



Methodological Features of World Science Around Grade 1

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ABSTRACT

The article deals with the introduction of the subject "The world around us" in the 1st grade, explaining to students from the 1st grade that nature conservation is part of it. A brief description of the content, features and functions of science is given.

Keywords:

The world around us, the subject of study, observation, excursion, education, upbringing, worldview.

Introduction:

The process of primary education involves the formation of the child's ability to think logically, mental development, worldview, communicative literacy and self-awareness. Elementary students are taught to be physically healthy, to feel the beauties of material existence, and to enjoy beauty and sophistication. National customs are taught to respect them, to follow them. "The world around us" in grades 1-2 in the first grade, "Natural science" in grades 3-4 have a wide range of opportunities in this area. These sciences are designed to acquaint students with the surrounding nature, to form an initial idea of the structure of the universe and natural phenomena, to form buds of the scientific worldview, to arouse love for nature and to teach its rational use. [1]

The main part:

Methods of studying science material in the 1st grade. Grade 1 students did not study science as a separate subject, but were introduced to natural science material during observations and excursions, as well as

through texts included in the Reading Book. Beginning in 1986, first-graders began to study a new subject - the world around us. From the very first lessons with the students, that is, during the alphabet period of literacy teaching, the teacher draws the students' attention to the observations of natural objects in their place on the fields of local lore. Observations are made in parallel with reading and speech development in the second semester. Properly organized observations help 1st graders to form perceptions of nature, to cultivate love for it, and to treat it with care. It is also important to keep in mind that children who come to 1st grade will have certain skills that need to be developed during the observation process.

In order to form a scientific and practical worldview, it is important to teach students to identify the causes and effects of animate and inanimate nature, the similarities, differences, grouping, sorting and inference of certain laws of nature.

The subject of the world around us, along with the formation of children's ideas and perceptions of the world around them, is

aimed at increasing their vocabulary, the exchange of ideas with peers.

In Grade 1, the world around us, students learn about the events and happenings around them.

The subject "The world around us" has a number of tasks, unlike other subjects in the curriculum of primary school.

In the process of getting acquainted with the life events around us, students develop the spiritual and moral skills necessary for the development of continuous learning skills.

Introducing the environment to the school environment allows students to learn effectively, as it is approached at this age, taking into account the leadership activities of children.

The content, form, methods of organizing the educational process in the teaching of science are provided. For example, the study of Mother Nature involves acquainting students with nature in the process of direct observation of individual objects and events in the organization of excursions, study tours and practical work. [3: 4-5b]

The content of the class textbook includes poems, proverbs, riddles. "Me and the world around us", "Our school", "Our class", "Our neighborhood", "Rules of the road", "Rules of the road", "Sun. Questions and assignments on the topics of "Moon", "Seasons", "Plant Life in Autumn" [4: 1-18b], texts are given in short business articles. You don't have to memorize the poems in the textbook, of course. The main goal is to understand the essence of the topic content. New terms and conclusions on the topic are highlighted in bold in the textbook to help you remember better. The heroes of folk tales depicted in different situations are on many topics. It is as if they are learning to explore the world around them with the kids. This method helps the teacher to teach and create a play situation, to increase children's interest in nature and science. Because these characters are brought up in fairy tales that first graders have just entered school and have heard from their parents and kindergarten sister. Pictures develop observation in children. They really ask for what they don't know, so

they quickly realize the difference in their pictures. [2]

The basic concepts to be formed in Grade 1 are "nature", "animate and inanimate nature", "early flowering plants", "birds", "birds", "fish", "insects", and "human labor". These concepts are complex in terms of content, so it is enough for a 1st grader to form only simple ideas about them based on observations in nature. For example, children need to have an idea about insects, about their body, head, chest and abdomen, that they have three pairs of legs. Students should be divided into small groups and have regular program observations so that they can easily master the material. [3: 418b]

It is important to activate students through the organization of lessons based on advanced teaching methods, to develop them into ecological culture, a person who understands our national values, is educated, creative, socially active, able to think independently, in a word, aspires to innovation. If the child does not strive for innovation, then the ability, independent thinking will not be formed. Knowledge and ability play a crucial role in modern education today.

