



NATURE AND HUMAN HARMONY IN PERSONAL MORAL DEVELOPMENT

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Article history:	Abstract:
Received: 4 th August 2023 Accepted: 4 th September 2023 Published: 8 th October 2023	This article talks about feedback on the formation of environmental education and culture, valuable information on the field of Ecology and Environmental Protection, Conservation of nature, rational use of Natural Resources, methods of educating students through methodological educational materials.
Keywords: Ecological culture, ecological upbringing, ecology, ecological and delicate upbringing, ecological upbringing in the family, attitude to nature, concepts of "human-nature-society", environmental protection, mature person, ecological knowledge, social relations.	

In the systematization of the environmental education system in general secondary schools, all subjects included in the curriculum, including natural sciences, and the implementation of interdisciplinary connections in the course of their teaching, ensure the integrity of this system. plays an important role in providing.

In fact, the content of natural sciences should reflect the connection between man and nature, the coherence and integration of knowledge of various academic subjects that study the surrounding problems, which will lead to qualitatively new changes in the knowledge of natural sciences. This knowledge is manifested as a unique synthesis, a set of knowledge related to natural sciences and humanitarian directions[1]. They are among the systematic and probabilistic features of thinking.

Communicating with nature is of great importance in the moral development of a person. Love for nature, preservation and protection of all its riches motivates the formation of ecological concepts. The specific features of the formation of concepts of environmental education in the student are as follows:

1. Characterization of learning about nature[2].
2. Specificity of the content, form and size of concepts related to ecological education.
3. The characteristic of the teacher's pedagogic skill in shaping the concepts of environmental education in the student
4. Periods of formation of concepts related to environmental education in the student, levels of mastery, and the characteristic of curiosity.
5. Ecological education is the unity of education.
6. Interrelationship of ecological and pedagogical factors[17].

Specific features of the student's understanding of environmental education are determined based on requirements.

- a) Students young characteristics study
- b) Teacher and of the student mutually relations based on ecological to education about concepts formation for environment create[3];
- g) Use of materials related to interdisciplinary environmental education

Acquaintance with the peculiarity of formation of concepts of environmental education in the student. The goal of acquiring knowledge about nature is to preserve the components of nature and educate the moral development of a person in relation to it[4].

The analysis of the interdisciplinary formation of the concepts of environmental education among elementary school students shows that the knowledge about the nature around us is combined as follows:

1. Interrelationship and difference of animate, inanimate nature;
2. Nature bodies and their characteristics ;
3. Nature components and mutually relatedness ;
4. Natural phenomena and their effects;
5. Universe and his Earth planet with relatedness ;
6. Nature of Uzbekistan and its protection;
7. Forming a rational relationship to the nature around us;
8. Exercises and solving problems with the participation of animals and plants, processing pictures and sculptures, solving creative tasks and problematic questions.

Knowledge about the nature around us has an impact on the student's all-round development and education[5].



In fact, the more we love our mother nature, the more we care for the future of our country. The main goal of the reforms in the field of education is to educate a perfect person who is physically healthy and has mature intellectual potential. This, in turn, requires the creation of innovations by making changes to each academic subject. In particular, it is necessary to introduce a number of non-traditional methods in relation to environmental education[6]. Because a student who is not familiar with today's environmental problems cannot think personally about how to treat the world around us - nature. It is necessary to start teaching students to protect nature by realizing that every person is a part of nature. These students come to the idea that protecting nature means protecting ourselves and our loved ones first of all[7]. Acquaintance of students with nature and awareness of various ecological phenomena is becoming an important direction in the theory and practice of pedagogy, in primary education today. This is due to the emergence of severe environmental conditions on Earth. One of the reasons for this situation is the environmental illiteracy of the majority of the population and their inability to see the consequences of their impact on nature. That is why UNESCO, UNICEF[18] and other organizations are promoting the content and duration of ecological education of the inhabitants of our planet. Primary education is the most important stage in acquiring natural scientific knowledge in environmental education of students. That's why man's attitude towards nature and the future starts from this period[8].

