

**THE ROLE OF ARTWORK IN THE FORMATION OF NATIONAL ETIQUETTE
SKILLS IN PRIMARY SCHOOL STUDENTS OF A SPECIAL EDUCATIONAL
INSTITUTION**

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ABSTRACT: This article describes the importance of the formation of national etiquette skills in special educational institutions, its regulatory and legal bases, specific features of its components, conditions, and pedagogical requirements for it.

Keywords: Special education, state policy, national ethics, ethnopsychology, ethnopedagogy, humane ethics, personality qualities, emotional state, positive psychological environment, motivation, holistic approach.

The importance of the concepts of national manners for mobilizing, inspiring and inviting students to a great future, their place and role in education and training is determined depending on how appropriate and compatible it is with the realities of life, real existence and people's life. Nevertheless, along with the development of national etiquette skills, "ideological education" is of special importance. Ideological education is a process aimed at forming the worldview of a person, social group, nation and society, arming them with ideological knowledge that expresses their specific goals. If the ideas are fair and true, if they meet the needs of the majority, if the means of education in this field are effective, and if the educators are active and selfless, then the intended goal of ideological education will be achieved. The place of artistic works is incomparable in imparting ideological education. In the process of analyzing the works read, primary school students of a special educational institution not only read the text but also are affected by it. [1]

It is necessary to analyze the work and take into account its emotional impact in the development of national etiquette skills in the reading classes. The reader should not only read the text, but also be excited by the event that the author is excited about, arouse the opinion of nationalism in the students, and help to cultivate aesthetic taste in them. The "Reading Book" of primary classes contains fairy tales and stories of various genres. As we know, life is reflected through images in a work of art. At its center is man, his relationship to nature and society. The rules of describing existence and events in the work of art with the help of images, providing objective content and subjective assessment in concrete material are of great theoretical and practical importance for the methodology. [2]

First of all, working on the work focuses on the author's attitude to the events described in the work of the teacher. Pupils gradually begin to understand the unique features of describing events through images.

Secondly, in any work of art, specific historical events are depicted. It is possible to give a true assessment of the work only when the events in the work are approached historically.

Thirdly, it is appropriate to introduce the writer's life and views to the youth of the students.

Fourth, when analyzing a work of art, it is important to teach students to understand the ideological direction of the work.

Developing national etiquette skills through a work of art is a complex process. Its pedagogical aspects are that the educational tasks of the teacher's reading classes require taking into account the specific characteristics of the artistic work and the students' readiness. All components are interconnected in a work of art. The characters develop in the play. As the events develop, new aspects of the characters are revealed. These features require a comprehensive reading, perception, i.e. synthesis, while working on the work. After reading the work from the beginning to the end, it is analyzed, and then it goes to a high-quality synthesis. Before starting to read the work, it is necessary to prepare students for reading the work of art, for the formation and development of concepts related to nationality. So, the preparation period gives the synthesis-analysis-synthesis process. In order for students to understand the content of the work correctly, it is necessary to have a certain idea about life. Preparations are being made for this.

Tasks of preparatory work:

1. Enriching the imagination of special education students about events based on nationality reflected in the work, providing new information that affects the conscious perception of the concepts of national etiquette, with the fact that students observe the facts depicted in the work of art in their own lives. create conditions for them to connect.
2. Introducing the writer's life, arousing interest in the writer, his life and work.
3. Preparing students for emotional perception of the concepts of national manners in the work.
4. It consists in explaining the dictionary meanings of the words that make it difficult to understand the content of the work. The forms of preparatory work are diverse, and the teacher chooses the type of work depending on the content of the work and the conditions. 2-5 minutes are allocated for the preparation period.
5. Film showing. By showing children's films depicting events of Uzbek life related to national etiquette, students' perception of the work will be activated. Of course, even though there are few educational films on national ethics at the moment, we believe that it is appropriate to use video films. [3]
6. Teacher's story. It is the most effective method of providing information about the author of the work. For example, when studying the poem "Peasant" by S. Rakhmon, if the poet's works for children are shown and brief information is given about them, the students' interest in the nationality or morals given in the content of the work will increase.

Of course, in the formation of national etiquette skills in students of special educational institutions, their specific features: support of a positive and balanced emotional state in the team, taking into account their inability to consciously control their actions and emotions, being attentive to them, supporting their positive behavior, encouraging and motivating them are necessary conditions. In particular, the behavior of special education students is not stable, which requires constant attention and observation from the pedagogue.

The role of pedagogical interaction in the formation and development of national manners in students of special educational institutions is significant. Pedagogical interaction is a predetermined connection between a pedagogue and students, as a result of which changes in behavior, attitude and activity occur.

In order to achieve the intended goal in the student's behavior and attitude towards the surrounding people, it is necessary to achieve the systematic formation of national etiquette skills in them through a holistic approach to the personality of the student of a special educational institution. Also, the education of national etiquette skills in students is carried out step by step, taking into account the age and individual characteristics of the student, life experience, and the personal example of adults is important in this process. This requires pedagogues of special educational institutions to take a responsible approach to the improvement of the educational process. [4]

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