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ECOLOGICAL EDUCATION OF CHILDREN IN PRIMARY SCHOOL

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ABSTRACT

This article focuses on environmental education, one of the most important areas of educational work in schools. Considering it as an integral part of a single educational process, covering all age groups of students, providing them with relevant knowledge about various aspects of the interaction between nature and society, fostering a responsible attitude towards nature the need for Only by the end of the twentieth century mankind realized all the perniciousness of its thoughtless «management» on Earth.

KEYWORDS: *Nature, Environmental Education, Environmental Problems, Environmental Education, School, Student, Experiment*

INTRODUCTION

The history of mankind is inextricably linked with the history of nature. At the present stage, the issues of its traditional interaction with humans have grown into a global environmental problem. If people in the near future do not learn to take good care of nature, they will ruin themselves. And for this it is necessary to foster ecological culture and responsibility. And you need to start such education from primary school age. It is this age that is the most favorable period for the formation of the foundations of ecological culture. At this age, in the minds of students, a visual–figurative picture of the world, the moral and ecological position of the individual is formed, which will determine the child's attitude to the world around him and to himself.

Environmental problems are global in nature and affect all of humanity. At the present stage of development of society, the issue of environmental education is becoming particularly acute. In this regard, it is necessary to strengthen and pay more attention to environmental education in modern schools from the very first years of raising children.

At present, the ecological education of schoolchildren is becoming a priority in pedagogical theory and practice. This is due to the difficult ecological situation on our planet: the rapid

growth of the population, and, consequently, the problem of providing it with food, providing industry with mineral raw materials, the problem of energy and, of course, environmental pollution – all this creates a threat to the existence of life itself on Earth. Only by the end of the twentieth century mankind realized all the perniciousness of its thoughtless «management» on Earth. One of the most important reasons for this state of affairs is the environmental illiteracy of the population, the inability to foresee the consequences of their interference in nature. Therefore, UNESCO international organizations raise the issue of the need to revise the content and terms of environmental education of the inhabitants of the Earth.

Today there is a lot of positive in the already existing experience of environmental education. The rapidly expanding conservation movement has embraced the entire world. The question of how a person should relate to the environment worries every inhabitant on earth. People are concerned about the ecological health of the planet. Even the so-called “Green Party” was formed, the main goal of which was to protect the environment from pollution. The Green peace movement – the green world – monitors the state of the environment around the world.

All this is good, but the “minus” is that not everyone is interested in the global environmental problems of today. Only a few schoolchildren are involved in environmental circles and clubs. The rest, and they make up 80% of all students, are not at all interested in this.

In the system of continuous environmental education, the school is of great importance, and in the school – the primary classes. This is due to the fact that children of primary school age are very curious, responsive, receptive, easily respond to anxieties and joys, sincerely sympathize and empathize. At this age, there is an active process of purposeful formation of knowledge, feelings, assessments, emotions, the development of abilities and interests. Modern psychological and pedagogical research has convincingly proved that the age characteristics of younger schoolchildren contribute to the formation of the foundations of ecological culture, which is the goal of ecological education.

The results of interaction between society and the natural environment are disappointing. And therefore, the school has set the task of developing the ecological culture of primary schoolchildren and educators of the person of the future – a comprehensively developed personality who lives in harmony with the world around him and himself, acting within the framework of ecological necessity. The sooner the work on the ecological education of students begins, the greater its pedagogical effectiveness will be, while all forms and types of educational and extracurricular activities of children should act in close interconnection.

A lot of teachers are involved in environmental education and education. The great merit belongs to such outstanding scientific teachers and methodologists as I.F. Kharlamov, A.S. Makarenko, Y.A. Comenius, A. Y Gerd, J.–J. Russo, I.G. Pestalozzi, B.T. Likhachev, I.P. Podlasy, M.N. Skatkin, V.A. Sukhomlinsky, L.N. Tolstoy, A.M. Nizova, L.F. Melchakov, Z.A. Klepinin, K. D. Ushinskiy, ST Shatskiy and others. And they do it in different ways. This is due to the fact that the issue of environmental education is complex and ambiguous in interpretation. But the main thing is that behind all this variety of methods and techniques of work, junior schoolchildren are becoming more environmentally friendly.

Analysis of literature data

One of the most important directions of the educational work of the school is environmental education. Considering it as an integral part of a single educational process, it is necessary, covering all age categories of students, to give them the appropriate knowledge about various aspects of the interaction between nature and society, to foster a responsible attitude to nature [1].

