



CONTENT OF THE SCIENCE CURRICULUM FOR CHILDREN WITH PROBLEMS IN MENTAL DEVELOPMENT AND REQUIREMENTS FOR STUDENTS' EDUCATION

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Abstract

The article highlights the content of the natural science curriculum for children with intellectual development disorders and the requirements for students' knowledge in this process. The pedagogical foundations of organizing the educational process are presented, taking into account students' individual abilities, as well as their perception, memory, and thinking characteristics.

Keywords: Special education, natural sciences, curriculum, intellectual disability, individual approach, knowledge requirements.

AQLIY RIVOJLANISHIDA MUAMMOLARI BO'LGAN BOLALARGA TABIY FANLARNI O'QITISH DASTURINING MAZMUNI VA O'QUVCHILAR BILIMIGA QO'YILADIGAN TALABLAR

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Annotatsiya:

Maqolada aqliy rivojlanishida muammolari bo'lgan bolalarga tabiiy fanlarni o'qitish dasturining mazmuni va bu jarayonda o'quvchilarning bilimiga qo'yiladigan talablar yoritiladi. O'quvchilarning individual imkoniyatlari, idrok, xotira va tafakkur xususiyatlari hisobga olingan holda ta'lim jarayonini tashkil etishning pedagogik asoslari ko'rsatib beriladi.



Kalit so‘zlar: maxsus ta’lim, tabiiy fanlar, o‘quv dasturi, aqliy rivojlanishida nuqson, individual yondashuv, bilim talablari.

Аннотация:

В статье освещается содержание программы обучения естественным наукам для детей с нарушениями умственного развития, а также требования, предъявляемые к знаниям учащихся в данном процессе. Показаны педагогические основы организации учебного процесса с учётом индивидуальных возможностей, особенностей восприятия, памяти и мышления учащихся.

Ключевые слова: специальное образование, естественные науки, учебная программа, интеллектуальное нарушение, индивидуальный подход, требования к знаниям.

Introduction

Education of children with mental development problems is one of the most important areas of special pedagogy. Teaching natural sciences serves to form in them a scientific worldview, ecological awareness, observation and practical skills necessary in everyday life. In this process, the content of the curriculum should be simplified, demonstrative and focused on practical activities.

The content of the program for teaching natural sciences to children with mental development problems is expressed as follows:

1. Elementary concepts about nature - basic knowledge about animate and inanimate nature, flora and fauna, weather and seasonal changes.
2. Practical observations - observation and description of simple phenomena in nature (sunrise, rain, snowfall, plant growth).
3. Simple experiments - knowledge of the properties of water, air, soil through simple experiments.
4. Ecological education - simple concepts about nature conservation, hygiene and a healthy lifestyle.
5. Socially useful skills - practical activities such as caring for plants, caring for animals, maintaining cleanliness.



1st grade

- Introduction to nature: concepts of living and inanimate nature.
- Seasons: distinguishing simple signs of spring, summer, autumn, winter.
- Plants: simple acquaintance with trees, flowers, vegetables and fruits.
- Animals: domestic animals and their benefits.
- Practical tasks: watering plants, feeding birds.

2nd grade

- Earth and natural phenomena: simple concepts about water, air, soil.
- Plants: observing leaves, flowers, roots, distinguishing vegetables.
- Animals: wild animals and birds.
- Seasons: telling about changes observed in nature.
- Practical tasks: simple experiments - water evaporation, experiments with air.

Grade 3

- Earth and Sun: a simple understanding of the alternation of day and night.
- Natural phenomena: rain, snow, wind, the benefits of sunlight.
- Plants: observing and caring for fruit trees.
- Animals: birds and their habitats.
- Hygiene: rules of cleanliness and health.
- Practical tasks: explaining how to dress according to the seasons, planting flowers.

Grade 4

- Nature and society: what is the importance of nature in human life.
- Environmental education: separating waste, preserving nature.
- Plants and animals: connections in nature (food chain in a simple form).
- Natural phenomena: a simple understanding of the weather forecast.
- Practical tasks: planting and caring for plants, small tasks on nature protection.

The educational process of students with mental development problems (mentally retarded, intellectually impaired) is based on a special methodology. A differentiated and individual approach to the knowledge, skills and qualifications required of them is of great importance.



1. Knowledge requirements

- Mastering the basic concepts necessary for everyday life (for example: time, space, quantity, color, shape).
- Being able to master the most important and simple content parts of academic subjects.
- Being able to apply their knowledge to simple life situations based on their own experience.
- Achieving a minimum level of functional literacy in reading, writing and arithmetic.

2. Skills requirements

- Understanding the teacher's instructions and completing simple tasks independently or with assistance.
- Being able to use various learning tools (books, notebooks, pictures, tables, toys).
- Expressing thoughts simply through the development of oral and written speech.
- Distinguishing and using simple logical connections (equal-unequal, more-less, long-short).

3. Competency requirements

- Formation of elementary practical skills in academic subjects (for example: counting, reading, simple experiments).
- Applying one's knowledge and skills in everyday life.
- Being able to communicate in written and oral speech.
- Controlling one's own activities, trying to understand and correct mistakes.

4. Socio-psychological requirements

- Working in a team, working in cooperation with a teacher and peers.
- Developing positive learning motivation by building self-confidence and interest.
- Preparing for labor skills and simple professional skills.



Result

The natural science teaching program for children with intellectual disabilities should be simple, based on demonstration and practical activities. The requirements for students' knowledge are determined taking into account their individual capabilities and psychological characteristics. This, along with increasing the effectiveness of education, creates the basis for the integration of children into social life.

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