

Environmental Education and Training Issues for Students of Specialized Schools

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Abstract –The article highlights the relevance, importance and important aspects of the environmental education implementation in children with special needs with intellectual disabilities in a specialized school. The environmental education corrective role in school for children with intellectual disabilities, and the interdisciplinary interdependence importance in its implementation has been demonstrated.

Keywords – Specialized school, children with intellectual disabilities, ecological education, Ecological education, ecological, consciousness, correctional education, interdisciplinary connection, love for nature, flora and fauna, thrift, nature conservation.

The main goal is to raise our spirituality on the basis of the national independence ideology principles and to preserve the nature and natural resources inherent in our values, to use them sparingly, to correct knowledge development on nature protection, children participation with special needs in environmental activities is a topical issue of environmental education, respect for the environment, responsibility for maintaining their own health.

The Constitution of the Republic of Uzbekistan stipulates that it is necessary to preserve and protect nature, to use natural resources sparingly and rationally, and that they are under state protection.¹

In this regard, our encyclopedic scholars works (Abu Ali ibn Sina, Farobi, Beruni, Yusuf Khas Hajib) emphasize the importance of educating a child from an early age in love spirit for nature.²

The main purpose of specialized secondary school environmental education is relative compassion for students in need of special assistance, greening their school, neighborhood, environment, urban and rural streets, protection of flora and fauna, patriot formation who loves the Motherland, has responsibility sense to animate and inanimate nature and society, has independent and critical thinking skills basic correctional environmental education is one of the tasks of upbringing.

Children with special intellectual disabilities need to be able to predict the future state of nature as environmental degradation result due to the lack of environmental knowledge, which can sometimes harm nature (breaking trees, destroying flowers, harming animals, wasting bread and water, poor hygiene, etc.) violating the ecological sustainability, stability and its laws of nature.

¹ Constitution of the Republic of Uzbekistan - T., "Uzbekistan" - December 8, 1992. Articles 50-55.

² Stars of Spirituality- T. :- "Science" -2000

Corrective educational goal of environmental education for specialized secondary schools students is to enable students with special needs to use nature consciously throughout their lives, from the moment they set foot in nature; to bring up our people, who use pedagogical, psychological and moral values, to treat nature with respect and attention, to show respect, to show kindness, to use good traditions and natural resources sparingly without wasting them, to instill in students a love for nature and its diversity, to increase its natural resources, to create gardens and flower beds, to arouse interest and passion. The following correctional educational tasks are carried out in a systematic, step-by-step manner in environmental education implementation in students with special needs with intellectual disabilities in a specialized school:

- Initially, the usual environmental knowledge in the family is studied, put into a system;
- To form correctional ecological education basis, the right attitude to an animate certain level and inanimate nature.
- To teach specialized secondary schools students to acquire knowledge, skills and abilities related to nature protection, natural resources sustainable use;
- Basic ecological skills formation in mental, moral, spiritual, physical, developmental, labor and vocational education.

The educational purpose of providing environmental education to students of specialized secondary schools is based on the topic content in environmental education implementation in students with special needs high spiritual formation and moral qualities, right outlook formation, adult labor, diligence, respect for national and universal values, the patriotic personality formation .

The ecological education correctional development purpose in specialized secondary school students is the correct attitude to animate and inanimate nature, ecological consciousness, thinking, spiritual and moral qualities, methods of knowledge acquisition, practical, labor, educational, independent and creative thinking skills in students with special needs, speech and communication culture development and etc.

First of all, it is necessary to create the necessary pedagogical conditions for environmental education

implementation in providing special correctional education process to mentally retarded students in a specialized auxiliary school, to increase this process effectiveness.

The lesson is an important tool in understanding formation, knowledge and skills related to environmental education in specialized secondary schools students. Because mentally retarded students only to a certain extent form their ecological worldview about the environment and nature in studying academic subject's process in a special school. Special school requires more student's preparation for active participation in society, social life, responsibility sense to nature and healthy environment creation, as well as healthy peers. First of all, on environmental education requires environmental awareness development basis, as far as possible, in students with special needs with disabilities. Ecological consciousness is realized in the interdisciplinary connection by creating in them knowledge, skills and competencies. It is important to teach them to pay attention, to feel the world beauty around them, to observe nature, to have cause laws knowledge and effect in nature, to critically evaluate their actions. As a result of their implementation, they develop a love for nature, morals knowledge, customs and values. They will have information about being careless consequences with nature. There is a desire to protect nature, to take care of it, responsibility sense. Excursions to nature are of great importance in students environmental education implementation with special needs. In such excursions they get acquainted with various useful and interesting information about ecology, nature conservation, economy, apply theoretical knowledge in practice, form and strengthen conscious concepts, show students with examples how much damage is caused to nature by negligence, and this situation will remain in their memory for a long time.

Interdisciplinary interdependence plays an important role in environmental education implementation in a specialized school. In the specialized school process, it is necessary to explain to students the fresh air importance, clean water, flora and fauna in human life.

The following diagram shows that the methodological basis for concepts formation, knowledge and skills related to environmental education in the teaching subjects as " " "Mother tongue", "Natural science", "Geography" in specialized secondary school students includes the following content. (1-drawing)

1-Drawing. Methods of forming ecological consciousness in students of specialized secondary schools

Methods of formation of ecological knowledge, skills and competencies in students of specialized secondary schools

- Formation of love for nature in mentally retarded students;

- To equip mentally retarded students with knowledge about the universal value of holiness and morality in relation to nature;

- to form a responsible attitude of mentally retarded students to nature and the environment;

The ecological-educational concepts formation in the teaching process of such subjects as "Ethics", "Reading", "Mother tongue", "Natural sciences", "Geography" on interdisciplinary interdependence basis is a multifaceted process is solved by abandoning consumer relations of nature special school students, caring for nature, responsibility for the natural and artificially created environment in the growing world, thrift in the younger generation. Short films, multimedia, commercials and screenings on ecology and nature protection are also important.

Art works about nature and its beauty, colorful paintings depicting beautiful nature, poems and stories also inspire students to have a good attitude towards nature.

Observations have shown that methodological recommendations and textbooks for environmental education implementation in students with special needs in specialized schools are not sufficiently developed. This makes it difficult for teachers to provide them with environmental education.

Education is considered to be the sole responsibility geography teachers and science classes. All science teachers need to work together in this area. Sometimes conservation is considered an extracurricular activity. We think this is also wrong.

- In conclusion, the following should be observed in the implementation of environmental education in children with special needs:
- Have environmental education knowledge, as well as healthy peers;
- Adherence moving principle of from simple to complex in environmental education implementation for specialized schools students ;

- Taking into account their age and individual characteristics in the environmental education of specialized schools students;
- Systematic and consistent environmental education implementation for students of specialized schools;
- Interdisciplinary connection in ecological education of specialized schools students;
- It is expedient to achieve family-school cooperation in environmental education of specialized schools students.

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