

Pedagogical Aspects of Formation of Ethnoecological Culture for Primary Education Students

Odilova Mavluda

Pedagogical Institute Masters, Termez State University, Uzbekistan

ABSTRACT

The article explains the pedagogical aspects of the formation of ethno-ecological culture, the study of ethno-pedagogical heritage, the conditions for the effectiveness of family and school, ethno-regional environmental education in the education and teaching of ecological knowledge of the traditions and customs of our people.

KEYWORDS: *ecological education, ecological culture, ethnoecological culture, pedagogical aspects*

How to cite this paper: Odilova Mavluda "Pedagogical Aspects of Formation of Ethnoecological Culture for Primary Education Students" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-6 | Issue-3, April 2022, pp.1837-1839, URL: www.ijtsrd.com/papers/ijtsrd49849.pdf



Copyright © 2022 by author (s) and International Journal of Trend in Scientific Research and Development Journal. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<http://creativecommons.org/licenses/by/4.0>)



INTRODUCTION

In the world ecological research system, new methodological approaches have been established as a link between national and universal values, ecological worldview, assessment of an individual's aesthetic attitude to nature, ecological consciousness and integral connection with social culture. Therefore, it is important to improve didactic support in order to increase the effectiveness of environmental education technologies in the process of environmental education of students. So, based on the study of the ethnopedagogical heritage of our people, we have been able to prove that it has a lot of modern materials; the collected data were summarized, and the pedagogical material we used in the experimental work in the primary school was selected.

LITERATURE ANALYSIS AND METHODOLOGY

President of the Republic of Uzbekistan Shavkat Mirziyoyev in his speech at the solemn ceremony dedicated to the Day of Teachers and Coaches on September 30, 2020, said: In a word, they must be advanced representatives of our time and society, who

can apply positive innovations in the educational process, have deep knowledge and worldview"[1].

In this regard, on the initiative of the President, it is proposed to implement a special program to actively involve young people in building a "green economy". It was noted that this will create a great opportunity for the formation of a culture of "green" consumption in the future [2].

DISCUSSION

Conditions for the effectiveness of the impact of ethno-investigative material on environmental education:

- reliance on the interaction of forms, methods and means of educating primary school students;
- support families and schools in educating and teaching environmental knowledge about the traditions and customs of our people;

eointegration. -materials based on interdisciplinary relations).

The study of the primary and final levels of ethno-regional knowledge and ethno-ecological education

of primary school students was based on a survey of primary school students, in which the level of use of ethno-regional knowledge explained. regional environmental materials in the modern school, ethno-regional conditions for the effectiveness of environmental education.

The integration of local ecological material into various educational disciplines was carried out by modeling both ethnic-regional and general pedagogical conditions.

Environmental knowledge plays a major role in the system of personality formation - the most important stage of personality formation, the formation of ecological culture, a practical approach to the cognitive, emotional, natural and social environment. During this period, the age characteristics of the

student are curiosity, need for new knowledge, sensitivity, empathy, a tendency to animism [3]. As soon as a student enters school, the leading type of activity - play - is replaced by educational work. This is a period of intensive development of all mental processes. The student strives to understand the outside world. And it depends on the adults around the student - the teachers, the parents - whether or not the student gets a holistic view of the world around them. natural relationships grow as a selfish consumer of nature without or knowing about the impact of human activities on nature. An elementary school student is an emotionally receptive, which allows the teacher to directly influence the feelings and emotions of the students, to form a moral attitude towards nature, to accept it as a value. allows you to do.

<p>The conditions for the effectiveness of ethno-regional environmental education are divided into 2 groups.</p> <p>mazmunlivatashkiliy</p>	
<p>1-thegroupincludes:</p>	<p>2-thegroupincludes::</p>
<ul style="list-style-type: none"> ➤ integration of eco-material on the basis of interdisciplinary relations; ➤ Continuity, complexity of ethno-ecological material; ➤ The combination of ethno-ecological theoretical and practical knowledge; ➤ The use of special programs that provide students with the development of ethnic and regional environmental significance; ➤ to build the process of content consolidation on the basis of humanitarian and regional principles; ➤ diversity of ethnic materials; ➤ an axiological approach to education that allows you to develop a love for their region, nation, republic; ➤ Introduction of works of folklore, local poets, writers, artists in ecological education and ecological upbringing of small school students. 	<ul style="list-style-type: none"> ➤ The organizational conditions were as follows: ➤ Relying on the level of ethno-ecological training of students; ➤ Interaction of forms, methods, means and methods of teaching; ➤ Creativity in the choice of forms and methods of ethno-investigative education; ➤ Existence of ethno-regional ecological education system; ➤ to support the family and the school in educating and teaching students ecological knowledge about the traditions and customs of our people.

