



SPECIFIC CHARACTERISTICS OF ECOLOGICAL EDUCATION THROUGH ENVIRONMENT PROTECTION IN PRIMARY CLASS STUDENTS

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Abstract:

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This article talks about the specific features of improving the mechanisms of environmental education by protecting the environment and the activities carried out to improve the mechanisms of environmental education by protecting the environment among elementary school students

Keywords: class, students, environment, environment, education, mechanism, module

INTRODUCTION. There are a number of mechanisms aimed at the proper organization of environmental education, but there are also factors that negatively affect their effectiveness, which are associated with inappropriate behavior of adults.

For example, adult encroachment on nature in the eyes of students, parents' reckless use of drinking water, and sometimes teachers' disobedience to the rules of environmental cleanliness are among the situations that can undermine the effectiveness of environmental education.

ANALYSIS AND RESULTS. As we can see, in almost all of the listed mechanisms, environmental knowledge, skills, competences and ecological outlook occupy a significant place. Therefore, by carrying out environmental education in harmony with environmental education, it is possible to achieve that the child will consciously perform acceptable environmental behavior as a result of feeling from the heart. We will consider each of these mechanisms of environmental education separately.

Clarification of basic knowledge in the field of ecology, i.e., what level of basic knowledge a primary school student should master in order to have a comprehensive environmental education, in the "Concept of Development of Environmental Education in the Republic of Uzbekistan" is shown in a recommended table of contents. According to this document, in order for elementary school students to have a moderate level of environmental ethics (education), in addition to the academic subjects: "water conservation, the importance of atmospheric air and its protection, earth rational use of resources and underground wealth, protection of flora and fauna, collection and disposal of waste, preservation of the beautiful and unique nature of Uzbekistan, active participation in the preservation of the nature of the

village (city) where he lives, O It is specified that "he should have general knowledge and skills about reserves and natural parks in Uzbekistan, about the tragedy of the Aral Sea".

The issue of ensuring harmony between elementary ecological knowledge and the picture of the world in the child's imagination is one of the issues that has attracted the attention of a number of experts. Based on the opinion of experts, we present below the system of knowledge, information and information that forms the content of environmental knowledge of a primary school student:

- to know the description and characteristics of at least 25 terms that are widely used in modern ecology and are mentioned in the description of local and regional environmental problems (for example, "Forest fund", "Fresh water reserve", "Soil degradation", "Land salinity" such concepts as "air pollution");

- being able to tell and justify 10 facts about the climate of their place of residence and the declining wildlife (for example, "This year, the lowest temperature in winter fell to -15 0", "What is the reason for the ^{abnormal} heat?", "Which birds will die in the coming years?" species are decreasing?").

- to have general information about the activities of state and public organizations engaged in nature protection;

- to know basic information about the types of punishments used by the local nature protection state bodies for environmental violations;

- to have general information about the activities of international nature protection organizations;

- to be able to describe rivers, mountains, lakes and similar natural objects in one's living area;

- it is necessary to have information about protected and protected natural objects in one's living



area and to know enough about birds, plant and animal species, historical objects of republican importance¹. The teacher should create questions in a creative way in connection with each topic.

For example, if the subject of "Water" is taught in the subject of "Natural Science", in addition to the materials presented in the textbook, seasonal and permanent water sources in the area, springs, the conditions of their appearance, and the culture of using water for agricultural purposes and clear information should be provided.

Providing basic environmental knowledge in harmony with national values and local environmental problems is important in harmonizing education with education. This opinion can be explained by the fact that two values characteristic of the families of the villages of Surkhandarya province are living in a stable manner.

First, in every traditional family where old patriarchs live, bread and water are taught as natural blessings to young children through constant teachings such as "Don't throw bread on the ground - it will be good", "Don't spit in water - it will be bad". deified in a sense. Secondly, in mountain and sub-mountain villages of Surkhandarya region, purely national-local aspects of the process called environmental education in pedagogy are still a priority in children's education. That is, religious-mystical ideas such as "Do not harm the animals - they will curse", "Do not destroy the birds' nest - God will wish you harm", "Give the swallow a place in your house, because it is a friend of man" do not require proof.

As a result of turning into gits, young children create a unique image in their minds². *Also, it is possible to make it look simpler and use them appropriately by making it look simple and using examples of folk teachings, proverbs, riddles, national thinkers written on the topic of nature conservation. In this regard, Oybek's "Snake on the Porch" scene in the story "Childhood", Asqad Mukhtar's "lame quail" scene in the novel "Amu", and Lailakwoy's great reward for good deeds in the fairy tale "Knock, knock" are impressively described. and creating questions that encourage children to think and reflect on the basis of the pictures gives the expected result.* So it can be said that education in the spirit of national values forms the core of child ecological education. Also,

indiscriminate use of water for economic purposes in rural areas, unnecessary destruction of wild plants included in the "Red Book" of the Republic of Uzbekistan, setting fires for replanting fields empty of wheat, etc. local environmental problems arising as a result of negative approaches can be directly chosen as a subject in natural science and technology classes.

The next task of the teacher within the framework of improving the mechanisms of ecological education is *to combine elementary ecological knowledge with practical ecological acceptable behavior*. It should not be forgotten that the child's reaction to the environmental factors encountered in the daily situation, i.e. ecological behavior, can be manifested consciously and³ instinctively. The fact that the child consciously performs environmental actions in certain situations means that he has basic environmental knowledge and has learned the skills of applying the acquired knowledge in practical situations. Let's consider a simple life situation: a water supply tap installed from the street for public use is ecologically aware (that is, the inexhaustible amount of water flowing out of this water supply point) in an open flow situation. the child who consciously understood that it is not mat, how much water will be wasted in a certain period of time) closes it.

