

Formation of Ecological Culture in the Process of Education and Extraordinary Education for Primary School Students

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ABSTRACT

In the article, it is stated that educational activities are a means of environmental education, it is the process of developing young students in environmental activities, ecological personal qualities. Environmental competence is formed in the classroom and in extracurricular environmental activities.

KEYWORDS: *environmental education, project, education, activities, current content*

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INTRODUCTION

In a short period of time, our country has made great strides in all spheres: economic, political, spiritual, enlightenment, political, spiritual, enlightenment.

The concept of environmental protection, defined in the concept of environmental protection, "plays an important role in building a new Uzbekistan, increasing the level of transparency of government agencies in the field of environmental protection and strengthening the role of civil society" [1].

LITERATURE ANALYSIS AND METHODOLOGY

One of the tasks of primary education is to form students' conscious attitudes towards the environment. Successful solution of this task requires teachers to have in-depth knowledge in their field, high environmental culture, creativity, education based on pedagogical technologies. Only a teacher with such a qualification should have a deep theoretical knowledge of environmental education, know the secrets of the processes in nature, understand its socio-economic and spiritual significance, and have a well-rounded attitude to

nature. A variety of manuals, media, textbooks, and extracurricular activities are important resources for teacher training.

Today, environmental protection is one of the most important issues of our century. This problem is no less than a nuclear catastrophe in terms of its dire consequences for humanity. The most important issue is that we need to seriously consider raising the environmental awareness of the population. Of course, such problems cannot be solved only by administrative means, it can be achieved in the hearts of the younger generation by cultivating a love for mother nature and a sense of belonging to it [2].

DISCUSSION

Educating students to respect nature is not just about learning. The duration of the course is limited because many important environmental knowledge cannot be taught to students. Extracurricular activities are not limited in time. Extracurricular activities are effective in developing students' environmental knowledge.

In educating primary school students in a spirit of respect for nature, extracurricular activities are a continuation of the knowledge that students have acquired in the classroom, supplementing the content and incorporating it into the whole process [3].

Extracurricular activities are an additional and free form of education that allows students to expand their creative activities.

Study tours are important for exploring the world around us. Travel lessons, as a form of educational work, are an important tool in educating students in the spirit of respect for nature. In the process of observing nature, cognitive activity is formed, students' perceptions of the interaction of animate and inanimate nature, flora and fauna expand [4].

Communicating with nature makes students feel good. Green grass, the sounds of birds, the flight of butterflies, trees and plants enchant students.

The purpose of the trip is to study the species of trees, plants, insects and birds in the garden.

Important factors for travel success are:

- the correctness of the purpose of travel;
- choose the right object;
- the trip is organized according to a clear plan;
- well-designed learning tasks to focus students' attention on the object being observed;
- ensure that learning assignments are challenging;
- encourage students to move freely and independently in the process of observation;
- carrying out individual activities of each student;
- the existence of conditions that allow them to constantly monitor their activities.

During the trip, students' knowledge gained throughout the year will be strengthened and phenological observation activities will increase;

During the trip, there are the following ways to introduce students to environmental concepts: conversation, story, travel, question and answer, observation, conclusion.

Below is an example of a travel lesson with 3rd year students.

Topic: What is nature ?, We and nature.

The following questions will be considered in the teacher's introductory interview:

1. What role does the environment play in human activities?
2. Why do we respect nature and call it "Mother Nature"?

3. How do you try not to harm nature?

It teaches not to break the branches of plants and trees, and not to harm insects and birds.

During the trip, students write down trees and species, plants, flowers, insects, and birds in their observation notebooks.

After completing the assignments, the teacher summarizes the results of the travel lesson and gives the students homework.

Homework: Write an essay about your impressions of the trip.

Through field trips, students learn to love the beauty of nature and enjoy it aesthetically; in-depth study of the relationship between nature and society, as well as the impact of human activities on nature; emphasis should be placed on educating students in a spirit of respect for nature.

During the trip, non-traditional lessons are used: role play, action play, observation techniques. Such a lesson will increase students' interest in the environment. They are brought up in the spirit of a conscious attitude to nature.

We organized field trips with our 3rd graders on "Love and Respect Nature," "Birds Are Our Friends," and "I Love Nature."

Importance and social benefits of extracurricular activities in the sciences of "the world around us", "natural sciences".

There are a variety of extracurricular activities for students: field trips, morning classes, extracurricular activities, amateur clubs, and more. These activities stimulate students' interest in learning about nature under the guidance of a teacher. Extracurricular activities in science allow to expand, deepen and clarify the knowledge acquired in the classroom, to arouse interest in science, to form in students the actions and attitudes of respect for nature, to organize this time. In terms of educating primary school students in a spirit of respect for nature, extracurricular science has educational value by influencing students' behavior. They form a material worldview and a culture of work, develop curiosity and independent observation skills, and cultivate a sense of love for society and nature. Extracurricular activities in science are one of the tools for the full development of the student's personality.

The content of extracurricular activities. Includes extracurricular activities in a variety of disciplines related to respecting and studying nature, growing plants, and caring for animals. These sessions should not repeat the lectures and should be based solely on

the knowledge gained from the lectures. Focusing students' attention on nature, as well as observations of the school's living space and learning area; It is necessary to organize socially useful studies on improvement of streets and schools, protection of birds, control of agricultural pests. Practical work in nature should be accompanied by observations and reading relevant books.

