

## TECHNOLOGY TRAINING AND ITS PURPOSE IN HUMAN LIFE AND IN SOCIETY

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**Annotation.** *The basic requirements for the skills of students by year of study must be indicated in the program. Skills of students with complicated forms of mild mental retardation are subject to somewhat reduced requirements.*

**Key words:** *technology, labor, lesson, school, education, training, cooking, program.*

### INTRODUCTION

The main goal of a special school is to prepare students for independent life and work in manufacturing, the service sector, small businesses, and at home. Vocational training plays a major role in achieving this goal.

During vocational training, students acquire professional knowledge and master skills and abilities in one or more vocational training areas. Technology lessons create the most favorable conditions for correcting the deficiencies inherent in children with disabilities in work and learning.

Technology lessons are used to develop and correct students' moral, labor, physical, and aesthetic education.

Cooking is one of the technology curriculum areas in schools. The goal of the technology curriculum should be to teach students the skills of independent cooking at home, familiarize them with the techniques for preparing various dishes, and introduce simple methods for preserving fruits and vegetables for the winter. The following objectives are addressed during the Culinary Arts program:

- develop basic technological knowledge, skills, and abilities in the subject;
- develop students' general work skills and abilities: navigating a task, planning a sequence of actions, performing and monitoring work, and analyzing work results;
- teach students how to use instructional and process maps;
- teach students professional work techniques and instill in them the corresponding work skills;
- work on developing students' speech using professional terminology based on their practical activities;
- to cultivate in students a spirit of hard work, moral character, and aesthetic taste;

The curriculum must be designed taking into account the psychophysical characteristics of students with intellectual disabilities.

When developing the curriculum, it's important to consider the principles of repetition of existing material and the gradual introduction of new material. The concentric arrangement of material in the curriculum allows for the complexity of learning to increase over the years. Teaching is based on the knowledge students acquire in general education classes. The program should include theoretical and practical classes, including tours of the school cafeteria. Cooking classes are held in a dedicated classroom. It has two zones: a classroom where students gain theoretical knowledge, and a work area with the necessary equipment for practical work. To consolidate acquired work skills, starting from the 6th grade, practical repetition of the topics covered is provided.

During the training, students become familiar with the basics of nutrition, kitchen workshops, equipment, utensils, and inventory. Students acquire basic food preparation skills and learn to use a knife when preparing and cutting vegetables. They also learn cooking techniques for preparing dishes using vegetables, fish, meat, grains, pasta, eggs, and dough.

They learn to decorate dishes and set the table for tea, lunch, and dinner. Particular attention is paid to sanitary and hygiene requirements and safety regulations.

Education in grades 5 and 6 focuses on developing general work skills, such as task orientation, work planning, and self-monitoring. At this stage, students receive detailed explanations of assignments and practical demonstrations of work techniques and their rational sequence.

In grades 7-9, the emphasis shifts from learning to consolidating acquired knowledge and skills, preliminary instruction is reduced, and control over productivity and quality of work is introduced.

The curriculum for grades 5-9 must fully comply with the updated culinary curriculum for grades 5-9.

Cooking education, like any other vocational training program in a special school, helps to correct children with disabilities and develop their social and work-related personal qualities.

The work program must include recommendations for differentiating the educational requirements imposed on the knowledge and skills of students depending on their level of general development and individual ability to assimilate educational material and master technological work techniques.

Basic skill requirements for students by grade level should be specified in the curriculum. Slightly lower skill requirements apply to students with severe forms of mild mental retardation. Such children are always present in every class and can be roughly divided into three groups. Students with the weakest intellectual development require special attention and a focused approach to ensure they complete manageable practical assignments and answer oral questions. Typically, these students respond orally only with

the teacher's assistance. To achieve positive results, students in Group 3 are offered individual, simplified assignments, different from those offered to students in Group 2.

### CONCLUSION

When giving oral statements, a plan, a diagram, leading questions, key words and phrases help to give an answer. To test knowledge of cooking techniques, tasks like "Put the sentences in the correct order" are used. These tasks contain no more than four sentences and insert the correct word into the sentence. When conducting independent work or assessments, the task is shortened and simplified.

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