



DOI: **10.5958/2278-4853.2021.00017.3**

TO DEVELOP STUDENTS' SKILLS OF NATURE CONSERVATION AND RESPECT FOR HUMAN LABOR BY TEACHING THEM TO SOLVE ENVIRONMENTAL PROBLEMS

Muhammadovich Fayzullo Qosimov*; **Abdulloyevich Asror Kasimov****;
Muhamadovna Mavlyuda Qosimova***; **Fayzulloyech Firdavs Kasimov******;
Alisher Idiyev*****

^{1,4}Bukhara State University,
 UZBEKISTAN

*****Teacher of the 10th school of Peshku district,
 UZBEKISTAN

ABSTRACT

The article discusses some typical problems that can be solved in primary schools and gives recommendations on how to solve them using questions. Students of grades 1-4 work with the system to keep the environment clean, solving problems of different content in mathematics lessons contribute to the formation of elements of environmental education.

KEYWORDS: *Ecology, Problem, Issue, Question, Problem, Task, Class*

INTRODUCTION

At a time when science and technology are evolving at a rapid pace, environmental degradation is a concern for many. Keeping the environment clean and preserving the natural resources necessary for human life is one of the most pressing issues today.

While using the blessings of nature, man should be prudent and prudent. For this reason, it is important for every primary school teacher to keep the students clean from the threshold of the primary school, to use the resources of nature sparingly, to form a sense of contribution to improving the environment. is one of the functions. Much work can be done to form this feeling in the process of solving textual problems in mathematics lessons.

Indeed, given that many vital issues of ecological content are solved in mathematics lessons, it serves to form ecological knowledge in students. In this way, students are taught to love nature, to look at it with love, to obey the laws of nature, to think about it.

Carrying out systematic work with students of grades 1–4 on keeping the environment clean, solving problems of different content in mathematics lessons contributes to the formation of elements of environmental education.

Consider the following issue.

Issue 1. If each of the 28 students in the class collects 2 glass jars and puts them in a bag, how many glass jars will be in the bag?

This is a problem that can be solved in Grade 3, where the student finds a solution to the problem $28 \times 2 = 56$ (glass jar) and collects the “glass jar” that they have thrown away as waste and recycles it. will have contributed to the delivery of raw materials for production. Think about it, in the example of one class, if we look at it at the school, district, regional, national level, it will be a raw material for a glass jar to be a recycled product. The other side of the issue is how many microbial viruses and infections the glass jar spreads on the ground . Just like waste glass jars, waste products, “salafan packages” are among them. The teacher should conduct regular advocacy work to teach the primary school student to keep the environment clean from an early age. If you want to move, they become waste, pieces of iron, stone, which place to go and put a slice of the surrounding environment clean at the same time, on the one hand, or There will be at least a small contribution to the safety of the passenger on the road.

Problem 2: If each student rains an average of 1 kg of waste paper per month, 1 class of students (assuming an average of 30 students) will receive one o. How much waste paper do they collect and hand over to the state during the academic year? If an average school has 18 classes, how much paper waste will the school collect during this period? How much paper waste is collected when there are 30 schools in a district?

Of course, this issue is a vital socio–economic issue. Solving such issues in grades 3–4 of the primary school gives good results. Especially in the 4th grade, the performance of arithmetic operations on multi–digit numbers strengthens the knowledge and skills of students on arithmetic operations on multi–digit numbers, on the one hand, and on the other hand, surrounds students. keeping the environment clean teaches thrift. Before solving such problems, the usefulness of paper waste (paperwork) is the development of paper, paper materials, the idea that this paper will become a book for us in grades 1–2. should be formed in the birds. When discussing this issue with 4th graders, students can suggest solutions as follows.

