

Environmental Preparation of Primary School Students and Their Role in Education

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ABSTRACT

It talks about the environmental preparedness of primary school students and their place in my family, with an emphasis on the environment in primary education. Develop a strategy for primary school teachers to improve the environmental culture of the population, respect the environment and develop environmental education.

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

How to cite this paper: Mustarova Dildora Eshmamatovna "Environmental Preparation of Primary School Students and Their Role in Education" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-6 | Issue-3, April 2022, pp.1940-1942, URL: www.ijtsrd.com/papers/ijtsrd49878.pdf



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INTRODUCTION

The current ecological situation in the world requires the development of a culture of environmental safety in students within the framework of modern science and the improvement of theoretical, theoretical and methodological foundations in this area. In particular, in the context of growing needs for natural resources to meet the needs of society, increasing anthropotechnogenic pressure on nature, the intensification of international environmental and political relations, some of our students develop a nihilistic attitude towards nature. is one of the current problems.

LITERATURE ANALYSIS AND METHODOLOGY

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].

In addition to being a part of nature, man continues to influence nature in new ways in his life activities. This is leading to changes in the state of the ecosystem, especially in the field of quality and quantity in nature. As a result of such activities, the state of the planet: atmospheric air (climate), soils, waters, flora and fauna has changed, and the pollution of air, water and soils has become necessary to protect them. If the negative impact of humanity on nature continues in this way, ecological crises at the local, regional and global levels may occur.

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.

The following are the factors that negatively affect the effectiveness of the existing system of environmental education and training:

the current content and methods of environmental education of students are episodic, do not allow them to form a holistic, systematic environmental thinking;

environmental education is carried out by more oral methods, limited to the formation of students' theoretical knowledge of nature conservation, on the contrary, students are not provided with vital environmental skills and abilities .

The world's environmental problems, which scientists warned the public decades ago, are beginning to emerge. It is no secret that environmental issues are now one of the most pressing global issues. Therefore, how to solve global environmental problems in the near and long term depends on how the ecological culture is brought up among the students who are now on the threshold of the school[2].

The formation of ecological culture in students is not an educational work that is carried out from time to time through educational activities. Research and pedagogical experience show that environmental education is aimed at students with a clear goal of ecological knowledge, a valuable attitude to the natural world, a rational positive contribution to nature and practical work to improve its current and future status. is a systematic (consistent) educational activity. This means that environmental education should be a purposeful, planned, orderly, regular, creative, practical, emotional pedagogical activity.

They have done commendable work on creating and applying advanced and effective forms, methods and tools, content to improve the environmental readiness of primary school students and their place in education. However, the current state of environmental education of students requires a new approach to it in terms of technologicalization of the educational process. This is because the traditional methods of environmental education are lagging behind in terms of the requirements and opportunities for innovation in line with the radical changes in society in the field of education and upbringing.

It would be unreasonable to think that the need for a technological approach to improving the environmental readiness of primary school students and their place in education is the "fruit" of innovative processes in education and upbringing. Because traditional environmental education methods were limited to the level of "pedagogical art or skill" of individual students and class leaders, they did not always meet the requirements of psychological and

pedagogical laws, and did not always allow them to pursue strictly defined goals. If we compare the technology of environmental education with the methodology, we can compare it with the comparison of the work of a farmer who works on the basis of modern agro-industrial technologies with a farmer who knows only his profession[3].

Traditional methods of ecological education do not allow to place the purpose, content, forms, methods and means of its organization in a strict order that guarantees success in educational work. They are a series of episodic educational activities. Students do not have a real (regular) relationship with the environment. Education is not carried out in a complex way. (For example: or too much emphasis is placed on environmental education and, conversely, it is not sufficiently linked to other ways of education).

The technological approach to improving the environmental readiness of primary school students and their place in education is based on three levels of "how?" In the educational work that needs to be done in this area. answers the question:

- at the level of advice of experienced educators to young people;
- at the level of principles that conditionally predict the success of education ("Golden Rules of Environmental Education");
- algorithms for solving typical cases of environmental education and at the level of designing general forms of educational work[4].

In our view, environmental education should consist of different types of children's activities and their interactions with adults, which presuppose the formation of students' environmental culture in the classroom and in extracurricular activities.

Environmental education technologies for students:

- cultivate responsibility for the state of the environment;
- formation of ecological beliefs;
- to form and encourage active practical activities on nature protection[5].

Environmental education technologies consist of a set of psychological and pedagogical requirements and rules that determine the specific selection and placement of forms, methods, techniques and tools of environmental education.

CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS

Environmental education technologies are based on the "coding" of educational materials on the study and protection of the natural environment. Each material,

method, method, means, form of education has its place in the pedagogical process. Not all students are brought up in the same way as technological processes take place, and their levels of education vary. However, it is wrong to think of environmental education technology as an unchanging, steady, continuous process. Environmental education technology is an organizational and logical device that acts as a “core of activity” that determines the interactions between educators and children in different approaches and relationships.

The main indicator of ecological culture and at the same time conditional, practical, activity. Environmental education technologies organize practical activities. The use of technology not only enhances children's natural environment, but also their ability to educate children through nature.

Environmental education technologies are closely linked to play, study and work. All areas of education allow for the harmonious implementation of all aspects of personal culture (worldview, moral and intellectual education, moral education, political and patriotic education, civic education).

So, the technological approach to improving the environmental readiness of students and their place in education turns the experience of teachers in this area

into a fully organized, manageable and predictable positive outcome.

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