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Methodical Recommendations For Passing The "Digital World" Topic In 6th Symphony Language Classes

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Abstract: This article describes methodological recommendations for the organization of 6th grade mother tongue lessons from new generation textbooks based on the National Curriculum.

Keywords: Interactive methods, "Sinquain", "Poetic moment", "Brainstorming", "Quick question and answer", "When dates enter the language", "Concept analysis"..

INTRODUCTION

The goal of school education is to provide students with the knowledge and skills specified in the state educational standards. Teaching can be considered successful only when the knowledge is received and understood by the learner, or when the learner is able to demonstrate in practice the tasks intended for skill development. It is becoming important to interest students in learning topics in mother tongue classes, and to use interactive methods based on today's demands. When using modern methods in the organization of mother tongue lessons, taking into account the student's knowledge, age and potential, the goal will be clearly achieved.

An example of this is the President's decision on measures to further improve the system of education for children with special educational needs, adopted in October 2020 [1]. According to it, inclusive education will be introduced as a test in one school located in cities and districts of Tashkent city [2]. In one school in the Republic of Karakalpakstan, in the regions and in the city of Tashkent, primary and secondary classes are opened for children with special educational needs [3]. In one vocational school located in Kashkadarya, Fergana and Khorezm regions, specialized groups are organized for 9th grade graduates of specialized educational institutions and children with special educational needs. The organization of inclusive education can be of great benefit to all children with disabilities [4].

The life path of a disabled child who is not involved in inclusive education: stays at home until the age of 7 [5]. When he studies for 10 or 12 years in a special educational institution (boarding school, school) with children like himself, his communication with healthy people is somewhat limited. After graduating and living productively among healthy people, he or she will need someone else's help, at which point the child turns 19 and the parents are middle-aged or older, college or other types of education. If this person is not involved in HIV, this person will remain in the care of his family, because most parents try to stay at home in order to protect them. The reason: they do not have enough confidence that their child will work or enter into other relationships with healthy people [6]. Moreover, they have a negative attitude towards their child from those around them. they are worried that he will do it. As a result, a person with disabilities is forced to stay in a narrow circle of people [7]. He builds a family late. If his spouse is like him, the parents have to "pull" a small family again. .When they are children, the responsibility

increases again. However, during this period, the age of the parents is much older and they themselves may need the care of others [8]. A mother lives in old age thinking about the fate of her child. If a child with disabilities is involved in inclusive education early, he will play with neighboring children in the neighborhood from childhood, get to know them, and begin to understand national values. - he will learn by himself, he will be ready for school education [9]. In the period of obstacles, successes and confidence in the future, he continues to communicate with healthy people at UOTM, realizes that he is faced with negative and positive views of those around him, and finds his independent position in relation to them. Now he steps into an independent life. Yadi is ready to study, work and participate in various relationships as an independent citizen. Parents and relatives are not worried about him going out [10]. People who know who he is and what he is capable of trust him in society. Implementation of inclusive education is very important. Because everyone has the right to access the same opportunities for education as healthy children. A healthy child feels grateful when he sees a disabled child. It helps them.

CONCLUSION

In conclusion, all conditions are being created for the ratification of the Convention on the Rights of Persons with Disabilities in our country. I think that the reforms aimed at the development of inclusive education throughout the country will be a practical example of this.

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