Here is the version of the problem solved by asking a question:

1) If there are 30 students in 1 class, how many kilograms of waste paper do they collect per month?

$$1 \times 30 = 30 \text{ (kg)}$$

2) If a school year is considered to be 9 months, how many kilograms of paper waste do students in 1st grade collect and submit?

$$30 \times 9 = 270 \text{ (kg)}$$

3) How much paper waste do students in one school collect during a school year?

$$270 \times 18 = 4860 \text{ (kg)}$$

4) How much waste paper is collected in one district during one academic year?

$$4860 \times 30 = 145800 \text{ (kg)} = 145 \text{ t } 800 \text{ kg}$$

If we draw students' attention to the data in the answers to the questions, 145 tons of 800 kilograms and about 146 tons of waste paper (waste paper) are collected in 1 district during 1 academic year. This is instilled in the reader's mind that many students 'favorite learning tools will be books and notebooks. If we look at these products at the regional level, at the level of the native Republic, students will not be indifferent to the fact that thousands of tens of thousands of tons of paper are collected and prepared for raw paper. It should also be noted here that while the collected waste paper is recycled into pure paper, another raw material for the paper reduces the cutting of trees. Tree is the most basic thing we need for our ecology. It is important to discuss and solve the following problem with 4th graders.

Problem 3 To get 500 kilograms of clean paper, 20 trees need to be cut and processed. How many trees need to be cut to get 120 tons of clean paper? If 800 kilograms of clean paper is obtained from 1 ton of paper, how many trees will be saved from cutting 250 tons of paper? The solution of such problems in the primary school, along with introducing students to new data, has strengthened the sense of preserving our environment. Here is the solution:

1) How many kilograms of clean paper can be obtained from 1 tree?

$$500:20=25 \text{ (kg)}$$

2) How many kilograms is 120 tons?

$$120\text{t}=120000 \text{ (kg)}$$

3) How many trees need to be processed to get 120,000kg of clean paper?

$$120000:25=4800 \text{ (pieces)}$$

We will now discuss the second part of the issue.

4) How many times is 1 ton out of 250 tons?

$$250:1=250 \text{ (March)}$$

5) How much clean paper was obtained from 250 tons of waste paper?

$$800 \times 250 = 200000 \text{ (kg)} = 200 \text{ (t)}$$

6) As long as you need 250 tons of paper to get 200 tons of clean paper, this will save you from cutting down a few trees.

$$200000:25= 8000 \text{ (ta)}$$

It can be seen from this issue that about 8,000 trees are preserved from the waste collected in one academic year in about 2 districts. This helps a lot to provide fresh air to our surroundings.

Students know that a tree produces oxygen from itself. And man breathes this oxygen. At the same time the tree blocks the wind, garmsels, cleans the air. In this regard, solving the following problem for students plays an important role.

Problem 4: If each student plants and cares for 2 tree seedlings, how many tree seedlings will the 30 students in the class plant? How many seedlings will be planted on a school scale (approximately 18 classes)? How many trees will be planted in one district (about 30 schools)?

Such issues increase the desire of students to beautify the environment, to plant beautiful ornamental tree seedlings around the area where they live, within the boundaries of their schools. Each student leads their own learning to plant a tree. It is also labor education.

The issue is resolved by discussing with students.

1) How many tree seedlings will 30 students plant?

$$2*30=60 \text{ (pieces)}$$

2) How many tree seedlings will be planted by students in one school?

$$60*18=1080 \text{ (pieces)}$$

3) How many tree seedlings will be planted in the district?

$$1080*30=32400 \text{ (pieces)}$$

Answer: 60, 1080, 32400

He told the students that this information can be determined at the regional and national levels, asked students how many districts there are in the region, how many regions there are in the country, and how many trees were planted independently with the help of students. 'can be assigned to determine the structure.

The following question related to this issue also encourages the reader to think about the important aspects of keeping the ecology clean, trees.

Issue 5 A person inhales an average of 600 g of oxygen per day and excretes 650 g of carbon dioxide. 1 hectare of forest (forest) absorbs 240 kg of carbon dioxide per day and releases 200 kg of oxygen. If the village population is 150,000 people, how much area around the village area will be planted with trees for people to live in?

The issue is discussed and resolved by the students.

1) Do villagers breathe a cup of oxygen in 1 day?

$$600*150000=90000000(\text{gr})=90000 \text{ (kg)}=90 \text{ (t)}$$

2) How much area should be covered with trees for people to breathe.

$$90000:200=450 \text{ (kg)}$$

3) How much carbon dioxide do villagers emit per day?

$$650*150000=97500000(\text{gr})=97500 \text{ (kg)}$$

4) How much area should be planted to clear the carbon dioxide emitted by the villagers?

$$97500:240=406 \text{ (kg)}$$

So there should be about 450 hectares of forest (woodland). It does not take into account the emissions of cars, the emissions of enterprises into the atmosphere. In this regard, based on accurate information, it is possible not to waste the environment, to compile a series of textual questions on its careful preservation and refer students to it.