The essence of ecological education is the definition and implementation of its main tasks. To form scientific and practical skills about the interaction of living and non-living nature, environmental problems and ways to solve them, the state of the environment where we live, the values of ecological description, ecological behavior and activities, the will to achieve environmental goals and success, the environment surrounding scientific abilities, and the desire to actively protect the environment in practical activities[9]. The ability to organize environmental situations due to real situations, to choose an alternative way of thinking in solving environmental problems, to understand the relationship of people to the natural and social -cultural environment, their characters and behavior, and to understand the satisfactory and unsatisfactory ones, the necessary confirmation of the necessary opportunities to solve environmental problems, confidence in one's own views to protect the surrounding environment, to develop a desire to be a personal participant in practical work. Environmental education is not limited to the classroom. He continues the process of

educational work outside the classroom and school[10].

It is known that the "Natural Science" lessons are the main subject of education in the elementary grades. These educational subjects are very important in the formation of ecological culture. It is extremely important to organize lessons in non-traditional methods in order to familiarize students with nature, to regularly inform them about various environmental events. In my opinion, organizing small competitions such as "Nature and me", "Young naturalist", "Mother nature" and round discussions on the topic "Let's study nature" in the lessons will definitely have a positive effect. After all, such lessons, organized in an unconventional way, help students to expand their worldview and form their attitude towards nature. It is advisable to form the above lessons not only in the classroom, but during trips to the heart of nature[11]. After all, it is very important for the student who is talking about nature to directly feel that he is a part of nature. In the course of such lessons, students will have the first understanding of the relationship between nature and man. Conducting classes under the open sky will calm and enrich the student's fiction about nature. Because by touching the trunk of the tree he read about in the book, smelling the sweet smell of the flower he saw moving, or putting a stake on a fallen bush, and being caressed by its warm rays, the reader fully feels that nature is a mother. . I can prove my words with the following thoughts of famous pedagogues[12]: "The best content reaches the minds of students only when it is included in their activities" and in simpler words, the student understands by himself rather than what the teacher tells him. event - remembers events more. In fact, the task of teachers is to direct the student to quickly and correctly perceive the changes happening around him and draw conclusions according to the situation[13]. In order to check the effectiveness of the lessons and activities, the teacher can organize various questions and answers in a demonstrative way. For example, trees with questions written on the back are placed on one piece of paper. The second paper is left blank. When the teacher finds the correct answer to the questions in the tree, the tree remains in its place, and one tree is placed on the blank paper next to it. On the contrary, if the answer to the question is not found, the tree is removed from the paper[14].

It can be seen that the wider the knowledge of nature, the more extensive our forests and parks are. In the following years, interactive methods tested by world experience began to be widely used in the practice of creating ecological culture. The purpose of using such methods is to achieve the correct answer



through the active involvement of each student in the class in studying the problem under discussion;

- creating a didactic game or problem situations and actively involving students in solving them, achieving the correct answer;

- creating interesting or reverse questions on the studied topic, deliberately changing the answers to the questions, and then testing the students' knowledge in the field;

- being able to correctly find a solution to a specific problem in the form of a brainstorming;

- To ensure that the students get to the bottom of the matter by organizing a game of t oj, and hokozos are included[15].

A person not only perceives nature, but preserves it and enjoys its riches. He changes it with hard work, makes it more beautiful and attractive. Therefore, those who do not take care of nature cannot be indifferent. Because according to nature, love means love for one's home, one's country . The beauty of nature awakens delicate, pleasant feelings in a person, lifts his spirit, improves his mood, increases his desire to live, work, and study[16]. The ever-increasing need for nature, the source of beauty, for fresh air and green spaces, requires comprehensive protection of nature and rational use of its beauties.

In conclusion, environmental education should start from early childhood. Children are very eager for goodness, they are very curious, and therefore it is necessary to develop the moral foundations of the ability to see the beauty of nature from this period.

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