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## ISSUES OF ECOLOGICAL EDUCATION IN A SPECIALIZED SCHOOL FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

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### ABSTRACT

The relevance, significance, and important aspects of implementing environmental education in a specialized school for children with special educational needs are highlighted in the article. The correctional role of environmental education in a specialized school for children with special educational needs, and the importance of interdisciplinarity in its implementation are shown.

### KEYWORDS

In a specialized school for children with special educational needs, children with intellectual disabilities, environmental education, environmental education, environmental awareness, correctional education, interdisciplinarity, kindness to nature, flora and fauna, economy, nature protection.

### INTRODUCTION

Based on the principles of the national independence ideology, the main goal is to raise our spirituality and correct attitude towards nature, which is characteristic of our values and traditions, and preserve natural resources, use them economically, and correct

development of knowledge, skills and abilities related to nature protection, including children with special educational needs the participation of students in environmental activities in a specialized school, respect for the environment, conservation of our

groundwater, our parks, rational use of our natural resources, the responsibility of being able to protect oneself and the health of others are the urgent issues of environmental education.

The Constitution of the Republic of Uzbekistan stipulates that it is necessary to carefully preserve and protect nature, to use its natural resources economically and rationally, and that they are under state protection.

In this regard, in the works of our encyclopedic scholars (Abu Ali ibn Sina, Farabi, Beruni, Yusuf Khos Khajib), it is emphasized that it is important to educate the child in the spirit of love for nature from a young age, not to allow extravagance, and to treat nature properly.

The primary goal of environmental education for children of special educational needs is to increase environmental literacy in children with special educational needs, compassion for living and inanimate nature, greening of their school, neighborhood, environment, urban and rural streets, the protection of the flora and fauna, the formation of a person who is a patriot who loves the country, who feels responsible for living and inanimate nature and society, who has the skills of independent and critical thinking, is one of the main and important tasks of corrective ecological education.

Children with intellectual disabilities who need special education may disturb nature's ecological stability, stability, and its natural laws, and sometimes cause damage to nature (break trees, destroy flowers, hurt animals, waste food and water, do not follow hygiene, etc.) The reason for this is the lack of environmental literacy and ecological knowledge among students, as well as the inability to foresee the future state of nature as a result of the destruction of nature.

The corrective educational goal of providing ecological knowledge to students in a specialized school for children with special educational needs is to teach students to consciously use nature throughout their lives, to teach our people to respect and pay attention to nature, to respect and pay attention to nature, to use pedagogy in terms of psychological, moral and ethical aspects - education that shows love and uses its traditions and natural resources sparingly without wasting them, instilling in students love for nature and its various resources, increasing its natural resources, encouraging them to create gardens and flower beds, making them interested, arousing enthusiasm.

The following corrective educational and educational tasks are carried out in a systematic, consistent step-by-step manner in the implementation of environmental education for students of specialized schools for children with special educational needs:

- first, the environmental knowledge used in the family is studied, systematized;

- formation of the foundations of corrective ecological education, a certain level of correct attitude to animate and inanimate nature. - to teach students of specialized schools to acquire knowledge, skills and abilities related to nature protection, economical use of natural resources;

- mental, moral, mental, spiritual, physical, developmental, labor and vocational training, such as the formation of basic ecological skills.

The educational goal of providing ecological knowledge to students of specialized schools for children with special educational needs is to create high spiritual and moral qualities based on the content of the subject during the implementation of ecological education, the correct worldview, the work of adults, diligence, respect for national and universal values, patriotic personality consists of formation.

The corrective and developmental goal of ecological education for students of specialized schools for children with special educational needs is to instill in students the right attitude towards living and inanimate nature, ecological awareness, thinking, spiritual and moral qualities, methods of acquiring knowledge, practical, labor, educational, independent and creative thinking serves to implement, such as the

development of management skills, speech and communication culture.

First of all, it is necessary to create the necessary pedagogical conditions to implement ecological education in the process of special correctional education for children with special educational needs, to increase the efficiency of this process, to improve it.

The lesson is an important tool in the formation of understanding, knowledge, and skills related to environmental education among students of specialized schools for children with special educational needs. Because the students of this school form their ecological outlook on the environment and nature to a certain extent only in the process of learning academic subjects at school. Preparing students of specialized schools for children with special educational needs for activities in society, social life, as well as healthy peers, requires a sense of responsibility towards nature and creating a healthy environment. First of all, on the basis of environmental education, it is necessary to develop environmental consciousness in students with special educational needs as much as possible. Ecological consciousness is implemented by creating knowledge, skills and competences in the interdependence of disciplines. It is important to train them to pay attention to the beauty of the environment around them, to observe nature, to have information about the laws of cause and effect in nature, and to critically evaluate their

actions. As a result of these activities, they develop love for nature, acquire knowledge about morals, customs and values. They will have information about the consequences of being unkind to nature. A passion for nature protection and its careful preservation is awakened, and a sense of responsibility is formed. Excursions to nature are of great importance in the implementation of ecological education for children with special educational needs. In such excursions, they get acquainted with various useful and interesting information about ecology, nature protection, economy, conscious concepts are formed and strengthened by applying theoretical knowledge in practice, showing with examples how much damage to nature is caused by carelessness, leaves a deep