The first lesson related to observations can be conducted in a school learning experiment area. The purpose of the training is to start organizational observations on nature, to give a simple understanding of the surrounding natural objects. The first lesson should begin with an interesting story about the nature around the school, the way people live, from which children get a first idea of what nature is, that man lives in nature, that it has all the conditions necessary for life, that man has lived for thousands of years. They only learn that they have only recently begun to produce things that do not exist in nature (aircraft, steamships, space satellites, rocket ships, etc.).

How did man study nature? He observed a lot during his travels and in his daily life, tried to make what he needed, grew useful plants, and conducted experiments. The teacher invites students to give examples of how man studied nature and how he used his knowledge about it. For example, lighting a fire in the wild, biting objects on rocks, hunting animals, doing

expeditions, growing flowers, and so on. The reason is that children see it in cartoons, in children's films. They tell children about changes in nature, especially climate change, how they focus on the sky, how the sun shines, whether there are clouds, how the wind blows, and then summarize the weather. should. He then moves on to the animal world. Children can be asked to show an ant nest and tell what kind of animal they see, what they eat, and its benefits.

Given that this session takes place in the first week of training, it should be short. His task is to study the alphabet of nature, to interest children in observing the environment, to form the first concepts about nature.

The child expands the scope of knowledge by understanding the body (object) and events. The more you try to organize the process of perception, the more successful the process of perceiving the world around you will be. Accordingly, the main task of the teacher is to direct children's interest in nature to the pedagogical flow, to determine the invaluable power and necessity of this or that observation, to turn them into natural science ideas and concepts. The teacher cannot accomplish this task without observations, which are an integral part of the teaching process.

When 1st graders come to school, they are usually familiar with the names of trees such as poplar, maple, willow, ash, mulberry, but often have no idea about trees, they cannot distinguish one type of tree from another. They look like each other.

This is explained by the fact that children do not know the trees well, do not look at the familiar branches of each tree, the color of the bark, the shape and size of the leaves, that is, they do not develop observation.

Excursions play an important role in the development of observation.

In the spring, students observe the writing of buds on maple, ash, elm, mulberry, and poplar branches. Guided by the students' observations, the teacher draws their attention to the fact that the buds on all trees are large and small (in poplar and maple, the buds are large, in slate - much smaller, in acacia - barely

visible from the bark) and in shape to differ from one another. As a result of the observations, students are convinced that trees can vary depending on their buds, even if they do not have leaves.

To monitor the development of buds, the appearance of leaves in them, the branches are cut in late February, and part of them is placed in a pot of warm water, part - in a pot of cold water. students follow them for 1-2 weeks to determine which leaves will emerge earlier on the branches in the pot. The class calendar marks the time the branches were soaked in cold and warm water, and a picture of both branches is drawn. In the process of observing the appearance of the leaves, the teacher draws the students 'attention to the fact that the buds are quickly written on the twig in a pot of warm water, leading to the conclusion that heat is needed for the development of the leaves. Two weeks later a picture of new branches is drawn. The pictures should show the differences between the branches at the beginning and end of the observations.

Grade 1 students will also be introduced to the animal world. In autumn, insects, such as butterflies (amber butterfly, cabbage butterfly, nettle butterfly) are observed. Children's attention is focused on the appearance of butterflies, on which plants they fly.

In late autumn, the insects disappear, at which time the teacher invites the children to look for them between the walls, in a pile of fallen leaves, or under tree bark, concluding that many insects do not die, they hide in preparation for winter. He explains that under the bark are hidden adult insects that temporarily freeze. This does not mean death, but in every way explains its adaptation to the harsh conditions of winter.