Public activities include movies, nature trips, morning classes, student labor exhibitions, as well as events (harvest day, garden week, tree hunting week, bird day, etc.).

The group includes young geographers, young naturalists and ecologists. Individual lectures on the publication of posters, albums; living nature corner and school work in the field of study and experimentation, work with nature; The selection of materials for extracurricular reading and the content of the information include the analysis of popular science books of students - the journal "Young Naturalist".

All types of extracurricular activities should complement and improve the education of primary school students in the spirit of respect for nature. Must be interested in completing an individual assignment or teacher's advice. The teacher identifies similar interests in several students and connects them in a circle. Such associations should remain the organizational center of extracurricular activities, which require a variety of preparatory work and a large number of participants.

In addition to educating students in the spirit of respect for nature, extracurricular activities should be diverse in terms of organization, content, and methods of implementation. Its content is not permanent in any way. It depends on the composition, age, interests and needs of the students, the natural environment of the school, the season, the room and the equipment. An approximate list of activities that primary school teachers should use is as follows:

- observations in nature, to determine the causes of natural phenomena;
- Excursions to the Museum of Local Lore (Museum of Nature), mining sites, fields and farms with a list of collected materials;
- collection and design of natural materials, collection, herbarium, models, modeling;
- development of a map of the school environment and a plan of the adjacent area;
- collective reading of popular scientific literature, articles published in the journals "Guncha", "Young naturalist";

- organization of a wildlife corner, observations and experiments on plants and animals, as well as experiments and observations in the preschool area;
- watching movies, slides, slide shows with natural content;
- to get acquainted with exhibitions of national economic achievements;
- participation in public events (holidays, mornings, etc.);
- Getting acquainted with the animals of Tashkent and Termez zoos in Surkhandarya region;
- conversations about nature conservation, the benefits and importance of plants and animals in human life;
- respect for nature, protection of green areas, planting and care of trees and shrubs, collection of seeds and fruits of weeds and cultivated plants, weeds, fields, melons, gardens, forest pests control, socially useful activity aimed at protecting beneficial plants. animals;
- equipping the room of natural sciences, local knowledge corner, exhibits, nature corner;
- production of simple visual aids from natural materials, organization of exhibitions of student labor;
- a collection of materials for posters and albums;
- banner, "About Mother Nature", "Respect for Nature", "Read Nature" and similar news;

A collection of literature for additional reading on news topics and extracurricular reading topics.

A teacher who respects nature plans extracurricular activities in advance by engaging students in a variety of activities. The success of extracurricular activities depends in many ways on the correct choice of material in each subject, the structure plan and methodology, as well as the active participation of students in the intended activities.

Individual work in educating primary school students in the spirit of respect for nature. Individual classes in the natural sciences are conducted with students who are well versed and interested in the inclination or hych. In developing students' interest in nature, the teacher's personality, love and interest in nature, following students, and showing interest in them are important. How he organizes observations in 1st grade, how well he justifies the necessity and importance of this work, how he organizes the teaching of natural sciences depends not only on the

quality of students' knowledge, but also on the forms of extracurricular activities.

Teamwork. One of the forms of extracurricular science activities is group work. It involves a number of specific participants and provides an opportunity to learn more about respect for nature. Membership in the club is voluntary, but its members strive to follow a clear plan and complete the work they have begun. The plan should include activities that students can do. The main task of the teacher is to provide active work that gives practical results. The work should be varied: teachers and students should present oral exhibitions of natural or visual weapons, socially useful work of students and other methods of practical learning and skills formation in accordance with should combine.

Training is very important for the success of the club. Before the first lesson begins, students should be reminded of the lesson time and the content of the introductory interview should be carefully considered and students should be introduced to the tasks of the circle. When developing a circle work plan, it is important to discuss the topic with the students and consider their suggestions and forms. At the first meeting of the circle, a committee of activists (leader, deputy, members of the editorial board) is elected and its name ("I respect nature", "We and nature", "Young naturalist", "Nature lovers" »). keep a journal of every situation, observations and work done, help friends, attend regularly

The work of the apartment is supervised by a teacher. The spectator is recorded in a special diary by the captain or his assistant. Classes are held every two weeks on a specific day and time.

CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS

The first session should not be limited to organizational issues only. Smaller but more interesting introductory sessions should be provided to engage students in the circle and give them an idea of what they are doing. The work begins with a slide show, slide show, reading popular science literature.

Each young person chooses a topic with the help of a naturalist or a small group of 3-4 teachers. The role of the circle leader is to introduce each participant to an interesting and useful topic that he or she can achieve. The work of the circle should be diverse, but the overall goal should be to unite to respect and explore the local nature.

The "I'm ready to respect nature" circle was held in the experimental schools. The members of the circle are divided into several groups according to age. Initially, a work plan for the Martyrs of Nature Circle (grades 3-4) was developed.

I-IV. Classroom learning materials are directly related to the environment. Not all environmental events can be taught to students in class. There is a lot of material that students need to collect. With that in mind, we created the Nature Martyrs Circle. This is a club program.

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