A descriptive experiment was conducted to determine the state of ethno-ecological education of primary school students. Criteria for determining the level of ethno-ecological education: cognitive, emotional, epic. Based on the criteria of cognitive (cognitive), emotional (emotional-motivational) and epative (behavioral), we described groups of students corresponding to the levels of environmental and ethno-environmental education.

It is structured taking into account the content and means of pedagogy and regional materials. Works of oral folk art were used, which revealed the beauty of the surrounding nature and the peculiar habits of the animals. Getting acquainted with the works of oral culture of the Uzbek people enriched the knowledge of students, helped them to understand the depth of

the heritage of their ancestors. The use of folk pedagogy tools provided a bright, vivid, and interesting transition to the lessons.

There were various forms of organization of classes - conferences, talks, workshops, excursions, competitions, theatrical performances.

The organization of the system of environmental education of primary school students on the basis of the ethno-territorial component has allowed to improve the process of environmental education of young students [4].

Ethno-ecological education, continuity of ethno-ecological education between preschool organizations and primary grades, preparation of students of pedagogical universities for the use of ethno-

environmental ecological materials in working with schoolchildren, etc.

CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS

The analysis of psychological and pedagogical resources in terms of a student-centered approach allowed to define the essence of environmental education as an educational system that provides the formation of a modern person who understands the interdependence and interaction. man, society and nature, the need to preserve and improve it, to appreciate the beauty of the environment, to have a moral, aesthetic and legal attitude to the environment, the sources of ethno-territorial ecological education are ecological traditions, customs, calendar ceremonies, oral folk art, established natural landscape, originality of flora and fauna. The most important conditions for the effectiveness of ethno-regional environmental education are the use of special programs, ensuring the development of students' personal characteristics of ethno-regional environmental significance; taking into account the level of ethno-ecological training of students; relying on the interaction of forms, methods, tools and techniques of teaching and educating students; support the family and school in educating and teaching environmental knowledge about the traditions and customs of our people; integration of eco-materials on the basis of interdisciplinary links, ethno-regional ecological education is effectively carried out through integrated lessons, conversations, excursions, quizzes, holidays, additional literature, maps in the integrated pedagogical process in educational and extracurricular activities. natural material, in close cooperation with parents. relying on the interaction of forms, methods, tools and techniques of teaching and educating students; support the family and school in educating and teaching environmental knowledge about the traditions and customs of our people; integration of eco-materials on the basis of interdisciplinary links, ethno-regional ecological education is effectively carried out through integrated lessons, conversations, excursions, quizzes, holidays, additional literature,

maps in the integrated pedagogical process in educational and extracurricular activities. natural material, in close cooperation with parents. relying on the interaction of forms, methods, tools and techniques of teaching and educating students; support the family and school in educating and teaching environmental knowledge about the traditions and customs of our people; integration of eco-materials on the basis of interdisciplinary links, ethno-regional ecological education integrated lessons, conversations, excursions, quizzes, holidays, additional literature, work with maps and close cooperation with parents in the integrated pedagogical process in teaching and extracurricular activities is done through.

References:

- [1] O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoevning "O'qituvchi va murabbiylar" kuniga bag'ishlangan tantanali marosimdagi nutqi" // <https://uza.uz/oz/documents/zbekiston-respublikasi-prezidenti-shavkat-mirziyoevning-ituv-30-09-2020>.
- [2] O'zbekiston Respublikasi Prezidenti SHavkat Mirziyoevning "Yashil o'sish va global maqsadlar uchun hamkorlik-2030" (P4G) ikkinchi xalqaro sammitidagi nutqi.// <https://uza.uz/uz/posts/ozbekiston-respublikasi-prezidenti-shavkat-mirziyoevning-yashil-osish-va-global-maqsadlar-uchun-hamkorlik-2030-p4g-ikkinchi-xalqaro-sammitidagi-nutqi> 271627
- [3] Kuchkinov A.Yu. Boshlang'ichsinfo`quvchilarinitabiatnie`zozlas hruhidatarbiyalash. O`qituvchilaruchunmetodikqo`llanma – T.:, «Fan vatexnologiya»,2012, 88 bet.
- [4] Kuchkinov A.Yu. Sinf dan va maktabdan tashqari mashg'ulotlarda o'quvchilarni tabiatni e'zozlash ruhida tarbiyalash texnologiyasi. Boshlang'ich ta'lim jarayoniga innovatsion yondashuv respublika ilmiy-amaliy konferensiya materiallari 2019-yil 15-noyabr. B. 189-192.