

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. **Exercise method.** This method helps primary school students of special schools, as well as individuals of all ages, to apply the acquired theoretical knowledge about national etiquette in practice and master the skills of adhering to them in everyday life. During the experimental-testing process, exercises were performed with students in a collective, group, and individual manner on adherence to national etiquette. Such exercises include exercises such as “How to behave in public places”, “Hospitality etiquette”, “Attitude to adults and children”, and “Showing affection to parents”.

2. **Method of practical exercises.** This method also helps primary school students of a special institution to strengthen and enrich their knowledge of national etiquette standards, thereby helping them to develop the skills to adhere to them in everyday life. When conducting testing, special attention was paid to the organization of practical exercises in the form of games and competitions to cultivate the skills of adhering to national etiquette standards among primary school students of a special institution. Among such games, we can cite the author's

mobile games "Let's revive road signs", "Create new road signs", as well as the board games "Move correctly on city streets". Competitions such as "The most well-mannered young passenger", "The most exemplary spectator", "The most exemplary guest" not only ensured the thorough mastery of national etiquette standards by primary school students of the special institution, but also aroused their interest in the processes of being in public places and traveling in public transport.[1]

3. **Game method.** According to age and psychological characteristics, primary school students of a special institution effectively master the social experience gained by humanity through their activities. That is, they master the skills of adhering to existing national etiquette standards on the basis of practical actions enriched with game elements. In organizing test work, games proposed by various authors, which have incorporated the essence of national etiquette standards into their content, as well as games based on the personal creative approach of the dissertation, were effectively and purposefully used. These include intellectual communication games such as "Conversation on various topics", "Let's get acquainted!" and stage games called "Let's eat together".

4. **Motivational method.** This method is used in primary school students of a special institution to effectively form the skills of strict adherence to national etiquette standards and obedience to existing rules. Compliance with national etiquette standards and respect for them were encouraged or punished through direct and indirect observation and evaluation of students' behavior and daily activities. During the testing period, students' behavior was stimulated by such forms of encouragement as encouragement and encouragement, expressing confidence, expressing gratitude, and rewarding.[2]

5. **Punishment methods.** It is known from educational practice that students do not always unconditionally comply with existing social requirements and rules. At the same time, they cannot always rationally assess the consequences of non-compliance with national etiquette or are indifferent to them. In the daily activities

of primary school students of a special institution, such as non-compliance with national etiquette and disrespect for them, the methods of punishment were used, such as reprimanding, scolding, and shaming. Attention was paid to the individual application of punishment methods to students. Consequently, when this approach is taken, the reputation of students who do not comply with existing rules and regulations will not be damaged in the eyes of their peers and classmates, and therefore their negative behavior will not go unpunished.

6. Question-answer method. This method was used to analyze and assess the level of effective assimilation of the material presented by students in the process of mastering knowledge about national etiquette. When using the method, special attention was paid to the fact that the questions presented to the students' attention were short, clear, and unambiguous. Two levels of questions were used in the research. Namely, 1) recognition questions; 2) separation questions.[3]

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