

The importance of ecological education for students of specialized schools and ways of implementing it

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Abstract: The article highlights the relevance, importance, and important aspects of implementing ecological education for children with intellectual disabilities in a specialized school. The corrective role of ecological education in schools for children with intellectual disabilities and the importance of interdisciplinary connections in its implementation are shown.

Keywords: Specialized school, ecological, consciousness, correctional education, interdisciplinary connection, kindness towards nature, flora and fauna, thrift, nature conservation.

Introduction: The main goal of environmental education is to raise our spirituality and preserve the nature and natural resources inherent in our values, to use them economically, to develop knowledge about nature protection, and to ensure that children with limited opportunities, who need special assistance, participate in environmental activities, respect for the environment, and take responsibility for maintaining their own health are urgent issues of environmental education.

The Constitution of the Republic of Uzbekistan stipulates that it is necessary to preserve and protect nature, and that its natural resources are economically and rationally used, and that they are under state protection. [1]

All schoolchildren, including students of special schools, should fully understand the essence, content and objectives of the Law of the Republic of Uzbekistan "On Nature Protection" [6], which is a program for scientific management of environmental protection work and practical activities in this area, and they should also contribute to ensuring the implementation of this law.

A rational approach to nature is an inexhaustible source of knowledge, health, peace, pleasure, and spiritual wealth, which provides people with a constant supply of material resources for their economic activities. Taking care of nature and preserving it in its natural

state should become the life task of every civilized person today.

Along with their healthy peers, children with special needs should also have environmental knowledge about the economical use of natural resources and their non-harm, preservation, and reproduction.

The main principle of ecological education of students with special needs is the popularization of knowledge about natural resources and their rational use in the formation of environmental awareness and ecological culture.

The law pays special attention to the development of the practical activities of each student. Undoubtedly, it also applies to students who are members of our society, receiving education in specialized schools, boarding schools, and orphanages.

In this regard, the works of our encyclopedic scholars (Abu Ali ibn Sina, Farobi, Beruni, Yusuf Khos Khajib) emphasize the importance of educating a child from a young age in the spirit of love and affection for nature. [2]

The main goal of environmental education in a specialized auxiliary school for students with special educational needs is to instill in students a love for nature, to green their school, neighborhood, environment, city and village streets, to protect the flora and fauna, to form a person who loves the Motherland, who feels civic responsibility towards

animate and inanimate nature and society, and who has the skills of independent and critical thinking. These are the main tasks of corrective environmental education. [3]

Children with intellectual disabilities who need special care may sometimes disrupt the ecological stability, stability and natural laws of nature, and sometimes cause harm to nature (breaking trees, tearing flowers, harming animals, wasting food and water, not following hygiene rules, etc.) due to their lack of environmental knowledge and inability to foresee the future consequences of disrupting nature.

The corrective educational goal of providing ecological education to students of specialized auxiliary schools is to educate students with limited opportunities to use nature consciously throughout their lives, to provide psychological, moral, and pedagogical support to our people, who respect and care for nature, show compassion, and use its good traditions and natural resources economically without wasting them, to instill in students a love for nature and its diverse resources, to increase its natural resources, and to encourage, interest, and enthusiasm for creating gardens and flower beds. In the implementation of ecological education for students with intellectual disabilities in need of special assistance in a specialized school, the following corrective educational and educational tasks are systematically and consistently implemented in stages:

- initially, the ecological knowledge acquired in the family is studied and systematized;
- the formation of the foundations of corrective ecological education and upbringing, a certain level of correct attitude to animate and inanimate nature. - teaching students of specialized auxiliary schools to acquire knowledge, skills and qualifications related to nature protection, economical use of natural resources and their careful preservation;
- the formation of basic ecological skills for mental, moral, spiritual, physical development, labor and vocational education, etc. The educational goal of providing ecological education to students of specialized auxiliary schools is to form high spiritual and moral qualities in students in need of special assistance in the process of implementing ecological education, based on the content of the subject, to form a correct worldview, respect for adult labor, hard work, national and universal human values, and a patriotic personality.

The corrective-developing goal of ecological education and upbringing in students of specialized auxiliary schools is to develop in students in need of special assistance the correct attitude towards animate and

inanimate nature, ecological awareness, thinking, spiritual and moral qualities, methods of acquiring knowledge, practical, labor, educational, independent and creative thinking skills, speech and communication culture, etc.

In order to implement environmental education in the process of providing special correctional education to mentally retarded students in a specialized auxiliary school, it is necessary, first of all, to create the necessary pedagogical conditions to increase the effectiveness and improve this process.

The lesson is an important tool in forming the concept, knowledge, and skills of environmental education in students of specialized auxiliary schools. Because mentally retarded students form their ecological worldview about the environment and nature to a certain extent only in the process of studying academic subjects in a special school. Preparing students of special schools for activities in society, social life, along with their healthy peers, requires a greater sense of responsibility towards nature and the creation of a healthy environment. First of all, it requires the development of environmental awareness in students with limited opportunities who need special assistance as much as possible, to the extent possible, on the basis of environmental education. Ecological awareness is implemented by providing them with knowledge, skills, and qualifications in an interdependent manner. In this regard, it is important to teach them to pay attention to the beauty of the environment around them, to observe nature, to acquire information about the laws of cause and effect in nature, and to critically evaluate their own actions. As a result of implementing these measures, they will develop a love for nature, acquire knowledge about morals and customs, and values. They will acquire information about the consequences of being careless about nature. They will develop a desire to protect and preserve nature, and a sense of responsibility will be formed. Excursions to nature are of great importance in the implementation of ecological education for students in need of special assistance. During such excursions, they get acquainted with various useful and interesting information on ecology, nature conservation, and economy, and by applying the theoretical knowledge they have gained in practice, conscious concepts are formed and strengthened, and showing with examples how much damage is caused to nature due to negligence leaves a deep impression on students, and this situation remains in their memory for a long time.

