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MAXSUS TA'LIM TIZIMIDA EKOLOGIK TA'LIM-TARBIYaGA QO'YILADIGAN TALABLAR

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ABSTRACT

In this article, the requirements for environmental education in special schools, principles of environmental education, consistent and effective methods of environmental education, educational process of visually impaired, hearing impaired and mentally retarded students, knowledge of ecology It has been analyzed the work that should be done in the acquisition of culture and skills, ecological culture, methods of ecological activity, its corrective development and the formation of personal qualities.

KEYWORDS

Visually impaired, hearing impaired, mentally retarded, student, ecology, knowledge, skill, competence, ecological culture, ecological activity, method, corrective development.

INTRODUCTION

All researchers approached teaching principles in didactic literature in different ways. The most important of them is the approach to teaching principles in terms of organization and management of

students' cognitive activities, which are covered in the researches of Y.K.Babansky, V.G.Zagvyazinsky.

In our republic, socio-economic, spiritual-educational changes in the process of special education are scientific, systematic, demonstrative, connecting

Due to the fact that the content and essence of principles such as scientificity, systematicity, demonstration, connection of theory with practice, efficiency, sequence, comprehensibility, corrective education and integrity of education, which determine the content of education, are widely covered in didactic literature, they are full of description. It was not found necessary.

Below is a description of the principles that determine the direction of the correctional education process:

Principles of ecological education: humanism and democracy of ecological education. The essence of this is that the ecological education provided in all the institutions of our special education system allows disabled students to develop their material and spiritual maturity, the growth of their intelligence, the brilliance of their human activity and, finally, to know their identity. It is the goal of them to grow up to be benevolent, humanitarian, patriots, who are aware of their rights, duties, kind attitude towards nature, how necessary nature protection is for people.

Continuity and consistency of environmental education. Environmental education and upbringing provided in special educational institutions of independent Uzbekistan are continuous (i.e. complement each other) and interdependent. Visually impaired, hearing impaired, mentally retarded students are adapted to the next types of education

(5th to 9th grade) based on the plan and types of lessons, so the next stages are a continuation of the previous ones. This, in turn, allows you to move from one class to another. Environmental education is organized in a systematic and consistent manner based on the curriculum and program.

Scientific and secular nature of ecological education system.

In our republic, secular knowledge is given in all special schools. It has a scientific basis and is improved thanks to the latest achievements of science, technology, culture and human intelligence. They direct students to directly know the objective world, draw appropriate conclusions, determine their role and tasks in society, and consciously acquire a profession.

Priority of universal and national-spiritual values in environmental education.

The knowledge imparted in some educational institutions included in the educational system is based on the material and spiritual factors of our people, our ancestors, formed and perfected based on thousands of years of life experience, as well as on the invaluable works written down by great figures. It equips us with the universal ideals necessary for us to express our identity, and in this respect promotes advanced universal values.

It was found appropriate to apply the following teaching principles to pedagogical practice in the implementation of environmental education in special schools.

1. The law on the dependence of the purpose, content, means and forms of environmental education on the social environment for visually impaired, hearing impaired, mentally retarded students in special schools.

The renewal of the content of special education is the renewal of the educational process carried out in society, the educational standards of a developed legal democratic state, educational programs, textbooks and a new generation of educational-methodical manuals have been created. Applying pedagogical and information technologies to the process of correctional education in special schools, instilling the idea of national independence into the hearts and minds of students is considered an urgent problem today.

2. Educative and developing educational law.

The learning process of visually impaired, hearing impaired and mentally retarded students is based on the acquisition of ecological knowledge, skills and competences, ecological culture, methods of ecological activity, its corrective development and the formation of personal qualities. This law makes it

possible to form a person who has matured in all aspects.

3. The law of adaptation of the ecological educational process to the specific characteristics of special school students.

This law reflects the inextricable connection between the method of organizing the correctional environmental education process, the result to be obtained, pedagogical management and increasing the activity of visually impaired, hearing impaired, and mentally retarded students.

This law provides for the application of advanced pedagogical technologies to the correctional educational process based on the requirements of the National Personnel Training Program, the creation of modern educational methodological complexes and the methodical provision of the educational process, the ability of students. The introduction of a differentiated approach in accordance with their abilities and needs, aims to make special school students full-fledged subjects of their educational activities.

4. The law of unity and interdependence of individualization of educational activities and organization of group education in the implementation of ecological education.

In accordance with the purpose and mission of the ecological education process, it is based on meeting the need for learning and increasing the interest of visually impaired, hearing impaired, mentally retarded students. This law makes it possible to determine the special characteristics of special school students, to get education according to their needs, interests, and opportunities.

5. The law of unity and interdependence of theory and practice in the implementation of ecological education.

In the process of environmental education of special school students, it is based on the formation of skills to achieve conscious and solid mastering of knowledge, concepts, ideas, theories, and their practical application. This law allows integration and harmony of science, technology, production and practical experiences with the educational process.

