IN SECONDARY SCHOOLS SEPARATELY TO CHILDREN IN NEED NATURAL THE SCIENCES PEDAGOGICAL OF TEACHING TERMS AND CONDITIONS

Dilafruz Urunova

Bukhara State Pedagogical Institute

Teacher at the Department of Preschool Education

Abstract: In this article, specific pedagogical, psychological and organizational aspects of teaching natural sciences in inclusive education, specific principles and factors of teaching sciences in the conditions of inclusive education are determined. Also, the importance of methodical technologies in mastering subjects in the conditions of inclusive education of students of inclusive classes is revealed.

Key words: inclusive, development, technology, current, process, natural sciences, environment, teaching.

Taking place in the economic, social, political and cultural spheres of the state depend on the educational system, which determines its mental capabilities and is considered the main condition for its development. Also, the growth of intellectual ability, the development of our society at a high level affects not only the increase in the efficiency of the educational system, but also the growth of the educational sector. Therefore, we should now consider the development of innovative activities of educational institutions as the main factor. It is important to understand the need to update the educational system, to ensure that educational institutions join the innovative processes in practice. There is such a form of education, which is called inclusive education, in which children with special needs receive education together with healthy peers.

Includes preschool, general secondary education, secondary special vocational and higher education institutions. The purpose of these educational institutions is to create a comfortable environment for children to receive education and training and prepare for a profession. Among them, primary education is the main basis of general secondary education, the main stage that creates the

foundation for students to become perfect human beings in the future. In primary education, mathematics, mother tongue, and natural sciences contribute to the development of children's speech, thinking, and worldview.

All round education and training of students is to form a scientific worldview in them. In the implementation of this task, the teaching of natural sciences in primary classes and its proper organization play an important role. In this case, the study of the environment enriches the personal experience of young childrens, creates conditions for gathering knowledge about the phenomena and processes occurring in the animate and inanimate nature around us.

We should form a whole idea about nature, its habitat and natural resources, and the right to protect it. Students should be introduced to how people use natural resources in their labor activities. In such conditions, we must show children that human labor and their actions are directly related to nature. In this regard, students of younger age:

the interrelated animate and inanimate nature;

the human body and its health, its preservation;

them to improve their knowledge and skills by conducting observations in nature;

get acquainted with the work of a person who constantly strives to use natural resources rationally and increase its wealth;

beloved nature, the desire to preserve and protect it.

The main task of natural sciences is to provide a complex of scientific and practical knowledge about the events and phenomena occurring in nature, the development of living organisms, and the influence of mankind on nature. The degree to which the children's internal motivation is formed, his interest in natural sciences, his understanding of environmental problems and his ability to make important decisions to solve them, and the impact on the natural and social environment play an important role. In the process of teaching natural sciences, we should help childrens to understand nature as a whole being, a single view of the universe, and to realize that they themselves are a part of nature . At the same time,

students will learn the impact of human activities on nature, the current global environmental problems and a sense of responsibility in solving them, as well as the ability to follow a healthy lifestyle and the skills of rational use of natural resources, the development of nature and society. Aims to educate a contributing member of society.

Teaching of natural sciences is carried out from the first grade. The educational material includes the topics of natural objects, flora and fauna, animate and inanimate nature, seasonal phenomena of animate nature, natural resources and ecology. All this is aimed at improving children's knowledge, the natural phenomena they may encounter during their life, how to behave and protect themselves, and how to use natural resources wisely. In the process of teaching natural sciences, attention is paid to explaining the topic of each lesson in creating and developing pupils' scientific and natural worldviews, teaching logical and analytical thinking. When pupils perform tasks independently, their cognitive activity is engaged, confidence in their knowledge, strength and abilities is strengthened. As a result, each pupil develops at the level of their potential. Among the pupils, there are children who are physically, mentally, psychologically lagging behind their healthy peers, and there are also children who have certain deficiencies and defects in the process of development. Psychologist LMKrijanovskaya explained in detail the ways of using different methods of education and individual work in education through psychological correction methods in the inclusive education system of children with disabilities. In his opinion, the cooperation of school psychologist, pedagogue and parents should be inextricably linked in order to be effective in the inclusive education system and to achieve good results. In this case, pupils' cognitive activity should be organized individually while passing lessons using modern pedagogical new technologies of education.

The quality and effectiveness of the lesson largely depends on the correct and accurate selection of educational methods. Therefore, study methods, like science itself, are constantly evolving. The methods should be chosen in such a way that

they should allow students to think freely, independently, clearly and express their personal opinions.

The methods encourage each member of the group to be active, ensure the free expression of personal opinions by them, develop the skills of listening to the opinions of other members of the group, the ability to summarize and defend several ideas put forward. Should be taught.

For the mental development of children in primary grades, the primary grade teacher should know the level and capabilities of the mental activities of the pupils and take them into account. In the teaching of natural sciences, it is necessary to solve various methodological issues that arise in the process of using theoretical knowledge in practice.

Teaching natural sciences in primary grades should include the following goals:

pupils to independently solve the problems encountered in everyday life using the knowledge they have acquired during the lesson, to teach them to solve practical aspects specially designed to form and strengthen the skills of pupils to get out of various arithmetical situations,

formation of skills in the use of various tools and visual aids in the teaching of natural sciences. The main focus is on using different experiences with pupils. For example, the eruption of a volcano, the germination of a seed.

pupils to acquire natural knowledge about nature independently.

Allow for deep understanding of the studied subject, formation of skills and competences. Such methods include oral and written exercises, laboratory work, activities performed on the school grounds, in the corner of living nature, outside the classroom. Examples of the types of practical methods are that pupils can make various things with the help of distributed didactic materials, describe natural phenomena through pictures, observe and record phenomena, and conduct various experiments. The pupils should answer the question, problem, issue with its results before starting the practical work.

For example, the "Brainstorming" method is a widely used method for solving problems on a specific topic. This method helps pupils to think broadly and comprehensively about this topic, as well as to develop certain skills and abilities to use their imaginations and ideas positively. The main purpose of using this method is to help pupils to think broadly and deeply about the problem, to be able to get out of this problematic situation .

In conclusion, it can be said that grades 1-4 of general secondary education are considered an important period in a child's life and the most important period in the growth of the pupil's imagination for the next level of study. Along with the teaching of each subject, it is necessary to pay attention to the formation of vital competencies of pupils in the course of natural sciences and in the process of each corrective and educational activity, as well as to pay attention to individual work in working with children with disabilities.

REFERENCES:

1. D.U. Rahmanova. Pedagogical conditions of teaching subjects in inclusive education. Monograph. Tashkent - 2023 .
2. Muzafarovna U.D. THE PLACE OF INCLUSIVE EDUCATION IN THE EDUCATIONAL SYSTEM //OBRAZOVANIE NAUKA I INNOVATsIONNYE IDEI V MIRE. - 2023. - T. 30. – no. 3. - S. 94-96.
3. G.M. Sayfullaev, LX Alimova, BOU Khodiev. Formirovanie i razvitie ichtiofauny vodoemov nizovev r. Zarafshan. Vestnik science and education, 22-25.
4. A. Bakhronov, 3rd grade natural science textbook for general secondary schools. T; Cholpon NMIU 2012.
5. A. Bakhronov 4th grade natural science textbook for general secondary schools. T; East NMIU 2011.
6. G.M. Sayfullaev. Organization of extracurricular activities in science classes. Study guide . Bukhara-2020.