In order to prevent the fruits from drowning in the countryside and how many fruits perish under the tree, the teacher can solve the following problems in mathematics lessons.

Issue 6. The apricot tree produces an average of 150 kg of fruit, one-fifth of which falls to the ground. The rest is packed in boxes and taken to stores. If you need 500 g of apricots for one jar of compote, how many cans of compote can be made from apricots spilled under a tree?

By solving this vital problem, students will develop economic knowledge and thrift skills will have contributed. Now let's look at the solution:

- 1) $150:5 \cdot 1 = 30$ (kg) of fruit spilled under a tree
- 2) $30 \text{ kg} = 30000 \text{ gr}$
- 3) $30000:500 = 60$ (one jar) compote is prepared

Answer: 60 jars

Thus, the solution of many environmental and economic issues in mathematics lessons serves to increase students' knowledge of economics, thrift, and responsibility for environmental cleanliness.

REFERENCES

1. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. Eastern European Scientific Journal. 2019/5/10/
2. O'qish kitobi: 1-sinf uchun darslik / Muallif-tuzuvchilar: T. G'afforova, E. Shodmonov, G. Eshturdiyeva; Mas'ul muharrir: S. Mat chonov. — T.: «Sharq» 2017. — 128 b.
3. O'qish kitobi 4-sinf: umumiy o'rta ta'lim maktablarining 4-sinfi uchun darslik/S. Matchonov [va boshq.]. - Qayta ishlangan va to'ldirilgan oltinchi nashr.- Toshkent.: «Yangiyo'l poligraf servis», 2017. - 216 b.
4. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.
5. Rustambek QO'LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
6. Azimov Y., Hamroyev A. Husnixat va uni oqitish usuliyoti (Ma'ruza matnlari). Buxoro, 2003, -52 bet.
7. R.A.Qo'ldoshev. Kўмаки педагогї ба кўдакони чапдаст дар соли якуми хониш.- GlobeEdit, 2020.-93 bet
8. Y.Y.Azimov, R.A.Qo'ldoshev. Husnixatga o'rgatishning amaliy asoslari (metodik qo'llanma). GlobeEdit, 2020. - 141 bet.
9. Kamroev A. STUDENTS' CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION //Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 7. – С. 285-296.
10. Kamroev, Alijon. "STUDENTS' CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION."
11. Хамраев А. Моделирование деятельности учителя при проектировании творческой деятельности учащихся //Педагогічні інновації: ідеї, реалії, перспективи. – 2018. – №. 2. – С. 23-26.

12. Rustambek QO'LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
13. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.
14. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. *Eastern European Scientific Journal*.2019/5/10/
15. QO'LDOSHEV R. Chapaqay bolalarni maktabga qanday tayyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
16. Avezmurodovich O. R. Difficulties in learning to write and read left-handed children //European Journal of Research and Reflection in Educational Sciences, 8 (8), 40. – 2020. – T. 45.
17. Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
18. Ismoilovich D. D. THEORETICAL FOUNDATIONS OF WORK ON TEXT ANALYSIS IN PRIMARY SCHOOL.
19. Hamroev A. R. MODELING ACTIVITIES OF TEACHERS WHEN DESIGNING CREATIVE ACTIVITIES OF STUDENTS //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – T. 7. – №. 10.
20. Adizov B. R., Khamroev A. R. MODELING ACTIVITIES OF TEACHERS WHEN DESIGNING CREATIVE ACTIVITIES OF STUDENTS //ILMIY XABARNOMA. – С. 69.
21. Саидова Г. Э. Ситуация свободного выбора на уроках математики в начальных классах //Вестник науки и образования. – 2019. – №. 7-3 (61).
22. Сайфуллаева Н. Б., Саидова Г. Э. Повышение эффективности занятий, используя интерактивные методы в начальном образовании //Научный журнал. – 2019. – №. 6 (40).
23. Саидова Г. Э., Саноккулова С. Ф. ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ ТЕХНОЛОГИИ ДИДАКТИЧЕСКОГО ИГРОВОГО ОБРАЗОВАНИЯ В НАЧАЛЬНЫХ КЛАССАХ //EUROPEAN RESEARCH. – 2020. – С. 118-120.
24. Саидова Г. Э. РАЗВИТИЕ ЛОГИЧЕСКОГО МЫШЛЕНИЯ УЧАЩИХСЯ НА УРОКАХ МАТЕМАТИКИ В НАЧАЛЬНОЙ ШКОЛЕ //INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PHILISOPHY, PSYCHOLOGY AND PEDAGOGY. – 2019. – С. 97-101.
25. Саидова Г. Э. ИСПОЛЬЗОВАНИЕ СОВРЕМЕННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ НА УРОКЕ МАТЕМАТИКИ.
26. Adizova N. B. RHYME, RHYTHM IN FUN GENRE //Theoretical & Applied Science. – 2019. – №. 10. – С. 65-67.
27. Adizova N. B. Repetition and wronging one of the children game fun //Innovation science. – 2019. – С. 91-94.

