

**PROGRAM FOR DEVELOPING NATIONAL ETHICAL SKILLS IN PRIMARY  
STUDENTS OF A SPECIAL EDUCATIONAL INSTITUTION**

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**Abstract:** This article presents information about the structural structure of research conducted in the field of special pedagogy, theoretical research and practical experience. It provides knowledge about the fact that research conducted in the pedagogical direction is based on scientific and creative activity, which includes processes such as the formation of a special methodology that allows finding a solution to the selected problem based on the assumptions of theoretical research and its direct testing in practice.

**Keywords:** dialectics, dynamics, subject, comparative analysis, methodology, special pedagogy, national etiquette, skills, qualifications.

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According to the structural structure of the research carried out in the field of special pedagogy, it consists of two parts.

1. Theoretical research
2. Practical experience.

The theoretical direction includes the general foundations of the chosen problem, guiding principles, basic concepts, dialectical and dynamic characteristics of the holistic process, social subjects that appear as the main participants in finding a solution, their place and role in the process, their influence on the development of stages, the main goal, the essence of the tasks that need to be solved to achieve it, the expected result, the conditions and factors guaranteeing the achievement of the result, the effectiveness indicators of the achieved result, etc. In a word, theoretical research is the content of the selected problem and pedagogical activity aimed at solving it, a theoretical statement of the pedagogical process taking place, and it is considered the basis-core for experimental-test work, which is a structural element of the practical part.

Practical experience is the process of experimentally testing the validity of the scientific hypothesis put forward in the research, a reflection of the theoretical statement of the problem in practice, in pedagogical experience, which covers the ways of implementing the priority ideas put forward in the theoretical part of the work into practice, the recommended program and statement of the guiding principles for testing, the content of the methodology used in the experiment, the general and specific goals of multi-stage testing work, practical pedagogical tasks performed to achieve them, the expected result, the results obtained at different stages of testing work, their generalization, mutual comparative analysis, as well as the mathematical and statistical analysis of the results of the substantiating and confirming experiments. [1]

The mutual proportionality and apparent adequacy (correspondence) of theoretical research and practical experience serve the effective conduct of research. Also, in ensuring the effectiveness of scientific research, the provision of interrelation, relevance, consistency and systematicity between theoretical research and practical experience is a condition that requires special attention. Full consideration of this condition creates the necessary conditions for the correct organization of research in scientific, pedagogical and practical-methodological terms. [2]

Research in the pedagogical direction is based on scientific and creative activities, which include the formation of a special methodology that allows finding a solution to the selected problem on the basis of theoretical research, as well as its direct testing in practice. Based on this, a single general goal is set in conducting experimental work. That is, to determine the effectiveness of the special methodology that is intended to serve to find a positive solution to the selected problem by conducting an experimental test. In this study, the goal is to conduct an experimental test and evaluate the effectiveness of a special methodology for effectively forming a sense of respect for national etiquette skills in primary school students of special education. Achieving this goal requires solving the following practical and pedagogical tasks:

1. Based on the results of theoretical research, select educational, educational and scientific pedagogical methods and individual methodologies to develop a special methodology for the formation of national etiquette in primary school students of special education.
2. Develop a special program and methodology for the effective formation of national etiquette skills in primary school students of special schools based on the generalization of individual methodologies or methods.
3. Determine the theoretical and practical suitability of the special program and methodology for the effective formation of national etiquette skills in primary school students of special schools based on expert assessment.
4. Create the necessary pedagogical conditions for testing the special program and methodology.
5. Identify factors that allow the effective implementation of the special program and methodology for the formation of national etiquette skills in primary school students of special schools in practice.
6. To apply the ideas of the special program and methodology in practice through various forms of training and organizing spiritual and educational events outside the classroom and school, to study the theoretical and methodological foundations of achievements and shortcomings in this regard.
7. To further enrich and re-examine the special program and methodology by determining measures to enrich the achievements and eliminate the shortcomings. [3]

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