



## **PEDAGOGICAL CONDITIONS OF FOREIGN LANGUAGE TEACHING TO SCHOOLCHILDREN WITH MUSCULOSKELETAL DISORDERS**

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**Annotation:** *This article presents principles and practical ways of realization of pedagogical conditions as a factor of the pedagogical process.*

**Key words:** *children with musculoskeletal disorders, pedagogical conditions, educational environment.*

### **Introduction**

It is precisely foreign language lessons that have great potential for carrying out corrective work aimed at developing impaired functions (attention, thinking, imagination), which determine the main difficulties in teaching children of this category. The greatest significance in the education of children with musculoskeletal disorders is the introduction of an individually differentiated approach. Individualization of the process of education and upbringing of children with motor disorders involves ensuring the maximum manifestation of the originality and creative potential of each child.

### **Main Body**

Many scientists (A. M. Anokhin, A. M. Voronin, E. A. Mikhailychev, Yu. S. Pesotsky, and others) along with the term “pedagogical conditions” also use the term “pedagogical environment” as a “specially organized system of interpersonal relations in accordance with pedagogical goals.” Thus, the pedagogical environment is what accompanies the pedagogical process, but is external to it.

Our point of view coincides with the opinion of those researchers who understand the pedagogical environment in a broad sense - as a set of all educational



influences and realities external to the personality of the student, who acts as the object of these influences, but at the same time the subject of educational relations.

Therefore, in our case, “pedagogical conditions” are those environmental factors, as well as pedagogical measures that ensure their creation, which allow for the effective implementation of foreign language teaching to children with musculoskeletal disorders in a comprehensive school.

From this position, the pedagogical conditions for teaching a foreign language to children with musculoskeletal disorders (MSD) are all factors of the educational environment, including society, the school space and the educational process, which are purposefully changed and used to ensure the effectiveness of learning.

In developing pedagogical conditions for the implementation of educational goals, the authors use different approaches to their identification and systematization. It seems to us expedient to identify groups of conditions that ensure interconnected and interdependent changes in different components of the educational environment.

At the organizational and managerial level, it is necessary to ensure the implementation of organizational and analytical measures, such as:

- defining the educational order in the region for the education of children with musculoskeletal disorders;
- assessing the school's capabilities for the implementation of educational areas for this category of children;
- assessment of the material and methodological base for the implementation of health-forming education.

The fundamental condition is the development of software and methodological support, including: a long-term plan for educational activities in a foreign language; a “flexible” curriculum for teaching a foreign language, which involves varying the volume of educational material over a certain period of time; adaptation of the general education program for a foreign language in accordance with the individual capabilities of the child to collective and individual forms of education.



An important condition is to ensure the motivational, operational and reflexive readiness of teachers to teach children with musculoskeletal disorders, which involves:

- acceptance by the teaching staff of the concept of teaching children with musculoskeletal disorders in an educational institution;
- motivation and stimulation of teachers' activities;
- study of the regulatory framework for teaching children with musculoskeletal disorders;
- study of educational and methodological literature on teaching this category of children;
- regular implementation of methodological work in this area (on the scientific and methodological council);
- development of an in-school system for improving the qualifications of teachers and ensuring the improvement of professional qualifications of teachers in other organizations;
- creation of a system for diagnostics, analysis and assessment of the level of readiness of teachers to teach students with musculoskeletal disorders;
- organization of research (creative) activities of teachers on the problems of health-forming education.

At the content-technological level, the condition for organizing the education of children with musculoskeletal disorders in school is the introduction of innovative educational tools, the most significant of which are:

pedagogy of cooperation as a means of ensuring the subject-subject nature of relations in the educational process; individually differentiated approach; block-modular construction of educational content; problem-based learning technology; informatization of the training support system – development and implementation of information educational technologies.

In terms of monitoring the effectiveness of educational activities, a necessary condition is the creation of a system for monitoring the state and results of the educational process, including: identifying the initial characteristics of each student;





monitoring the progress and results of learning; monitoring the quality of teaching and the level of professional development of teachers; studying the characteristics of society and taking them into account in learning.

Comprehensive implementation of these conditions in an educational institution will provide opportunities for more effective implementation of the methodology of health-forming teaching of a foreign language to children with musculoskeletal disorders in the educational process in a comprehensive school.

The presented pedagogical conditions will be able to ensure effective education of children with motor pathologies: - development of students' independence in mastering knowledge in a foreign language and foreign language communicative competence, creative abilities of students and the formation of an active life position in foreign language speech activity; socialization of the student's personality in foreign language lessons (with the mandatory determination of an individual pace of learning a foreign language for each child in accordance with medical recommendations using a special system for monitoring educational activities).

### **Conclusion**

In the article, we came to the conclusion that the term under discussion can be used in two interrelated meanings: an environment in which a special organization of the educational activity of students is presented; the obligatory implementation of special pedagogical measures to create the necessary environment in which the organization of the corresponding types of activity is possible.

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