

**GENERAL ISSUES OF DIRECTING CHILDREN WITH DEVELOPMENTAL
DISABILITIES TOWARDS VOCATIONAL EDUCATION**

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Annotation: This article analyzes the opportunities for students with developmental disabilities to acquire specializations in selected professions that align with deepened specialized and differentiated teaching, ensuring intellectual development, and their physical development characteristics. The importance of the role of the state and educators is emphasized.

Keywords: persons with disabilities, school, opportunity, state, education, profession, upbringing, society, educator, disabled, career guidance, conditions.

After our republic gained independence, there have been significant changes in the field of education, just like many other changes in our country. In particular, issues such as providing education and upbringing for children with disabilities and helping them find their place in society have been elevated to the level of state policy. In our country, just as healthy individuals do, people with disabilities also have the right to be active in society and find their place. It is necessary to create conditions for them to acquire professions based on their capabilities. The main goal of career guidance is for the younger generation to consciously choose the profession they prefer, and this process involves the formation of the individual as a subject of future professional activity, helping them adapt to market economic relations. Such individuals should be considered as having a practical system for free and independent selection during career guidance. Factors such as the individual psychological characteristics of each person and the necessity to fully ensure labor resources from the perspective of the interests of the national economy must be taken into account when choosing a profession. Career guidance is a targeted activity that helps young people choose a profession in accordance with their interests, skills, abilities, and the needs of various professions in society. To fulfill the requirements of the laws of the Republic of Uzbekistan regarding 'Education' and 'Social Protection of Persons with Disabilities', our government is undertaking significant efforts to create favorable conditions for children and adolescents with disabilities in the republic. According to the decision No. 100 of the Cabinet of Ministers of the Republic of Uzbekistan dated May 17, 2017, regarding the "Activities of specialized vocational colleges for persons with disabilities," a legal basis has been established for vocational education to meet the needs of persons with disabilities. The specialized vocational college ensures equal rights for disabled adolescents and young people to acquire professions based on the "List of specializations and professions" approved by the joint decision of the Ministry of Labor and Social Protection of the Population of the Republic of Uzbekistan, the Ministry of Higher and Secondary Special Education, the Center for Secondary Special and Vocational Education, the Ministry of Economy, and the Ministry of Health. It is essential to create conditions for persons with disabilities to acquire knowledge and skills in their specialization and to meet the needs for vocational education services, which is the primary task of pedagogical staff. Therefore, in implementing general education and vocational programs within the framework of state education standards, it is necessary to deepen the students' knowledge and levels of vocational training that are essential and adequate for studying according to the chosen profession, continuing education in subsequent stages, and engaging in labor activities. In this context, the special educational plans and programs developed based on the state education standards, approved by the Ministry of Higher and

Secondary Specialized Education in coordination with the Ministry of Labor and Social Protection of the Population, will be established.

The educational process assists in the formation of students' personalities, their social adaptation, and integration into society, alongside professional and practical skills. For students with limited opportunities, the duration of study in their chosen professions is determined based on the necessary and sufficient educational load, taking into account the total volume of educational requirements for individuals with limited opportunities in the relevant specialties and professions of secondary and vocational education. In this context, the number and complexity of the chosen professions are considered. The admission of students to education is carried out based on general secondary education, taking into account their voluntary choice of study directions. In the admissions process, medical recommendations are considered for individuals with disabilities according to the list of specialties and professions. The process of students choosing a profession is a uniquely complex and strictly sequential one, which can result in more misunderstandings if taken seriously.

Moreover, in choosing a profession, as with all choices, the issue of changing preferences over time arises. As each individual ages, the interests of students with developmental challenges will also change, and as a result, their choices regarding professions may change over time. It is essential for students to be introduced to the importance and necessity of all the professions they need to learn in a comfortable and engaging way. For this purpose, it is recommended to organize production excursions to school workshops and enterprises. Students get initially acquainted with public production work here, through the labor of their parents. The success of parents in educating their children depends on how prepared the students are to master the labor tasks assigned to them and to perform exercises based on the knowledge they have acquired. Such children may not fully grasp all stages of work due to the peculiarities of their psychological development. The distinctive feature of the auxiliary school is that the educational direction is clearly expressed, with a preparatory level carried out before each new stage. The teacher plays a leading role in addressing the tasks of correction and guidance. Only if the educational process is implemented methodically correctly, it is possible to successfully correct the deficiencies in the psychophysiological development of students with limited capabilities. The special education teacher must know their subject matter well, carefully choose educational materials, teaching methods, visual aids, and didactic materials that help in the all-round development of children. The global pedagogical community recognizes the improvement of secondary general education as an important factor in producing and guiding students towards their vocational training. In guiding the youth towards careers, it is necessary to consider the specific abilities of students and the distribution of labor resources in accordance with the interests of society. Career guidance is a system based on preparing each individual to choose a bright and independent profession, taking into account their particular qualities and the economic interests of the national economy, as well as fully considering the labor market. Consistent measures are being taken in our country to protect the rights and interests of individuals with disabilities, create an accessible environment, and integrate them into society.

In summary, it can be said that today the support for individuals with developmental deficiencies or limited potential has been elevated to a state level. The fair policies and initiatives being carried out in our country to ensure human interests are bringing joy equally to all our compatriots. By effectively utilizing these opportunities, each of our compatriots is achieving new successes in realizing their life goals. This is, in fact, an expression of the unity between the people and the state, which is advancing the development of New Uzbekistan to a new phase.

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