A child who instinctively performs this behavior (does not know the information that the water supply is not inexhaustible, may not have an understanding of how much water flows and is wasted in a certain period of time) obeys his intuition and emotions and adheres to the values that "Water is a waste" and "It is not polite to waste it". A child who instinctively performs ecological behavior shows the components that form content in the socio-psychological aspect of the concept of ecological education. For example, a teacher *can explain to children the procedure for using everyday items that are based on chemical plastic through a vivid life scene. This means that the products made of plastic products are never subject to any natural effects (deterioration, decay, rotting, cracking, melting, erosion, corrosion, etc.) By teaching him to imagine the formation of grains and the consequences of throwing them at the place he encountered, it will be possible to conduct a life test of how the child will behave in this situation using his basic environmental knowledge.* We call this "ecologically acceptable behavior" for a child, and we

¹Евдокимов А.Ю. Человечество и проблемы экологии/ А.Ю. Евдокимов// Образование в современной школе. – 2001. – № 12. – С. 36-37.

²«Сурхон тонги» газетаси, 2018 йил, «Элларни бирлаштирган кадрият», 32-сон.

³Ермакова Д.С. Экологическое образование после уроков / Ермакова Д.С. //Дополнительное образование. – 2001. – № 12. – С.15-17.



can predict the situations in which it will appear as a product of basic ecological knowledge. We consider these actions to be the final result of ecological education and one of the main signs of the formation of ecological ethics and ecological thinking.

Environmentally acceptable behavior of a primary school student (in general, a person) is manifested in every aspect of everyday life - on the street, on walks, during leisure hours, during games, in museums, public events, etc. it works⁴.

Implementation of environmental education by providing elementary environmental knowledge to elementary school students and expanding their environmental outlook requires effective introduction of advanced teaching technologies, methods, forms and tools. This method, form, tools and advanced technologies are used based on the content of the topics included in the "Educational Program of the Primary School" and children's love for the environment, care for animals to do, to consciously understand the importance of each element in nature, to enrich the environment, to arouse interest in the protection of creatures in need of help, to cultivate skills such as contributing to the beauty and orderliness of the streets, i.e. primary ecological education. It is focused on the goal of conducting education in the spirit of environmental protection with the help of advanced technologies, methods and tools.

Education in the spirit of protecting the environment, first of all, requires the personal initiative of adults (teachers and parents), along with the delivery of knowledge about nature in an understandable, impressive and necessary volume. However, it is not possible to achieve the intended result only with family and school education.

To provide elementary school students with basic environmental knowledge at the level required for improving environmental education:

- organization of didactic games aimed at forming ecologically acceptable behavior in children (*for example, "in the science class, effective role-playing games on the topic "Do not birds get cold in winter?", forming feelings of sympathy for birds in children*);

- the use of interesting puzzles, rebuses, thread words, simple crosswords aimed at learning the importance of environmental elements for human life in elementary school students (*for example, the "What's extra in this picture" method can be used. For*

human life activities adding an image of an airplane to three important tree images and interactively determining which one is redundant among these objects that serve for air purity);

- the use of video and media materials for the formation of a child's interest in protecting the environment and positive-emotional relations to living and inanimate elements of nature (*for example, the selection of short video material in the lessons "Natural Science", "The World Around Us", "Etiquette", after watching it is recommended to use methods, forms and tools such as children's impressions.*

We recommend that the primary school teacher should creatively choose appropriate methods, forms and tools of teaching based on the subject and subject of study. In this case, the primary school teacher should take into account two important conditions: the first is to make a choice based on the content of the teaching, and the second is to match the content of the selected educational material with the goal of environmental education.

The following requirements should be followed when choosing the content of education in order to form and continuously educate elementary school students to protect the environment:

- taking into account the interests of elementary school students in environmental protection, family upbringing, living environments (*it is desirable that the content of the material presented by the teacher is already familiar or partially familiar to the child*);

- purposeful use of interactive methods in the process of raising children in the spirit of environmental protection;

- creating a creative-communicative environment for students to think independently, express their relationships without hesitation;

- that the presented knowledge has a scientific and natural basis, is simple, understandable and adapted to the problem situation;

- the existence of harmony and mutual harmony between the presented knowledge and the natural conditions of the living area⁵.

The content of the educational material should meet the following requirements:

- compliance with the requirements specified;
- direct connection with the curriculum;
- that it does not take too much time to master

(possibility of imparting the maximum amount of

⁴Ермакова Д.С. Экологическое образование после уроков / Ермакова Д.С. //Дополнительное образование. – 2001. – № 12. – С.15-17.

⁵Кучкинов Абдумалик Юлдашович, Бошлангич синф ўқувчиларини табиатни эъозлаш руҳида тарбиялаш технологияси, педагогика фанлари бўйича фалсафа доктори диссертацияси, Термиз-2020, 46-Б.



knowledge in a short period of time);

- scientific and practical importance;
- compatibility with universal and national value;
- connection with local conditions and local ecological factors.

CONCLUSION. The next task to be performed by the teacher in improving the mechanism of ecological education, which is to provide elementary ecological knowledge and expand the student's ecological outlook, is *to reveal the ecological content of all subjects taught in primary classes and to implement integration between them.* . It is known that there is ecological content in the content of all educational subjects taught in primary classes, and its creation requires creativity and high competence from the primary school teacher ⁶.

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⁶Мамашокиров С. Экологик таълим-тарбия педагогик тамойиллари Халқ таълими. – Тошкент, 1995. - №7-8. – Б. 28-31.