

## Formation of Ecological Communication Skills of Primary School Students

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### ABSTRACT

The article develops environmental competence in primary school students, which is the process of involving young students in environmental activities, projects, the development of personal qualities. Environmental competence is formed in the classroom and in extracurricular environmental activities.

**KEYWORDS:** *environmental education, project, education, place in education, practical content*

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### INTRODUCTION

In the world, humanity is fully aware that the priority of environmental education is one of the most important factors in overcoming the global environmental crisis. Measures are being taken to include environmental education in the list of compulsory subjects of general education and vocational education. It is clear that it is impossible to form ecological consciousness in students without forming in them an understanding of the basics of ecological culture, cognitive interest and respect for nature.

Nature is so beautiful, it has so many blessings for humanity. Nature dresses, provides food, and provides fresh air for breathing. Nature creates the conditions necessary for living things to survive. Secular metabolic processes take place in the natural environment. One of the most pressing issues of the 21st century is to turn humanity away from this beauty, to inspire it to spiritual perfection, to look to the future with an open eye.

The concept of environmental protection, defined in the concept of environmental protection, plays an important role in building a new Uzbekistan,

"increasing the environmental culture of the population, increasing the transparency of government agencies in the field of environmental protection and strengthening the role of civil society"[1].

### LITERATURE ANALYSIS AND METHODOLOGY

The work of secondary schools on the formation of environmental competence of the younger generation is of particular importance in the development of a set of measures to create a state system of continuing environmental education in the interests of sustainable development of the country. The priority of this direction is clear, so the task of a modern school is to prepare graduates who have the necessary competencies in modern life, allowing them to feel confident in independent living. Provides the acquisition of key competencies that form the basis of learning ability as a cornerstone of the teaching and learning process, including. developing students' environmental competence. Elementary school develops students' environmental competence and

enables them to explore technologies, tools, and methods of environmental education[2].

## DISCUSSION

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, but by cultivating in the hearts of the younger generation a love for mother nature and a sense of belonging to it.

First of all, the effective formation of environmental competencies helps students to form ecological culture and relevant competencies - observations in nature, experimentation, observance of the rules of behavior in nature and the human world, the rules of healthy living, and so on.

They form environmental competencies in primary school teachers, which is a continuous process of involving young students in environmental activities through participation in environmental activities, projects, and the development of personal qualities (empathy, thrift, responsibility, etc.). The most effective pedagogical technology for the formation of environmental competencies is used in the primary school, as it creates optimal conditions within a single team. Thus, it unites the efforts of all participants in the pedagogical process, such as participating in the cleaning of the school area and its surroundings.

didactic-methodological structure of pedagogical aspects of formation of ecological communicative skills of primary school students.

means of pedagogical aspects of the formation of environmental communicative skills of primary school students.

the pedagogical aspects of the formation of ecological communicative skills of primary school students, the content of the materials were selected and the need and opportunities to focus on ethical values in the process of ecological education of students;

interactive technologies based on interdisciplinary approach and electronic means of pedagogical aspects of the formation of environmental communication skills of primary school students;

the didactic-methodical structure of pedagogical aspects of formation of ecological communicative skills of primary school students is offered[3].

Implementation of scientific-theoretical ideas and methodological developments on pedagogical aspects

of the formation of environmental communicative skills of primary school students, the development in practice of cognitive, emotional and functional components of environmental education technologies, start The proposed methodology for determining the formation of a caring attitude to nature in extracurricular activities of domestic students, the testing of effective environmental education technologies and their use as a methodological guide in the work of primary school teachers, as well as explained by the fact that it can serve to increase the scientific and pedagogical effectiveness of educational processes.

Before thinking about the implementation of environmental education through educational activities, let's think about extracurricular and out-of-school educational work, their types, similarities and differences.

In addition to the school's activities with students, a variety of educational activities are called extracurricular activities. Extracurricular activities are an integral part of the school's educational process and are one of the forms of organizing students' free time[4].

Extracurricular and extracurricular activities have ample opportunities for the full development of the individual and preparing him for active life activities. These activities are organized on a voluntary basis in accordance with the interests of the children. Students choose activities that interest them in extracurricular and extracurricular activities, and they participate independently.

Environmental competence is the ability to form and apply independently in a new situation in the classroom and in extracurricular environmental activities. Personal outcomes are their ability to make independent choices, to be accountable for their actions and actions, to develop environmentally sound behaviors, personal growth and in the context of socially significant activities to improve the environment. is the ability to develop the basics of development. Outcomes of environmental competence include understanding the learning task, planning their environmental activities, establishing cause-and-effect relationships between events, and developing thinking skills[5].

Defining the organizational work, content and purpose of schools and out-of-school institutions requires taking into account all aspects of today. Outside the classroom and school, this educational work is characterized by the determination of the stages of personal development. In order to solve this

problem positively, the system of educational work outside the classroom and school should include:

rely on the traditional means of forming a relationship of mutual respect between teachers and students;

it is necessary to recognize the individual as the highest social value in education, to respect the uniqueness and originality of every child, adolescent and young man, to take into account their social rights.

There are several types of extracurricular activities:

science clubs;  
skillful hand circles;  
carpentry clubs;  
sports club;  
amateur art circle.

## CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS

In secondary schools, this work is organized by the class teacher and the organizer of educational work. The class teacher closely assists the club leaders. Encourages students with similar interests and aspirations to join a club.

Thus, the technological approach to improving the ecological training of students and their place in education is based on the pedagogical aspects of the formation of ecological communicative skills of students, fully organizing the experience of teachers in this area. implementation of scientific-theoretical ideas and methodological developments in practice,

the development in practice of cognitive, emotional-valuable and functional components of environmental education technologies.

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