

FORMATION OF ENVIRONMENTAL COMPETENCE OF HEARING-IMPAIRED STUDENTS IN EXTRACURRICULAR ACTIVITIES IN SCIENCE

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ABSTRACT

This article describes the content of the formation of environmental competence of students with hearing impairment in extracurricular activities in science. In science extracurricular activities, various activities related to the study and conservation of nature, growing plants, and caring for animals are analyzed.

Keywords: natural science, extracurricular activities, hearing impaired students, environmental competence, nature, conservation, plants, animals, environmental culture, environmental education.

In the world education system, creative technologies for the formation of environmental culture of students with hearing impairment are being put into practice. Systematic work is being carried out on modeling, forecasting, perception of ecological situations, formation of ecological culture for the hearing impaired, analysis of conflicting environmental problems, development of environmental competence of students. In world educational and scientific-research institutions, scientific research is being carried out on improving the scientific and pedagogical foundations of developing the environmental competence of students with hearing impairment, freely obtaining and distributing various environmental information, and developing the environmental competence. Special attention is paid to scientific research on the inclusion of ecological education in the content of professional educational systems in the pedagogical direction, environmental education and interdisciplinary training, understanding that professional activity is complex with the environment. In a special school, hearing-impaired children have various activities outside of school hours, such as excursions, club activities, early mornings, extracurricular activities, clubs based on the interests of students, and other activities [2.-54. b.]. These activities are carried out under the guidance of the teacher in order to arouse their interest in knowledge and to expand and supplement the school program. , to arouse interest in studying nature, to develop students' activity and independence, it provides an opportunity to organize time. Science activities outside the classroom have an educational value, because they affect the behavior of students. They form a material worldview and work culture, develop interest in knowledge and independent observation skills, educate community feeling and love for nature[p. 3-87]. Extracurricular activities in natural science are one of the tools for comprehensive development of the student's personality. Conducting long-term experiments, collecting material for herbariums and collections, preparing models and other visual aids; Out-of-the-class forms of work, such as living nature corners and fieldwork, provide opportunities to connect nature studies to life and equip students with practical learning and skills relevant to polytechnic preparation. Extracurricular activities in science include a variety of activities related to the study and conservation of nature, growing plants, and caring for animals. These activities should not repeat the lessons and should be based only on the knowledge gained in the lessons. Children should pay attention to nature, observations in the

school's lively corner and training area, greening of streets and schools, protection of birds, organization of socially useful work in the fight against agricultural pests.

Practical work in nature should be carried out along with observations and reading relevant books. The learning activity of every elementary school student aimed at receiving and demonstrating one or another knowledge is the formation of creative and individual interest in children. Learning activities of deaf students in extracurricular activities develop children's vocabulary, speaking ability, observation, thirst for knowledge. Pupils' extracurricular activities include questions related to the further strengthening of knowledge defined by primary school programs, and further develop children's interest in the life around them. Extracurricular activities can be divided into three groups [4.-43.p.]: Public activities; events; Circle activities conducted within limited students; Activities conducted with individual students are included. Public activities include showing movies, organizing excursions to nature, holding mornings, organizing an exhibition of student works, holding various KVN's. Group training includes: "Young naturalists" , "Young Ecologist", "Green Guardians" clubs include individual activities - making wall newspapers, albums, live nature corner, and work in nature in the pre-school training area; includes the selection of natural science materials for extracurricular reading and information corner, "Young Naturalist" magazines about nature, and analysis of children's popular scientific books. All types of extracurricular activities should complement and improve each other. A certain interest may arise in completing an individual assignment or a teacher's recommendation. Having identified similar interesting works of several students, the student unites them into circles. Such associations can become the organizational center of mass extracurricular activities, which require various preparatory work and a large number of participants for their successful completion. need Its content will not be permanent. It depends on the composition, age, interest and needs of the students. An approximate list of works that can be used by elementary school students with hearing impairment is as follows: observations in nature, determining the causes of natural phenomena; excursions to the museum of local history, places where mineral resources are extracted, fields and farms to interpret the collected materials; collection and registration of natural materials; making a collection, herbarium, layout, model; drawing up a plan of the school's environment map and the place adjacent to it; reading scientific and popular natural science literature and articles from "чунча" magazines as a group; organizing a living nature corner, observing plants and animals and conducting experiments on them, as well as before the school, conducting experiments on the plot, as well as before the school; carrying out experiments and observations in the plot; watching films and slides in the content of natural science; participating in public events (holidays, mornings); getting acquainted with zoo animals; protecting nature in human life; about the usefulness and importance of plants and animals conversations; social-useful works aimed at nature protection, protection of green areas, planting trees and idols and their care, collecting seeds and fruits of foreign and cultivated plants, weeds, field police, garden ', forest, pest control, protection of useful animals; equipping a natural science room, a local history corner; organizing an exhibition of student works; producing wall newspapers; a news corner and extracurricular study topics. collection of literature for further reading. The success of students' extracurricular activities depends to a large extent on the correct selection of material for each activity, the structural plan and

methodology of its implementation, as well as the active participation of students in the planned activities [6. -23.p.]. Individual work on natural science is carried out with students who have knowledge and inclination or at least interest in nature. The personality of the teacher, his love for nature and his careful attitude to it, the ability to interest students play a big role in the development of interest in nature in children. Completing individual tasks fills children's free time with useful and interesting activities. The content of individual tasks is determined by the interests of students. No matter what interests the student - taking care of indoor plants, collecting pictures and postcards depicting animals and plants, gathering collections, conducting experiments in nature should be approved and encouraged by teachers. It is necessary to check the completion of individual work, and at the end of the work, it is necessary to report its results to the students. The practical importance of individual work is provided only when students understand the need to do it. Accordingly, from time to time it is possible to listen to students' written, oral-dactyl, oral reports about the work done.

One of the forms of extracurricular activities in science is group work, which covers a certain group of participants and provides an opportunity to study nature in depth. Enrollment in the circle is voluntary, but the participant undertakes to work according to a clear plan and finish the work started. The plan should include activities that students are capable of doing. The main task of the teacher is to provide active work that gives practical results. In the work, various teachers and students can use oral presentation with the demonstration of natural or pictorial visual aids, social useful work of students aimed at forming practical training and skills, and other methods. Preparation for training is of great importance in the successful operation of the club. While drawing up the work plan of the circle, it is necessary to discuss the planned theme with the students and take into account their suggestions and wishes. , "We and nature", "Young naturalists", "Nature lovers" are confirmed. A contest for the best name may be announced. The work of the circle is led by the teacher. Attendance must be carried out by the club captain [5.-12.p.]. Classes are held once every two weeks on a certain day and time. In the first session, you should not limit yourself to only organizational issues. Students should be given interesting, smaller introductory material so that they are interested in the work of the club and get an initial idea of what they will be doing. they choose a specific topic for themselves. The task of the leader of the circle is to interest each participant in an interesting and useful topic that they can master. The work carried out in the circle should be diverse, but with a common goal, it should be united to the study of nature.

It is important to involve elementary school students in club work in science extracurricular activities. Necessary elements of every club meeting are: students' questions and answers, and the sources of the answers must be shown.

In order to interest all students in this work, a box with the words "Ask and answer" and "Questions" will be placed in the classroom and leaflets with questions will be placed in it. A week before the next meeting of the club, the teacher will group the questions according to their content, the group members answers to questions are assigned. Demonstration methods are effectively used in answering questions. In the classroom where the club meeting is held, it is necessary to equip a corner or an information board, where a notice is placed about the topic of the upcoming meetings, a list of recommended literature. An exhibition where books and visual aids are made is also held here.

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