

VOCATIONAL TRAINING OF CHILDREN WITH VISUAL IMPAIRMENT

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Abstract:

this article talks about the peculiarities of vocational training of children with visual impairments. The difficulties, problems and solutions faced in the process of vocational training of children with visual impairments are described.

Keywords: children with visual impairment, vocational, professional training, rehabilitation, tiflopedagog, psychologist.

KO'RISHDA NUQSONI BO'LGAN BOLALARNI KASB-HUNARGA TAYYORLASH

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Annotatsiya:

Ushbu maqolada ko‘rishida nuqsoni bo‘lgan bolalarni kasb – hunarga tayyorlashning o‘ziga xos xususiyatlari haqida so‘z yuritilgan. Ko‘rishida nuqsoni bo‘lgan bolalarni kasb-hunarga tayyorlash jarayonida duch kelinadigan qiyinchiliklar, muammolar va yechimlar bayon etilgan.

Kalit so‘zlar: ko‘rishida nuqsoni bo‘lgan bolalar, kasb-hunar, kasbiy tayyorgarlik, reabilitatsiya, tiflopedagog, psixolog.

ПОДГОТОВКА ДЕТЕЙ С НАРУШЕНИЯМИ ЗРЕНИЯ К ПРОФЕССИИ**Аннотация:**

в данной статье рассматриваются особенности профессиональной подготовки детей с нарушениями зрения. Описаны трудности, проблемы и решения, с которыми сталкиваются дети с нарушениями зрения в процессе профессиональной подготовки.

Ключевые слова: дети с нарушениями зрения, профессия, профессиональная подготовка, реабилитация, тифлопедагог, психолог.

Introduction

Issues of vocational training of children with special educational needs in the scientific literature V.S.Avanesov, G.G.Agapova, V.I.Buchalon, N.11.Zakharov, N.A.Klimov, V.A.Polyakov, V.D.N.Simonenko's coverage in scientific research has been studied. It was analyzed that the problem of vocational training of students with visual impairments has always been covered to a lesser extent.

A.B.Gordin, V.P. Yermakov, L. K. Yermilova, V. P. Jokhov, M. I.Zemtsova, A. G. Litvak, A.J.Iavitskis, M.Sternina, G.A.The problem of professional training of schoolchildren with a visual impairment in scientific research of graduates is highlighted as an urgent issue. The listed authors focus on the existing shortcomings of this system, including those associated with a narrow list of areas.

Substantive issues of professional training in children with visual impairment I.P. Adushkina, A.I.Arnoldov, M. Gilyayuva, Y.G.Gribanova, S.V.Lit by tetersky. Ushinsky developed the principles, content and foundations of the methodology of its implementation and concluded with modern researchers. E.L. Bolotova, V.I.Blinov, L.P. Boyko, E.G. Konyukova, A.S. Rodikov, V.B. Uspensky and others continued scientific developments in this regard.

Professional training of persons with visual impairment should be based on principles. The possibilities of vocational training for the blind and vulnerable in our country and their subsequent employment are closely related to the degree of impairment of their visual functions or, in another way, disability. It is customary to take into account the presence of sharpness, vision (vision), the size of the visual field, the development or stabilization of the disease. The first group of blind people includes those who are completely blind in both eyes, as well as people with maximum correction.



Professional orientation of blind children is an important task that helps to identify their interests and abilities, choose a profession and successfully implement it in life.

Vocational guidance can be more difficult for blind children, as they often have difficulty perceiving information and obtaining spatial orientation. However, modern technologies and methods will help solve this problem.

Professionals in vocational guidance for blind children use a variety of techniques, including questionnaires, tests, individual counseling, and practical training. They can also use special equipment such as computer programs with audio and text descriptions of professions. In addition V.P.Yermakova's "methodological recommendations for vocational guidance of Blind Children. The study" art, nature, science, technology, social activity" also helps teachers to competently draw up a profesiogram and advise a blind teenager in choosing a profession, as well as to form the personal qualities necessary to master it.