The natural world is a human habitat. He is interested in maintaining the integrity, purity, harmony in nature and preventing violations of biological interaction and balance. At the same time, by his active transforming activity, a person interferes with natural processes, violates them, uses the wealth of nature in his own interests. Nature is for people an object of knowledge and aesthetic attitude. Her phenomena are aesthetically perfect and give an aesthetically developed person deep spiritual pleasure. Penetration into its secrets contributes to the formation of a scientific worldview. This necessitates the implementation of universal, compulsory, initial environmental education, which lays the foundations for human environmental culture [2].

Environmental education should be focused on ensuring that the student, knowing the requirements and norms of behavior in the natural environment, not only formally fulfill them, but also realize the objective necessity of these requirements. The achievement of this goal will be facilitated by the development of a system of natural science, social and ethical knowledge among schoolchildren, the formation of practical experience, the solution of specific local environmental problems, the implementation of which is possible not only within the framework of school subjects, but also in the process of organizing extracurricular activities on environmental education [3] ...

Going to school is an important stage in a child's life. New responsibilities appear, rules and norms of behavior become more complicated, demands from others increase. Teaching and labor become the leading types of activity [4].

Younger schoolchildren have rather limited ideas about the variety of actions and deeds that express concern for nature or that harm it. At the same time, they fully understand the need for a caring attitude towards nature, guided in their feelings by moral and aesthetic motives: «plants delight everyone», «the forest is our friend.» Younger schoolchildren are concerned about the bad deeds of adults in relation to nature: «adults cut the bark of trees, pollute the forest with cans, glass.»

The ecological education of primary schoolchildren has its own specific features in connection with their inherent characteristic features: natural curiosity, extreme emotional responsiveness, trustfulness, faith in the authority of the teacher and parents.

However, the age characteristics of junior schoolchildren also cause a number of difficulties in their upbringing due to the change in the leading type of activity from play to educational, the gradual change of visual-figurative thinking to abstract, developed need for work in nature in the absence of appropriate skills and abilities.

The relevance of the problem we are investigating is reflected in the “Concept of education of children and working youth in the Republic”. In accordance with the Concept, the “Program for

the upbringing of children and students in the Republic” was developed. This program is a concrete embodiment of the concept as applied to teaching practice in a reformed school.

MATERIALS AND RESEARCH METHODS

The basis of the methodological research is experimental research. The experimental research was carried out in 3 «A» class in secondary school №35 in Buxara. As part of the study, an experiment was carried out, which consisted of the following stages:

1. Ascertaining experiment: questionnaires for teachers and analysis of documentation.

Purpose: to identify the level of use of environmental education in the educational and cognitive process.

In this regard, the following research methods were carried out.

- Survey methods: questioning to find out the degree of use and effectiveness of environmental education
- Analysis of documentation on environmental education
- Observations to determine the degree of influence of environmental education on the learning process and the characteristics of the organization and management of environmental education by a teacher.

2. Formative experiment

Purpose: to promote an increase in the efficiency of the use of environmental education in the learning process and to identify the level of formation of the environmental culture of younger students.

At this stage, lessons were conducted:

- On the course «Man and the World»
- Class hour–game on the natural history theme «I live by you, my nature»

Also at this stage, work was carried out with students. To identify the level of formation of the ecological culture of primary schoolchildren, testing was carried out in 3 «A» grade. Testing was carried out at the end of the pre–diploma practice, after purposeful work was carried out with the students to increase the level of formation of ecological culture.

3. Control experiment

Purpose: to prove the need to use environmental education in the process of teaching younger students.

In this regard, observations were carried out in order to identify the need for environmental education, used in the formative experiment.

RESULTS AND ITS DISCUSSION

During the pilot study, various methods were used. At the stage of the ascertaining experiment, a survey was conducted in order to identify the degree of use of environmental education in the learning process. 12 respondents were interviewed using a questionnaire. Analyzing the results of the questionnaire, I found out that 90% of the respondents systematically use environmental

education in the learning process, 8% – educate the ecological culture of the individual only when time allows or need to complete the program, 2% – do not use such education in the educational process, considering that that this needs to be done after school hours. Despite the results, all respondents believe that it is necessary to educate the ecological culture of primary schoolchildren, since primary schoolchildren have rather limited ideas about the variety of actions and deeds that express concern for nature or harm it. At the same time, they fully understand the need for a caring attitude towards nature. Younger schoolchildren are concerned about the bad deeds of adults in relation to nature: «adults cut the bark of trees, pollute the forest with cans, glass.» Therefore, such upbringing should be started precisely from early school age.

Analysis of the documentation and additional literature showed that today primary school requires a revision of the priorities of learning goals. Particular attention is paid to the developmental function of teaching and the personality of younger students. An important role in solving this problem belongs to the course «Man and the World».

