



A MODEL FOR THE FORMATION OF PRIMARY EDUCATION STUDENTS' CAREFUL ATTITUDE TO NATURE IN EXTRA-CURRICULUM ACTIVITIES

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ABSTRACT: - This article discusses the fact that educational activities are a means of implementing environmental education, the process of developing environmental personal qualities of young students in environmental activities, ecological competence - this is a model for the formation of environmental activities in the classroom and outside of school.

KEYWORDS: Environmental education, project, education, activities, competence, content, model, peers, parents, lessons, activities.

INTRODUCTION

Communication is one of the most important factors in the overall mental development of a

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child. Only children who communicate with adults can learn the social and historical experience of mankind and through them realize the innate possibility of being representatives of the human race.

A number of tasks have been defined for the formation of a cautious attitude towards nature in extracurricular activities of elementary school students.

Implements the culture of a healthy and safe lifestyle in the formation of a careful attitude to nature in extracurricular activities of primary education students:

developing a system of after-school and extra-curricular time with students on the careful attitude of students to nature in extracurricular activities;

development of a system that involves students of socially important primary education in extracurricular activities aimed at forming a value attitude towards nature;

implementation of additional education aimed at forming a careful attitude to nature of primary school students outside the classroom;

organizing and carrying out social and environmental work together with the formation of a careful attitude to nature of primary school students outside of class [1].

ANALYSIS OF LITERATURE ON THE SUBJECT

Sh.Avezov, N.O.Nishonova conducted research on pedagogical problems related to environmental education, their goals and tasks, content, form and methods, M.A. Yuldashev, G.Sultonova, N.Ashurova primary various aspects of environmental problems in

education, M.B. Rahimkulova on the topics of education of elementary school students based on environmental values in extracurricular activities, as well as N.M. Egamberdieva on moral education of students under the influence of the environment, M. Rahmatullaeva on the topics of forming interest in the aesthetics of nature in students in class and outside of school who conducted research[2].

RESEARCH METHODOLOGY

Theoretical and experimental investigation of the process of development of ecological personal qualities of young students, ecological competence and model of ecological formation.

ANALYSIS AND RESULTS

Excursion lesson is a compulsory form of educational work on mastering the topic of the surrounding world[3]. They are associated with extracurricular activities, which are defined as a form of organization of students for independent performance of compulsory tasks related to the study of practical tasks, which do not correspond to the curriculum within the curriculum. 'liq. It is not related to a specific place for the implementation of the lesson by all students. Extracurricular tasks are carried out in class (filling in the observation diary); in the corner of wildlife (care for indoor plants); in nature (observations); at the training and experimental site (planting and care of cultural plants). The need to organize extracurricular activities is explained by the duration of many observations of plants and animals.

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Extracurricular work is a form of organization of voluntary work for the development of students' interests and creative cognitive activities in order to strengthen and supplement the school curriculum.

Lesson objectives:

- environmental education; development of environmental skills available to elementary school students;
- development of research skills, conducting long-term observations, setting up simple experiments;
- strengthening the outlook on the subject and deepening knowledge;
- formation of the ability to promote knowledge about nature;
- development of communicative qualities of a person. There are three main forms of organizing extracurricular activities, each of which can be represented by different types of activities.

1-rasm. Form of organization of voluntary work and development of students' interests and creative cognitive activity

Thus, the formation of a careful attitude of elementary school students to nature outside the classroom, the use of symbolic means of information expression to create models of

modeling objects and processes, schemes for solving educational cognitive problems

The classification of organizational forms of working with students is determined by the

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number and composition of students, the place of training and the duration of work. It is customary to distinguish the following main forms in the extracurricular teaching methodology: lesson, excursion, extracurricular, extracurricular and homework.

The plan of extracurricular activities is more diverse than individual, public and collective activities, because it is more individualized, takes into account the individual characteristics of students and ensures their greater independence [4]. For some students, this is the best way to communicate with the teacher.

Extracurricular activities for getting to know the outside world have the following characteristics noted in the standard:

- compulsory local studies and environmental studies;
- ensure that all observations are available, recorded and interpreted;
- educational facilities should be located close to home or school, which ensures safe independent visit of students; long-distance trips must be made together with parents;
- research projects are short-term, because students need to see the results of their work quickly;
- priority is given to teamwork to develop students' communication skills;
- it is advisable to involve family members of younger students in order to organize cooperation.

During our experimental work, we analyzed the main directions of the teacher's activity in guiding the development of schoolchildren's ways of knowing the world around them.

Observations. In the "Features of Pupils' Activity" section of the thematic planning of the sample programs of primary general education, the term observation is more common: observation of objects and natural phenomena (based on local history material), independent and group observation of the weather ... Thus, in the study of the universe around us, much attention is still paid to observations.