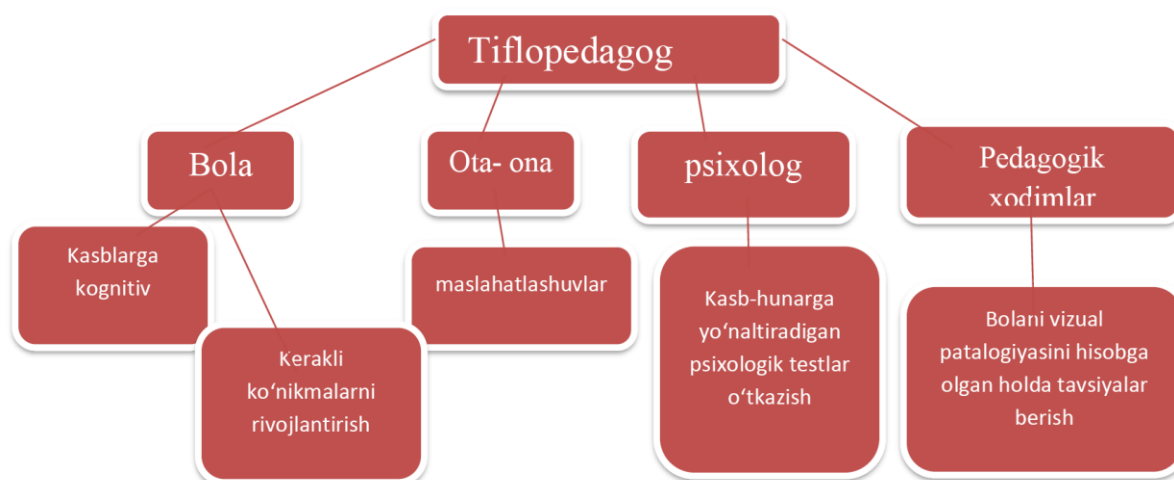
One of the main tasks of career guidance is to help children with visual impairments identify their interests and abilities. This can be achieved through conducting professional orientation tests, as well as through interviews with parents and teachers.

For high school students, there are vocational guidance tests such as "Profmaster", "emotions are intelligence", "Professional counselor", "Humanitarian is techy", "psychological training for USE", "rivers metaphor", "Psychomeology is career choice", and for adolescents, "map of interests", "career choice Matrix", "Professional Training" (OPG), "professional orientation associations", "goal is tool-outcome".

In addition, professional orientation professionals can help children with visual impairments choose the appropriate profession and prepare for it. They can provide information about existing professions, educational institutions and qualification requirements.

It should be noted that vocational guidance of children with visual impairments should be carried out taking into account their individual characteristics and needs. Each child is unique, and his professional future must be determined taking into account his abilities and desires.

The tasks of tiflopedagog in directing students with visual impairments to the profession



Professional orientation of persons with visual impairment should be based on medical indications and contraindications, principles of rational and high-quality employment.

Contraindications to professional activities for visually impaired individuals:

1. Difficulties in working with objects consisting of many parts with complex mechanisms or the impossibility of working with such objects, a decrease in the accuracy of movements, an assessment of the Coordination of their own actions and the level of muscle tension in the process of performing work movements and production operations are contraindicated for people with visual impairment of all labor professions. For example, locksmith, repairman, mechanic, etc.
2. Blind people are characterized by a slowdown in visual perception, therefore they are opposed to professions that require a quick response to visual signals (operator, dispatcher), control of moving mechanisms and work on a conveyor.
3. Professions that require spatial orientation (marksheiders, dispatchers, etc.), as well as a visual analyzer or color perception functions (decorator, jeweler, computer operator, Corrector, teacher) are not recommended due to spatial deficits and impaired perception of its depth and binocular vision.

The duties of a psychologist when directing students with visual impairments to a profession



In conclusion, the choice of professional orientation of individuals with a visual impairment is a complex problem, the choice of their profession is ensured by the coordinated work of psychologists, teachers, doctors. As a result of the fact that teachers carry out professional education and training, professional education and propaganda, development of creative abilities and professional interests, professional tests, blind children are directed to the profession. The most important aspect is that the educator takes an individual approach to each child.

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