6. The law of unity and integrity of the pedagogical process.

Harmonizing the integral connections between the whole and component parts of the pedagogical process, the content, tools, methods and forms of their educational process, the pedagogical activities of special education teachers and the educational activities of students, motivations provides dependence.

It is known that the didactic process varies depending on the motivation of special school students, activities and teacher's management algorithms.

Any didactic process serves certain goals. The didactic process organized in accordance with the purpose, in turn, allows the use of teaching methods, tools and forms that enable the development of learning motives of special school students in acquiring knowledge about ecology, the knowledge of visually impaired, hearing impaired, mentally retarded students. organization and management of activities, in accordance with them, also requires the pedagogical activities of the teacher-defectologist.

The process of environmental education in the special education system serves the following purposes:

The educational goal is to acquire the basics of environmental education, knowledge, skills and qualifications of students in the special education system, intellectual, moral, spiritual, spiritual, physical, development, practical and acquisition of work skills, formation of initial skills for work and vocational education.

Educational goal - in the process of implementing environmental education in special school students, based on the content of the subject, they have high moral and ethical qualities, worldview, are socially active, respect for national and universal values, principles of national independence, to the

Motherland formation of a well-rounded, well-rounded person educated in the spirit of loyalty.

The corrective development goal of ecological education is the scientific outlook, thinking, spiritual and moral qualities of special school students, methods of knowledge acquisition, practical, work, educational, independent and creative thinking skills. serves to implement such as the development of speech and communication culture.

The main goal of ecological education is to make students of special schools feel responsible for their school, neighborhood, environment, urban and rural streets, protection of flora and fauna, patriotism and responsibility towards society. education of young people who have developed independent and creative thinking skills.

In a special school, the above-mentioned content of environmental education and upbringing, teaching tools, methods, forms and forms of student activity, organization and control of the learning process, and the progress of the educational process in accordance with the obtained results 'includes making changes.

Our research includes:

- It is important to study and analyze the current state of environmental education in special schools for children who need special education, to choose the

content, tools and methods to achieve the goal of environmental education the fact that;

- Matching the motivation, need, and interest of the students of the special school for children who need special education, taking into account the mental and physiological state of the young and the type of disability;
- designing the process of environmental education in special schools, choosing the means of achieving the goal in accordance with the teaching content, delivering the educational material using various methods and achieving conscious assimilation by students;
- organization of environmental education in harmony with other forms of implementation (out of class, extracurricular activities, excursions) is taken into account.

In our research, on the basis of natural sciences and other disciplines, students' knowledge of ecology, formation of independent thinking skills of special school students, independent work on textbooks and texts related to ecology, students with intellectual disabilities according to their ability levels. the goal was to achieve independent and conscious mastering of educational material.

In the implementation of environmental education in special schools based on the above-mentioned:

- in special schools in interdisciplinary, geography, natural science (Man and his health) classes and extracurricular activities, excursions, knowledge of ecology, love for nature, proper attitude, the surrounding environment - development and implementation of the most optimal ways, effective forms and methods of creating kindness to the environment, environmental culture and implementation of environmental education in students;
- individual and differentiated approach to students in environmental education in special schools;
- achieving efficiency in the implementation of environmental education in special schools using new pedagogical and information technologies;
- during the implementation of environmental education in special schools, to ensure the humane nature of environmental education based on the rich spiritual and intellectual heritage of the people and universal values;
- development and implementation of mechanisms of didactic science achievements and integration with practice in the implementation of environmental education in special schools;
- implementation of provision of advanced pedagogical technologies in the implementation of environmental education in special schools;

- spiritual and moral qualities, legal, economic qualities of visually impaired, hearing impaired, mentally retarded students of environmental education in special schools based on the principles of national independence and the rich intellectual heritage of the people and the priority of universal values , improvement of ecological and sanitary-hygienic education and training;

- it can be concluded that in the implementation of environmental education in special schools, requirements such as instilling national independence ideology into the minds and hearts of students, and raising ideological education to today's level have been set.

From the theoretical analysis, an exemplary idea for us is that the object of Oligophrenopedagogy, the ecological education of mentally retarded students, is the same as the general laws of the education of healthy peers. At the same time, it has its own stylistic features, unlike them. (correction-rectification, compensation-replacing the work of unhealthy organs with healthy organs, for example: sense if the eyes are blind, through the skin of the hand (in Braille), through the eyes if the ears are deaf, through articulation, through gestures, through all analyzers (based on sight, smell, skin sensations) in case of mental retardation).

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 particular socio-historical period, and his physical and spiritual defects and defects are also integral with the social, economic, cultural and educational conditions created by the period in which he was born. depends.

CONCLUSION

In conclusion, it can be said that 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. In accordance with the ethno-psychological characteristics of the Uzbek people, to be kind to nature, to be kind to living and inanimate nature, to help the needy, generosity, respect for science and people of science, not alien to one's psyche. forms intolerance towards social situations - drinking, smoking, promiscuity, extravagance, laziness, etc.

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