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SPECIAL EDUCATION SYSTEM OF UZBEKISTAN AND ENVIRONMENTAL EDUCATION

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ABSTRACT

This article analyzes the essence of the education system in Uzbekistan, the organization of the special education system, the conditions of special and inclusive education, and the quality of the work carried out in the education system. Work carried out in special schools, factors of environmental education formation, ways of teaching environmental education in special schools were considered.

KEYWORDS

Educational system, special education, special support, environmental education, visually impaired, speech impaired, mentally retarded, student, lesson.

INTRODUCTION

The Law of the Republic of Uzbekistan "On Education" in the National Program of Personnel Training (5) sets requirements for the continuous education system to educate citizens who have matured in all respects, adapted to life in society, and feel responsible for society. :

- development and implementation of effective forms and methods of spiritual and moral education of learners and educational work;
- acceleration of training using new pedagogical and information technologies, modular system of training;

- to ensure the humanitarian orientation of education based on the rich spiritual and intellectual heritage of the nation and universal values;
- development and introduction of new types of didactic and informational support of teaching-methodical complexes and the educational process;
- providing high-quality educational literature and advanced pedagogical technologies during the educational process;
- development of spiritual and moral qualities of learners at all levels and stages of education based on the principles of national independence and the rich intellectual heritage of the nation and the priority of universal values;
- improvement of legal, economic, ecological and sanitary-hygienic education and upbringing of learners at all levels of education;
- training of highly qualified pedagogical personnel, fundamentally improving the personnel potential of the educational system, increasing the professional prestige of pedagogues, providing educational institutions with specially trained qualified pedagogical personnel, and creating an environment based on competition in their activities. .

Attention to child education on a global scale begins from ancient times. Ancient Greek scientists Archimedes, Aristotle, Socrates, and Plato are its

representatives. In fact, they deeply and comprehensively justified the importance of voluntary, active acquisition of knowledge by the child.

Especially in Central Asia, attention has been paid to the problems of child education and environment.

The holy book of the Zoroastrian religion "Avesta" is a true collection of our spirituality. Because it reflects thoughts about the various aspects of the spiritual and spiritual world of a person.

In the Avesta, teachers and teachers are praised as schools of spirituality: "In the cities and villages, moreover, in the whole country, teachers who teach the people about spirituality, because they follow that path, they bring akhoms to every house and We praise and applaud them for their honor."

Abu Nasr Farabi, Abu Rayhan Beruni, Mahmud al-Zamakhshari, Abu Ali ibn Sina, Yusuf Khas Hajib, we are scholars of the East (Abu Nasr Farabi, Abu Rayhan Beruni, Mahmud al-Zamakhshari, Abu Ali ibn Sina, Yusuf Khas Hajib and others) The teachings and teachings of encyclopedic scientists are of particular importance due to the breadth of their content and meaning, the strength of logic, their depth, their influence, and the fact that they are built on the basis of universal human values.

The above-mentioned pedagogical views on education, all the ideas presented also apply to

environmental education and education for visually impaired, hearing impaired, and mentally retarded students, because the upbringing of an unhealthy child, a healthy one is closely related to the laws of child education, no one can deny that.

In raising the scientific and spiritual potential of the Uzbek people, in-depth study of our past scientific and cultural heritage, history, and the use of the views and ideas of Eastern thinkers are of great importance.

Thus, the spiritual heritage embodied in the pedagogical views of Eastern thinkers, advanced ideas about child education, contributed a great deal to the development of science in the time they lived, and has lost its importance to the present day. 'q. Their above-mentioned, albeit brief, instructive ideas served as the theoretical and methodological basis of our research.

From the theoretical analysis, an exemplary idea for us is that the object of the field of special pedagogy is the education of children with poor vision, hearing, mental retardation, and healthy individuals. it is the same as the general laws of education and, unlike them, it also has its own methodological features. (correction-rectification, compensation-replacing the work of unhealthy organs with healthy organs, for example: sensation if the eyes are blind, through the skin of the hand (in Braille), eyes if the ears are not hearing, articulation , through gestures, in case of mental

retardation through all analyzers (educational methods based on sight, smell, skin sensations).

This general idea is one of the ideas that justify the pedagogical nature of the topic we have chosen. After all, every member of the society is a product of one specific socio-historical period, and his physical and spiritual defects and defects are also integral to the social, economic, cultural and educational conditions created by the period in which he was born and grew up. depends.