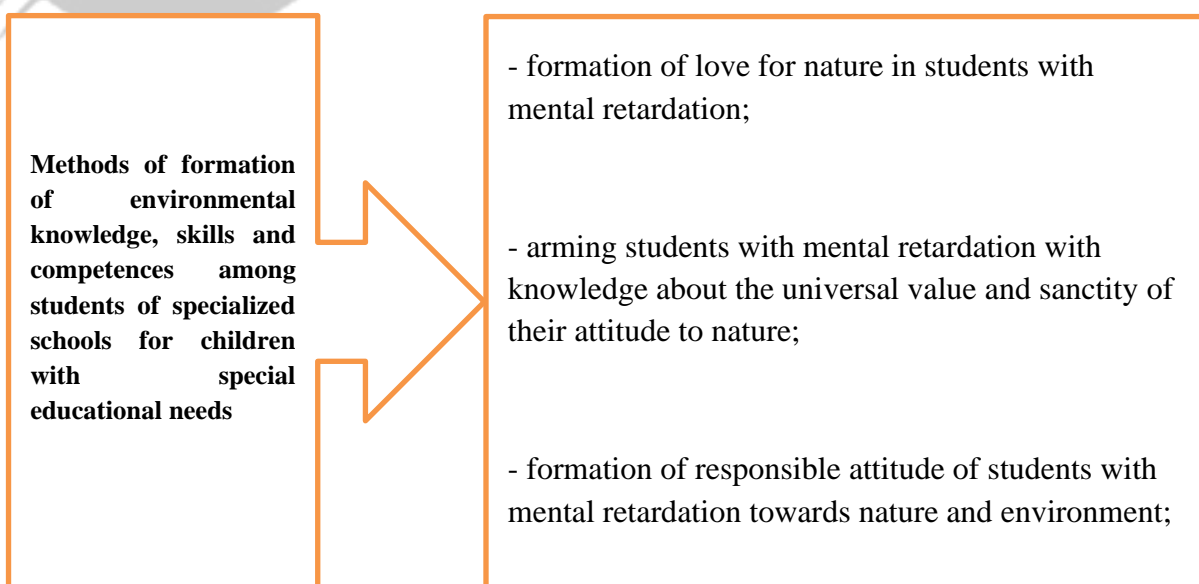
impression on students, and this situation remains in their memory for a long time will be preserved.

Interdisciplinarity is important in the implementation of ecological education for children with special educational needs, and the importance of clean air, clean water, flora and fauna in the human life should be explained to students during the lessons.

The methodical bases of the formation of concepts, knowledge, and skills related to environmental education in the teaching of "Etiquette", "Native language", "Natural science", "Geography" in the students of a specialized school for children with special educational needs are reflected in the following diagram. (Figure 1)

**Figure 1**

**Methods of formation of ecological awareness of specialized school students**



The formation of ecological-educational-educational concepts in the processes of teaching subjects such as "Etiquette", "Reading", "Mother language", "Natural Science", "Geography" among students of specialized schools for children with special educational needs is a multifaceted process. and it is solved by making schoolchildren to abandon their consumerist attitude towards nature, to inculcate caution towards nature, responsibility for the natural and artificially created environment in the growing young generation, and frugality.

It is also important to show short films, multimedia, videos related to ecology and nature protection.

Art works about nature and its beauty, colorful pictures depicting beautiful nature, poems and stories also make students feel good about nature.

Observations have shown that methodological recommendations and training manuals for the implementation of environmental education in specialized schools for children with special educational needs have not been sufficiently developed. This creates difficulties for teachers in providing them with environmental education.

Teaching is considered to be the task of geography and science teachers only. All subject teachers should work together in this area. Sometimes conservation is considered an extracurricular activity. In our opinion, this is also wrong.

## CONCLUSION

In conclusion, it should be said that in the implementation of environmental education in specialized schools for children with special educational needs, it is necessary to follow the following:

- have knowledge of environmental education along with healthy peers;
- to follow the principle of going from simple to complex in the implementation of environmental education-upbringing for students of specialized schools for children with special educational needs;
- taking into account their age and individual characteristics in providing environmental education for children with special educational needs;
- Systematic and consistent implementation of ecological education and upbringing for students of specialized schools for children with special educational needs;
- interdisciplinary environmental education for children with special educational needs;
- it is desirable to achieve family-school cooperation in environmental education and upbringing of children with special educational needs.

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