

WAYS TO FORM THE QUALIFICATIONS OF THE SPECIAL EDUCATION INSTITUTION IN THE PRIMARY SCHOOL STUDENTS OF SOCIAL STANDARDS

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ABSTRACT

This article is devoted to the importance, types, methods, and mechanisms of the formation of skills related to the observance of socio-legal norms in primary school students of a special educational institution.

Keywords: Socio-legal norms, regulatory norms, objects, entity, stability, consistency, universality, and an interactive teaching environment.

INTRODUCTION

In the practice of primary education today, special attention is paid to the formation of educational skills at primary school students and their rapid socialization in society. This will require special educational institutions to study effective ways to adapt to the legal norms.

The establishment of a new Uzbek society is just due to the social processes, and it requires to acquaint students with social and legal norms, develop them.

In special educational institutions, too, students have access to social and legal norms, and the information provided to students should be based on social relations, interpersonal dialogue, which reflects in their daily lives.

The following is the social and legal norms of students in a special education institution:

- moral standards;
- norms of national tradition and tradition;
- legal norms;
- aesthetic norms;
- Principles regulating the activities of the children's team.

Introducing the importance of regulating the primary school students of the special education institution, their levels of students, knowing the health, security and rights of each student They go.

Observation of students of special educational institutions in certain procedures is one of the unique figures of social legislation. Pupposers are reflected in the relationship with the participants of behavioral, actions, and educational process "On the activities of special boarding schools" and the "Rules of Students". Today, the common essence of the primary education organized throughout the country is carried out on the basis of the principles set out in the Concept of Primary Education.

This methodological document assessing primary special education should be used to achieve the following goals:

- Protection and strengthening of individual psychological and physiological health of the student;
- Arrest and support the initiative of students in all types of Folishiyat;
- Achieving the formation of skills of communication and cooperation;
- Critically assess itself and support itself;
- Expanding the level of formation of educational independence.

The achievement of the listed targets is expedient to actively involve primary school students of the special educational institution in the process of social relations, to train effective organization of interleaving communication.

The following tasks will be set in the formation of skills and skills of the special education institution in the formation of communication standards:

1. To show students the social and personal significance in the organization of relations between the talks and likeness.
2. To inform students of negative consequences of not following condemning and holiial standards.
3. Introduce students with speech circuit types.
4. Creating conditions for adequate absorption of the concepts of the norms of circulation by students.
5. Pupils like forming the skills of social entities (parent, teachers, peers) correctly.

Pupils in special educational institutions are grateful of the requirements of the social norms, and the process of communications between the social entities and the simplest appearance of the individual's address. When greeting, they "character, nature, character, internal forgitms, internal forgiveness, their attitude and salute winter" obviously "obviously evident". Therefore, it is advisable to form a social standards by teaching young people in family and educational institutions to see the requirements to the right to greet young people, teaching the right greeting them. Therefore, it is necessary to develop theoretical knowledge, practical skills on the standards of the special education institution in the formation of positive relations in primary education institutions. To achieve this, we recommend the use of the following effective teaching methods in the formation of respect to social and legal norms in the primary schools of special education.

1. Explanation and storytelling methods.
2. Method of conversation.
3. Method of working with textbooks and sources.
4. The method of demonstration.
5. Excursion method.mail method.
6. The method of practicing.
7. Game Method.
8. Like a method of stimulus.

The competent of a teacher's teacher's competence of the effective use of above-mentioned educational methods. Creative approaches to the organization and conduct of the primary school teacher's lesson and extracurricular educational activities will increase the efficiency of pedagogical activity, and it increases interest in students to master socio-legal norms. It is also improved on the basis of the introduction of the result of social and legal norms, as well as the

implementation of the nature of social norms, regulatory and universality, is based on granting the efficiency of the organization of the interactive learning environment.

Фойдаланилган адабиётлар

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