns to think independently, to approach each activity creatively, and at the same time ensures the effectiveness of corrective education and training.

Paying special attention to the above points, it is impossible to develop the reading skills of mentally retarded students without implementing the correctional goals and tasks of teaching this subject in mentally retarded students. If the following goals and tasks are implemented in the process of teaching this subject, we can give the following practical suggestions for the development of students' reading skills:

- ✓ development of cognitive processes of students with mental retardation;
- ✓ to determine and develop the state of hearing, vision, memory, attention;
- ✓ to correct speech defects as much as possible, increase vocabulary, develop oral speech;
- ✓ teaching to read consciously, correctly and expressively;
- ✓ formation of skills and competence to observe punctuation marks;
- ✓ formation of reading and speech culture and the ability to think independently;
- ✓ teaching to retell the content of the read text;

- ✓ teaching to read aloud and silently;
- ✓ teach to understand the meaning of words and phrases in the text, to distinguish and compare words with one meaning and multiple meanings;
- ✓ serves for comprehensive development of students.

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