

**EFFECTIVE METHODS IN FORMING NATIONAL ETHICAL SKILLS IN PRIMARY
STUDENTS OF SPECIAL SCHOOLS**

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Abstract: This article presents information about the methods that are effective in forming national etiquette skills in primary school students of special schools, the structural structure of research conducted in the field of pedagogy, theoretical research and practical experience.

Keywords: method, methodology, special pedagogy, national etiquette, skills, qualifications, technology.

1. Explanation and storytelling methods. With the help of this method, primary school students are provided with information about national etiquette skills by illuminating and revealing the importance of national etiquette skills in people's lives, their health and their role in protecting their lives, using real-life examples, incidents or actions of individuals. In the primary education system, as a rule, based on the age and psychological characteristics of students, this method should be used to briefly, clearly and clearly describe national etiquette skills and their content.

2. Although similar to the content-based explanation method, it is able to provide broader and more detailed information than it. Therefore, this method is also effectively used to provide information about the essence of national etiquette skills to primary school students of special schools. The story is often told by a teacher, specialist or parent in the form of an oral narration of instructive events given in existing literature, as well as those that have occurred in life. The explanation mainly focuses on revealing the meaning of concepts and uses scientific and popular scientific terms, while figurative expressions and quotations can be used in the narration.[1]

3. Interview method. This method is used in primary education to create an understanding of national etiquette skills by organizing direct live communication between students and a teacher, parents or specialist. The advantage of the method is that during the interview process, it is possible to assess the extent to which students have mastered information about national etiquette skills. If students do not sufficiently master the material or information provided, then there is an opportunity to re-explain.

4. Method of working with textbooks and sources. Due to their age and psychological characteristics, primary school students effectively absorb information and knowledge not through auditory receptors, but through visual receptors. Therefore, when using this method, these characteristics are taken into account, and during the testing period, sources that reflect more national etiquette skills and their essence are used. When using this method, explanation and storytelling techniques are also used.

5. Demonstration method. This method serves to ensure that primary school students of special schools directly perceive educational materials through concrete images. The use of visual aids provided in textbooks, special literature or sources on the topic of national etiquette, as well as film and slide films during demonstration serves to achieve the expected results. In an information society, the use of computer technologies and the capabilities of the Internet is considered especially effective in forming a sense of respect for national etiquette among primary school students. After all, the capabilities of computer technologies and the Internet make it possible to

select and successfully deliver suitable materials for special school primary school students, based on their age and psychological capabilities.[2]

6. Visual demonstration method. This method also serves to illustrate theoretical information about national etiquette skills and their essence using visual and visual means. The visual demonstration method can be used in various ways. In particular: 1. Relying on subjective activity (behavior, example, of parents, teachers, peers, surrounding people) in illustrating the essence of national etiquette skills; 2. Distributing visual materials that illustrate the content of national etiquette skills to a group of students; 3. Using computer technology, generally displaying images (pictures, tables) that tell about national etiquette skills.

7. Excursion method. This method is used to consolidate and enrich the theoretical knowledge mastered by primary school students of special schools. In schools with experimental areas for conducting research, excursions were organized to ensure that primary school students of special schools moved in groups to cinemas, public places (catering establishments, public transport), streets and roads. The organization of excursions was led by class teachers, methodologists-teachers involved in the testing work, subject teachers, and the dissertation candidate as a responsible person. Also, responsible persons were appointed from cinemas, catering establishments, car companies, and employees of the State Automobile Inspection (DAN) service. With their help, students were able to enrich and strengthen their theoretical knowledge of national etiquette skills. [3]

8. The method of showing an example (exemplification). This method is used to educate respect for social and legal norms in primary school students of special schools, the most effective method of educational influence - by example. During the research period, it was taken into account that the following social subjects can set an example (example) for primary school students of special schools in terms of behavior in public places, compliance with traffic rules, taking into account the requirements of technical and life safety, and organizing class duty: subject teachers, class teachers, parents, responsible persons, and their peers. In addition, folklore samples and real-life examples were used as an example for primary school students. When conducting testing, attention was paid to the observance of national etiquette skills by primary school students of special schools based on storytelling and fairy tales with the participation of their favorite fictional characters.

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