



Formation of Ecological Culture of Primary School Students

**Jobborova Gulnoza
Kadamovna**

Senior Lecturer, Tashkent State University of Uzbek Language and Literature named after Alisher Navoi,
Department of Social Sciences and Humanities

ABSTRACT

In the article are considered forms and methods of inter subject ecological education on the lessons of natural history in initial classes. The author offers scenario of lessons in initial classes, that have to assists adjusting of work on ecological education, developed by him.

Keywords:

Inter Subject Education, Ecology, Form, Method, Means

The completed twentieth century was a century of scientific and technological advances. In addition to taking advantage of the achievements of modern scientific and technological progress, the unfavorable environmental situation has created a global environmental threat in terms of coverage. The causes of environmental threats - the coordination of the relationship between nature, society, people and technology, and the prevention of environmental threats - have become a topical issue today. This unfavorable environmental situation is an important factor for human beings - it has a negative impact on their health. In this regard, the global and regional environmental threat, its causes, the coordination of the relationship between man and nature, society and nature, the prevention of environmental catastrophe is a topical issue of today.

There is a need to find optimal ways to find solutions to environmental problems. The pedagogical direction is important for this necessity. Because environmental problems are caused by human exposure to nature. Ultimately, these environmental issues are reflected in the constitution and laws. Indeed, in order to find a solution to an environmental

problem, an ecological catastrophe, or an ecological situation, it is first necessary to form the concepts of ecological education in man. Ecological education has theoretical, practical and educational significance in terms of content and direction. Ecological education is carried out in preschool, school, post-school, neighborhood, labor community and in old age in different content, forms and methods and approaches. It is important in the process of getting acquainted with nature.

Nature is made up of the fashion world that surrounds man with its diverse visions. Interdisciplinary environmental education is a pedagogical problem. Many scientists have done research in this area. In particular, MA Yuldashev, G.Sultanova, N.Ashurova studied in primary education, N.H.Egamberdieva5 studied the aspects of moral education of students in the field of environmental protection, M.Rakhullaeva from schools and colleges in the field of environmental protection. conducted scientific research to create the formation. However, the development of theoretical and practical bases for the formation of students' ecological thinking in extracurricular activities in primary school, their widespread promotion among primary school students is not well

established. The purpose of interdisciplinary explanation of environmental education to primary school students is to teach them to know and care for nature, to form interdisciplinary theoretical knowledge, practical skills and competencies in environmental education. Knowledge of the nature around us is acquired as follows: • the interrelationships and differences of animate and inanimate nature; • natural objects and their properties; • components of nature and their interrelationships; • natural phenomena and their impact; • the universe and its relationship to the planet Earth; • Nature of Uzbekistan and its protection; • formation of rational attitude to the nature around us; • Solve problems with animals and plants, process pictures and sculptures, creative assignments and solve problem questions.

Knowledge of the surrounding nature has an impact on the overall development and upbringing of the student. Through the study of this knowledge, young people try to identify the factors that cause environmental problems by analyzing the relationship between nature and man, the nature of their interdependence and unity, their relationship to the environment, the actions taken in the field of nature conservation. This situation creates the basis for the formation of environmental knowledge and understanding among young people. Also, the formation of ecological culture in young people is one of the most important issues today.

The basis of ecological culture, of course, covers all links of the ecological education system, from preschool to higher education. Because as a result of specific, goal-oriented environmental education, it is possible to increase the environmental knowledge of young people, to develop in them the skills of conscious attitude to nature, to cultivate the qualities of a sincere attitude to work.

It should be noted that environmental education is carried out systematically and consistently. The essence of environmental education is the definition and implementation of its main tasks.

Interaction of animate and inanimate nature, environmental problems and ways to solve them, the formation of scientific and

practical skills about the state of the environment in which we live, ecological values, ecological behavior and activity, willpower and success in achieving environmental goals, scientific abilities fostering the desire to actively protect the environment, practical activities.

To understand people's attitudes to the natural and socio-cultural environment from their characters and attitudes to the good, satisfactory and unsatisfactory, to affirm the necessary opportunities to solve environmental problems, to build confidence in their views, to protect the environment, to develop personal aspirations.

Environmental education is not limited to lessons. It is continued in the process of out-of-class and out-of-school educational work. It is well known that in giving the first impressions of ecology in the primary grades

"Science" is the main subject. These disciplines are very important in shaping an ecological culture. It is very important to organize lessons in non-traditional methods in order to acquaint students with nature, to keep them informed about various environmental events.

Emphasizing that the task of promoting environmental knowledge among young people and building an ecological culture in cooperation with educational institutions, families, neighborhoods and the general public will bring good results, the main responsibility falls on educators. In order to successfully solve the above tasks, it is necessary to equip students with knowledge that reveals the essence of current environmental problems in the process of teaching various subjects in schools, as well as to strengthen this knowledge through practical activities, social work.

The choice of forms and methods of teaching in each lesson, taking into account the purpose, content and age and individual characteristics of students, attention to the active participation of students during the lesson will raise the educational process to a higher level. Successful solution of such a responsible and complex task requires a teacher with deep knowledge in this field, pedagogical skills, high environmental culture, constant research, study, creativity and generosity. Only

a teacher with such qualities can bring up a person who has a deep theoretical knowledge and skills of environmental education, knows the secrets of the processes in nature, understands its socio-economic and spiritual significance, and has a conscious attitude to it.

uchashchixsya nachalnyx shkol
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Recommendations: 1. Pay special attention to the formation of interdisciplinary environmental thinking in the development of interest in nature in primary school students. To do this, in order to establish interdisciplinary environmental thinking, it is necessary to know not only the curriculum of natural sciences, but also other educational disciplines, including reading, mother tongue, mathematics, to make their horizontal and vertical connections. 2. To develop a theoretical basis for the formation of students' environmental thinking in extracurricular activities in primary school and to promote them among primary school students.

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