1 class. This course combines biological, geographic, social science and anatomical knowledge, which will help to form an idea of the unity of man, society and nature in younger students, will give an opportunity to show children how important it is to maintain harmony in relation to man and nature. The «Nature and Man» block of the «Man and the World» course is based on the concept of environmental education and upbringing of a younger student. Along with solving the problems of mental, aesthetic, moral, patriotic education. An important task of this block is the task of forming the ecological culture of primary schoolchildren. It is known that at the age of 6 to 11 years, the basic side of culture, communicative, mental, aesthetic and moral, is actively formed.

The formation of ecological culture is also facilitated by the understanding by children of the comprehensive value of nature. Already in the preparatory class, one should not emphasize and put in the first place the material value of nature, since practice has shown that the protrusion of the material value of nature contributes to the formation of a consumer attitude towards it in children. In the preparatory class, three main blocks of the subject are studied: «Man and Nature», «Man and Society», «Man and His Health».

Grade 2. In the second grade, the students become more interested in studying nature, striving to learn its secrets and riddles. There is a systematization of environmental knowledge, skills and abilities of students.

When studying inanimate nature, initial knowledge about its main properties is formed, and the importance of maintaining the purity of water, air, and soil is emphasized.

The use of popular science natural history literature makes it possible to discuss specific situations and actions, to see the attitude of children to what is described, to give a motivated assessment of people's behavior, i.e. real prerequisites arise for overcoming negative manifestations in the behavior of students in nature.

3–4 classes. Lessons in the third grade in the block «Nature and Man» direct the attention of students to a deeper understanding of cause–and–effect relationships in nature, to the need to preserve and maintain them by man. Here it is important that not only new information is reported, knowledge on the use and protection of nature is generalized and systematized, but also

valuable moral guidelines are formed, which should guide schoolchildren in practical actions and deeds.

The solution of these problems is facilitated by various methods and problems of studying and consolidating new knowledge with independent work of students, using visual aids, periodicals, working with a textbook, demonstrating educational television programs, film strips, transparencies, etc.

If these methods of upbringing are used at the right stage of training, taking into account the psychological preparedness of students and taking into account natural conditions, then the teacher can form an environmentally competent and educated personality.

Also at this stage, observations were carried out over the teacher in the classroom in order to identify the level of correct organization and leadership in environmental education. I watched lessons on the course «Man and the World» and «Mathematics».

In this regard, a formative experiment was carried out. At this stage, I developed and conducted lessons in the 3rd «A» class on the subjects «Man and the world», and an extra-curricular event (game) on the natural history theme «I live with you, my nature.» In addition, at this stage, work was carried out with students. To identify the level of formation of the ecological culture of primary schoolchildren, testing was carried out in 3 «A» grade. According to the results, it can be concluded that the pupils of the 3rd grade have already formed an ecological culture, they know how to behave correctly in nature. The test results are listed in the table.

To prove the need for environmental education, a control experiment was conducted. After conducting it, we can conclude that children do not oppose knowledge in the field of ecology. From this we can conclude that thanks to the purposeful work of the teacher, this position can be achieved very much.

It is possible to develop certain recommendations for the teacher to increase the level of environmental awareness and environmental culture of children.

- 1. Try to show and find attractive sides in nature, make you think about the phenomena that are happening, their causes and effects.*
- 2. To acquaint with works of art that reflect nature.*
- 3. Focus the attention of children on how nature affects the people around them.*
- 4. Help children to analyze their actions more often, to treat themselves and their actions self-critically.*
- 5. In your work, be sure to use entertaining material.*

CONCLUSION

Environmental culture is a culture of human unity with nature, a harmonious fusion of the needs and requirements of people with the normal existence and development of nature itself.

Ecological culture implies:

- 1. Knowledge of the laws of development of nature and society (educational aspect);*
- 2. Understanding of the need to protect nature (moral aspect);*

3. Ability to predict, anticipate the consequences of one's intervention in natural interactions (prognostic aspect);

4. Conscious observance of norms of impact on nature and its protection (behavioral aspect).

The main quality of a person's ecological culture is his consciousness in solving a number of environmental problems. But in order to solve certain environmental problems, students must have a certain system of practical and theoretical knowledge and skills. For this, the teacher must organize the pedagogical process as productively as possible. In this case, he must select more effective methods and techniques for organizing children, actively carry out the greening of children not only during lessons, but also outside school hours. Since it is in extracurricular activities that children become more relaxed and pliable.

As a result of my practical activities, I became convinced that the formation of a careful attitude towards nature in younger students also depends on the development of ecological culture. Which was what had to be proved.

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