Also, on the basis of ecological knowledge, spiritual and moral education of special school students should be inculcated in their minds with the help of one of the special, socio-pedagogical principles, universal and national values, and formation of practical skills in them. Ethnopsychological characteristics of the Uzbek people, kindness, unbiased help to the needy, generosity, respect for science and people of science, in relation to non-social situations alien to their psyche - alcoholism, smoking, prostitution, extravagance, laziness, etc. is to form the characteristics of intolerance.

In the works of Eastern philosophers and scientists of various fields, these traditions of our people lie on the ground of advanced ideas aimed at bringing up physically and spiritually healthy members of society. use in the formation process is one of today's urgent tasks.

Also, spiritual and moral education of special school students is one of the special, socio-pedagogical principles, inculcation of universal and national values in their consciousness and formation of practical skills in them. Ethnopsychological features of the Uzbek people include kindness, unselfish help to the needy, generosity, respect for science and people of science, and non-social situations foreign to their psyche - alcoholism, smoking, promiscuity, extravagance, laziness, etc. has been showing signs of intolerance. It is known that teaching principles are a complex of knowledge about the structure and essence of the special education system, its laws and regulations, as well as organizing activities and managing practice.

The rule of state educational standards is that everyone has an opportunity to get an education.

As stated in Article 4 of our new law, in the Republic of Uzbekistan, regardless of social origin, gender, language, age, race, belief and religion, social status, type of occupation, place of residence, and how long they have been living in the territory of the Republic that everyone is guaranteed equal rights to education.

The conditions for admission to educational institutions are determined by the rules approved by state administration agencies. And for parents, it is guaranteed that they will teach their children in the schools of their choice, in the language of their choice. The educational system of the Republic of Uzbekistan

is organized in accordance with the educational standards of the countries of the world.

Compulsory primary education (in the size of nine classes).

In 1930, elementary, seven-year in 1949, eight-year in 1958, secondary general compulsory education in 1970 were founded. Starting from 1984, eleven years of compulsory education was introduced.

Thanks to independence, there have been changes in this matter as well. The new law approved nine years of compulsory education instead of eleven years of compulsory education.

Compulsory basic education gives students the right to continue their studies in secondary educational institutions, various vocational and secondary special educational institutions.

A unified and (differential) differentiated approach to the selection of educational, spiritual and physical education programs.

Promotion of knowledge and talent.

Respect for educators and learners.

The methodological principle of socio-economic development occupies a leading place in the organization of environmental education in special schools.

This principle:

*fundamental reform of the field of special education, determination of the content of ecological correctional education in accordance with the level of current demand;

* during the implementation of ecological education in special schools, the idea of national independence, kindness to the flora and fauna, the environment, loyalty to the Motherland, the sky, the earth, the clean air, the clear water , it implies the implementation of tasks such as the formation of human qualities, instilling in the minds of people, such as the careful preservation of gardens, mountains, and the protection of natural resources.

The principle of humanizing the content of environmental education in special schools:

*incorporating the content of ecological education and upbringing with humanitarian ideas and standards;

*developing the personality of special school students (visually impaired, hearing impaired, mentally retarded students) at the level of their capabilities, ultimately creative and socially active, understanding and analyzing various life situations, goal-consciously independent , forming a person who can get it right;

*allows to implement correctional formation and development of ecological knowledge, ecological culture, positive human qualities and characteristics,

based on the needs, unique interests and capabilities of each person.

The principle of democratization of environmental education in special schools:

Non-discrimination of defectologists-teachers and visually impaired, hearing impaired, mentally retarded students, equality of civil rights, giving students the right to choose, express their opinion and point of view.

The principle of individualization and differentiation of ecological education requires the combination of individual and group approach in the process of correctional education in special schools. Therefore, it is necessary to follow the principle of consciousness in the process of implementing environmental education.

The principles of teaching ecological knowledge in special schools are based on the laws and regulations of teaching.

The laws and regulations of teaching prepare the ground for the development of the theoretical foundations of the principles of teaching and their application to special pedagogical practice.

As it is the goal and prospective result of the laws in all aspects, the implementation of environmental education is also considered a logical component of special pedagogy, which includes the objective, external, internal, specific and relative connections of

the special correctional pedagogical process. reflecting, correctional education in special schools determines the integrity of the content, methods, tools and forms of the process, the organization and management of this process on a scientific basis, the results to be obtained and the ways to increase efficiency.

CONCLUSION

In conclusion, it can be said that the special educational institution in Uzbekistan is under the protection of the law, the formation and development of education is carried out directly by the state. It is the task of the pedagogue to explain the essence of ecological education in special educational institutions and the essence of ecological education to students. One of the special, socio-pedagogical principles in the implementation of environmental education in special schools is to inculcate universal and national values in their minds and to form practical skills in them.

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