In the fall, birds also attract the attention of students. the teacher gives an assignment to observe the birds in the schoolyard and in the nature reserve, to try to identify their names, to tell the flight of the birds, to explain the characteristics of the birds related to the birds. The teacher shows the children that the birds are getting ready to fly and gather in a gala. Of course, the reason for this more complex process is that it becomes

more difficult to observe and search for the flocks of birds. It is easier to observe this process in the village than in the city center.

It is important to take a subject lesson, for example, "Birds of our country", first of all, it is necessary to prepare tables on the species of birds, crows and sparrows. The teacher suggests looking at the birds carefully, paying attention to their size, comparing their beaks, feathers, and legs. The teacher then shows the different types of bird nests (sturgeon, hawk, hake, swallow, chittak), highlights the bird's nest being studied in the lesson, and identifies the similarities and differences between these nests and other bird nests.

In the spring, 1st graders will continue to observe birds and insects in a corner of nature and wildlife. They begin to observe the flight of insects from the fungus, which begins with the warming of the day, the appearance of young leaves and buds. The teacher explains that some insects cause harm and benefit to plants, emphasizing the role of birds in the elimination of harmful beetles as well as fungi. Students will be given the task of collecting leaves and plants that have been bitten by insects to observe and confirm the damage caused by fungi and beetles to plants.

During this period, children's perceptions of migratory birds expand. Students, under the guidance of the teacher, observe cranes, geese, and ducks flying from the south. They learn to distinguish between birds that come and go based on their appearance and behavior, and to recognize the sounds of pink squirrels, sparrows, muskrats, and other birds in the midst of bird noise.

The main tasks of complex education are: people's labor, our country, family, our homeland and other topics. The main theme is the interaction of man with nature, the importance of human labor in nature, the rules of behavior in nature. The ideas in the textbook include the following types of student activities:

1. Choose pictures according to the teacher's assignment. For example, the assignment is given on page 8 of the 1st grade textbook "The world around us". The introduction of alternative (opposite) tasks is

necessary for children to choose the right one from several options, such work complicates the task and increases interest in it.

2. The radar on pages 23-24 is given for the reaction. For example, the task is given: "Look at the pictures. Separate trees, shrubs, grasses?

3. Identify images related to the sequence of processes. The sentence on page 13 reads: "Look at the picture. What objects are reflected in it? Which traffic light is on? Point the path of the school students with an arrow.

4. Processes related to the analysis of the content of images. For example, on page 20, the following is given. "Look at the picture. How is the field described? What are the plants growing in this field called? Please tell, what's the story of them big puppies.

5. Draw a picture. Given on pages 30, 31, 32, 33, 43, 46. What pets are depicted in it? Where are these animals fed? What pets do you have in your area? List the body parts of these animals. What is the difference between a cow and a horse? How do you distinguish goose, duck, chicken and rooster legs? (How goose and duck legs are adapted to swimming). Why do you need swimming paws? Do you have pets in your home? Draw a picture of your pet products."

By completing the various tasks in the textbook, children learn to observe, compare, and understand similarities and differences. Some assignments involve your children's creative work. This work is inextricably linked with the solution of educational tasks of each specific lesson, helps to master the main sections of the program, creates conditions for the overall development of your children in the learning process. Behavioral culture in the classroom, school, and public places; rules of conduct in traffic, on the street, in transport; to get acquainted with the work of people of different professions; topics such as humane treatment of nature are held throughout the year.

Issues of agenda, personal hygiene, behavioral culture at school have a special place in the textbook. For example, pages 6-9 contain pictures depicting the daily routine of 1st graders, as well as pictures showing how to

sit properly and keep a straight posture. Their knowledge of the rules of behavior at school (class, break, kitchen), respect for others can be checked using the assignments on pages 6, 7, 8, 9, 13 and others.

Many of the pictures in the textbook about people's work (pages 18, 19, 26, 38, 47) can be used by the teacher when telling the story of the work of different professionals working in a hometown (village). [2: 102b]

Conclusion:

In teaching students the meaning and significance of the subject of the universe around us, the teacher must keep in mind the great educational value of this subject. Nature is not only a source of wealth for the material life of society, but also the basis of the spiritual wealth of the people.

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