28. Adizova N. B. The Role Of Ethnotoponyms In The Bukhara District Microtopony //Scientific reports of Bukhara State University. – 2020. – Т. 4. – №. 2. – С. 131-134.
29. Raximqulovich, Ismatov Sobirjon; „METHODS OF WORKING WITH TEXT IN LITERARY READING LESSONS IN ELEMENTARY SCHOOL,EPRA International Journal of Multidisciplinary Research,1,,345-347,2020,EPRA Publishing
30. Rustamova G. B. THE INTERPRETATION OF THE WILLOW IMAGE IN UZBEK FOLKLORE //ЛУЧШАЯ НАУЧНАЯ СТАТЬЯ 2020. – 2020. – С. 53-57.
31. Тилавова М. М. и др. Гендерный подход на уроках технологии //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2020. – С. 33-35.
32. Тилавова М. М. Приёмы формирования трудолюбия у младших школьников //INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PEDAGOGY AND PSYCHOLOGY. – 2018. – С. 23-25.
33. QO'LDOSHEV R. Чапақай болаларни мактабга қандай тайёрлаш керак //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
34. Тилавова М. М. ОСОБЕННОСТИ ПОДГОТОВКИ ДЕТЕЙ К ГЕНДЕРНЫМ ОТНОШЕНИЯМ В СЕМЬЕ //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2019. – С. 40-41.
35. Рузиева З. С., Адизова Д. Г. МЕТОДЫ ИЗУЧЕНИЯ РИМСКИХ ЦИФР В НАЧАЛЬНЫХ КЛАССАХ //УЧЕНЫЙ XXI ВЕКА. – С. 67.
36. Рузиева З. С. Роль информационно-коммуникационных технологий в начальном образовании //Вестник науки и образования. – 2019. – №. 2-2 (56).
37. Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
38. Qo'ldoshev R.A. The Content Of Pedagogical Assistance In The Period Of Adaptation Of Left-Handed First-Graders To School, Adaptation To School And Its Features Among Students Of The First Year Of Study// Pedagogik mahorat.-Buxoro, 2020,- №5.-132-135
39. Qo'ldoshev R.A. Birinchi Sinf Чапақай О'қувчиларининг Мактабга Мослашishi, Мактабга Мослашishi Davridagi Pedagogik Yordamning Mazmuni// Pedagogik mahorat.-Buxoro, 2020,- Maxsus son.-32-35
40. Qo'ldoshev R.A. Left-Handedness And The Reasons For Its Occurrence// Monografia Pokonferencyjna Science, Research, Development #32.- Berlin 30.08.2020- 31.08.2020 133-136
41. Qo'ldoshev R.A. Cognitive activity of left-handed children. «НАЧАЛЬНОЕ ОБРАЗОВАНИЕ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ» III-Международная научно-практическая конференция. –Наманган, 2020.-Б 132-136.
42. Qo'ldoshev R.A. Azimov Y.Y Чапақайларни ёзишга ўргатишга доир айрим мулоҳазалар// «НАЧАЛЬНОЕ ОБРАЗОВАНИЕ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ» III-Международная научно-практическая конференция. –Наманган, 2020.-Б 83-87.