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The Place of Natural Science in A Specialized Support School for Students with Disabilities

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Abstract: This article studies the place of natural science in a specialized support school for students with disabilities. The article gives ideas on the issue of developing a child's relationship with nature. The article gives ideas on the formation of communicative relationships between students with disabilities and nature, instilling moral standards and forming children's ecological culture.

Keywords: Students with disabilities, specialized school, support school, nature, communicative, ecological, ethics.

Introduction: The role and achievements of natural sciences in our developing time are incomparable. Human life is inextricably linked with nature, and this connection ensures balance on the planet. Nature is the first aesthetic educator of the child. Observing nature, the child learns to see, understand and appreciate its beauty.

The study of natural sciences, starting from a specialized auxiliary school, opens up a further path for the child to a logical understanding of the laws of the world, living contact with nature increases the emotional completeness of his perception; aesthetic perception helps to see the beauty of the surrounding world as the law of being. All this together creates a sense of unity between man and nature, the interdependence of their influence on each other, and educates a person's responsibility to the world for his actions. The goal of natural science education in a specialized auxiliary school is to form a conscious and correct attitude of students to nature. It is based on knowledge of the specifics of life, the growth and development of individual living beings, sensory knowledge and observation of understandable relationships in animate

and inanimate nature.

The primary period in a specialized auxiliary school is the initial stage of the formation of a person's personality and his value orientations in the world around him. It is during this period that a positive attitude towards nature, the "man-made world", towards oneself, towards people around them is established. Programs for a specialized auxiliary school include sections on introducing students with disabilities to the outside world, within the framework of which students study seasonal phenomena, plants, animals, the diversity of human activity in nature.

The programs are aimed at developing a humane attitude towards living beings in students with disabilities, at forming skills to care for them in the corner of nature. The main directions of natural science culture at this stage are knowledge and relationships. Acquaintance with nature with a special organization of education gives positive results in the development of perception, thinking and speech of each student with disabilities, especially at the initial stage of development.

Nature is amazing in its diversity, therefore, depending on the goals and objectives, it is recommended to use a certain form of natural science work or use several forms of natural science work in a complex to achieve the best results. In this regard, we set out to consider the diversity of nature study work.

The problem of forming a value attitude to the natural world, according to many researchers, should also be considered from the point of view of educating the younger generation in a sense of responsibility for the world around them. The formation of a new worldview is largely determined by the development of a person's spiritual world, the formation of moral values in relation to the surrounding world, including the natural world. The upbringing of a value attitude to the world around us is closely related to the problem of aesthetic development of the individual. From childhood, a person should be taught to live in harmony with nature, our ancestors knew how to vividly perceive the beauty of the environment and transfer it to their life, customs, thoughts, rhythm of life and labor.

The value of nature in students with disabilities can be defined as value norms, rules for the child's interaction with the natural environment and the emotions experienced by him. In this case, the indicators of value attitudes are the emotional-emotional, cognitive and behavioral components. However, the problem of educating a value attitude to the world around us in students with disabilities (due to their age characteristics) is a difficult task. Its solution requires a radical restructuring of the entire existing system of

work with students with disabilities on environmental education. For these purposes, it is necessary to create optimal conditions for the development of a constant need for communication and interaction between students with disabilities with the natural environment. It is a systematic communication with the natural world that solves the problem of the child's emotional development, allows him to enjoy the beauty of nature, satisfies his natural curiosity, and together creates a value attitude towards it. In this case, communication should not be considered from the point of view of the child's thinking about natural objects and phenomena.

The process of introducing young citizens into the system of various types and forms of ecologically oriented activities is also of great importance, since students with disabilities develop in the process of activity. And here the conditions created for organizing ecological work with students with disabilities, as well as the methods that the teacher uses in his practice when implementing this activity, are of great importance.

The surrounding nature is a source of development not only of consciousness, but also of moral feelings of students with disabilities. It is very important to instill a positive attitude towards natural objects and phenomena in students with disabilities. One of the most important practical methods of studying nature by students with disabilities and its main forms is the game.

The game is the most emotionally saturated activity, and a positive emotional background, as mentioned above, is of great importance for the ecological development of students with disabilities. What is the role of the game in the natural activities of students with disabilities? 1) First of all, it is necessary to talk about the influence of games on expanding the range of knowledge, ideas about the natural world. Playing, students with disabilities study the natural environment, their knowledge about objects, objects, natural phenomena is significantly expanded and concretized) In addition, game activity helps to develop the child's ability to see the aesthetic beauty and uniqueness of the natural environment, teaches to admire its uniqueness.)Game activity also affects the development of human feelings towards nature and a cognitive attitude to it in children. For the successful implementation of this activity, it is necessary to use all types of games during ecological classes with students with disabilities - both with ready-made content and rules, and requiring creative approaches.

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