Interdisciplinary connections are of great importance in the implementation of ecological education in a specialized school. In the process of teaching in a specialized school, students should be explained the

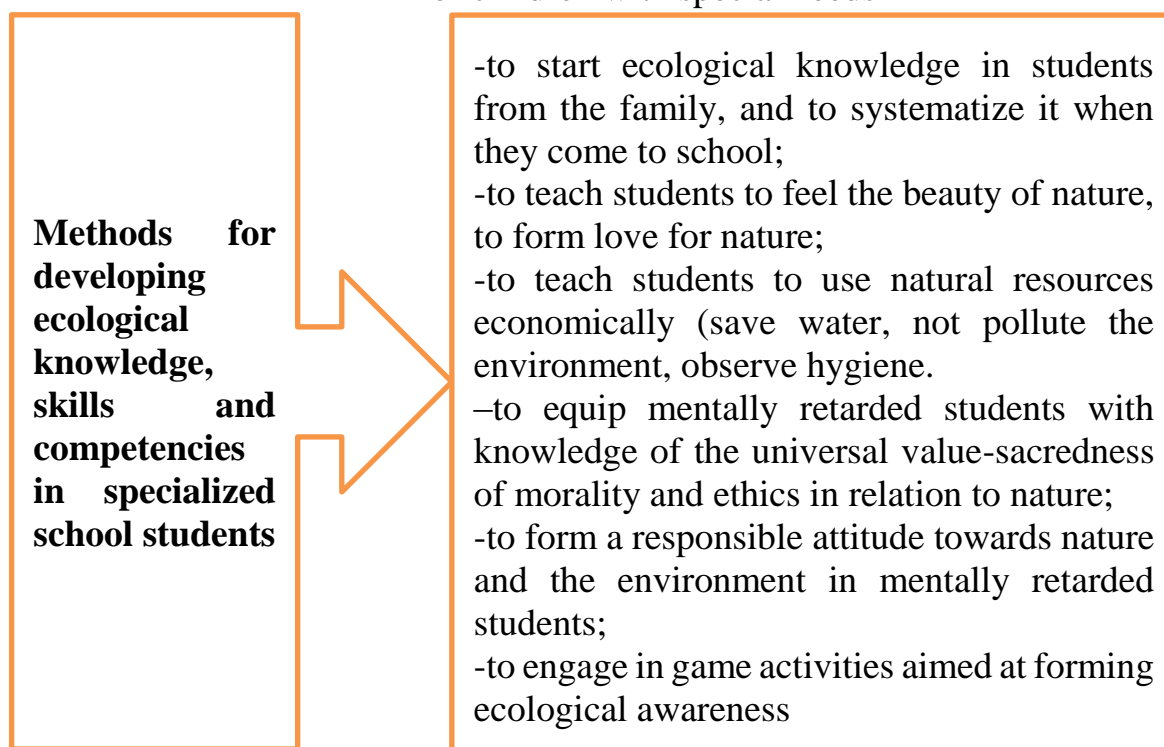
importance of clean air, clean water, flora and fauna in human life.

The following diagram shows that the methodological foundations for the formation of understanding, knowledge, and skills related to environmental education in students of specialized auxiliary schools

when teaching them the subjects "Etiquette", "Native Language", "Natural Sciences", "Geography", and other academic subjects include the following content. (Diagram 1)

Diagram 1

Methods for developing environmental awareness in students of specialized schools
for children with special needs



The formation of ecological-educational concepts in specialized school students in the process of teaching such subjects as "Education", "Reading", "Native Language", "Natural History", "Geography" on the basis of interdisciplinary connections is a multifaceted process, which is solved by instilling in special school students a rejection of consumerist attitudes towards nature, care for nature, responsibility for the natural and artificial environment in the growing younger generation, and thrift.

The use of game activities related to ecology and nature protection, showing short films, multimedia, videos, etc. also plays an important role in developing the environmental awareness of students with special needs.

Works of art about nature and its beauty, colorful pictures depicting beautiful nature, poems and stories also awaken in students a sense of proper attitude towards nature and a sense of beauty.

Observations have shown that methodological recommendations and teaching aids for implementing environmental education for students with special needs in specialized schools have not been sufficiently developed. This creates difficulties for teachers in providing them with environmental education.

Currently, in most schools, providing knowledge in the field of nature protection is considered the task of only geography and natural science teachers. All subject teachers should work together in this area. Sometimes, however, nature protection is considered an extracurricular activity. In our opinion, this is also wrong.

CONCLUSION

In conclusion, it should be said that when improving environmental literacy and implementing environmental education in children with special needs with limited opportunities, it is necessary to adhere to

the following:

- to have knowledge of environmental education and education, along with healthy peers;
- to follow the principle of moving from simple to complex when implementing environmental education and education for students of specialized schools;
- to take into account their age and individual characteristics when providing environmental education and education to students of specialized schools;
- to implement environmental education and education for students of specialized schools systematically and consistently;
- -to conduct interdisciplinary connections in providing environmental education and education to students of specialized schools;
- it is advisable to achieve family-school cooperation in providing environmental education and education to students of specialized schools.

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