With the help of observations, it is possible to determine changes in the growth and development of plants. For this, the teacher should examine in detail the structure of the stem, the shape and color of the leaves, flowers, fruits (if any) with the students. Talk about the specifics of caring for him. This is not always possible during the lesson. Long-term practice ensures the effectiveness of extracurricular observations and the formation of cognitive interest in nature. Interrelated observations of a certain object in a corner of nature or on a school site is a process. Each observation has its own purpose and specific (unlike other) content. In the system of observing one object, schoolchildren form multifaceted and systematic knowledge about plants or animals [5].

Observation of all students and observation of each, if conducted in small groups, is repeated several times. Relying on the biological characteristics of animals and plants, species specificity. Special conditions should be created for planned observations.

For example, you can observe the sun's eating process and movement methods.

Observation has always meant observations in nature. Natural science is part of social sciences. Therefore, observations in nature should be combined with observations of the

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social environment (how people dress, how adults and students behave in public places). An interesting direction is to observe the behavior of humans and animals for comparison. What do you feed the cat at home, what do you eat; whether animal behavior is similar to human behavior, etc.).

Therefore, the role of extracurricular activities and, first of all, excursions is increasing. It is there that problematic issues often arise, the solution of which requires the reader to make further observations and, perhaps, conduct relevant experiments and practical work. For example, observing the movement of the sun or clouds.

Particular importance is attached to identifying negative changes in the natural environment, forming and strengthening knowledge about nature protection, revealing the role of nature in human life, and forming perceptions about relationships in nature [6]. Excursions make this material easier to understand. For example, in our case, pollution of the river bank.

He believes that game-excursions in primary education are a successful combination of play and cognitive activity of students.

Experiments. - is a research method, during which artificial conditions are created for answering the researched question and obtaining new knowledge.

Pupils know the purpose of experimental work and its results; organization of experimental work at the level of partial search (students participate in putting forward a problem, hypothesis, perform actions to test the hypothesis; the teacher suggests a method of testing the hypothesis); the results of experiments can be connected with the

processes taking place in the surrounding world.

By organizing experimental work, in this way we approach the highest level of educational and research activity - experiment.

Experience is the growth of theoretical and practical knowledge of the surrounding existence and nature [4]. It is used both in natural science and social sciences (sociological, pedagogical experiments). An experiment is an integral part of an experiment, one of the methods of testing hypotheses.

The experiment has a rather complex structure:

- formulation of the problem
- put forward the hypothesis
- looking for a way to test a hypothesis (as a rule, this is an experiment, but observations can also be involved)
- Hypothesis testing activities

conclusions (hypothesis confirmed or rejected).

The experiment was carried out mainly when working in the school garden or in the nature corner. Properly organized work on the study of the influence of environmental factors on the growth and development of plants involves the implementation of these stages. For example, in extracurricular activities, you can experiment with cones while studying conifers. The problem needs to be solved: why the scales of the same pine or spruce cones are pressed in some cases and open in others. Or why the craft made of spruce cones suddenly became bigger and more fragile in class. Students make hypotheses and think about how these hypotheses can be tested. As a

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result, they come to the conclusion that it is necessary to conduct an experiment.

Modeling training. It is not called modeling in students, which is placed on the results of learning natural science. To create models of studied objects and processes, schemes for solving educational cognitive problems, use symbolic means of expressing information and actively participate in science classes and extracurricular activities.

More opportunities for symbol-symbolic modeling (diagrams, drawings, food chains, etc.) are provided in class and extracurricular activities.

Didactic games are games with rules. According to psychologists, their main property is that cognitive tasks do not appear directly in front of the student, but in a hidden form. A student does not think of learning while playing, but learns new things as a result. Games help to form such components of educational activities as self-control, self-evaluation, acceptance of educational tasks. Didactic games with ecological content include picture games - lotto.

Environmental role-playing games are based on modeling the social content of environmental activities. Role playing is a form of teamwork. It helps schoolchildren to assimilate the social and material experience of students, develops creative abilities and ideas of students.

Simulation (Latin simulatio - appearance.) Virtual laboratory - an interactive environment for creating and conducting simulation experiments: a platform for experiments. This laboratory consists of modeling programs, experimental blocks known as objects that encapsulate data files, and tools that work with these objects[7].

Environmental simulation games are based on the modeling of ecological reality and the subject content of environmental activities. For example, "Who lives where?" game. reveals the dependence of animal distribution on environmental conditions.

Games - environmental competitions are organized to encourage the initiative of participants in acquiring and demonstrating environmental knowledge and skills. This includes crossword puzzles, riddles, field trips, and project contests.

In addition to the goal of independent learning, the project method focuses on the study of personal abilities and skills required in all professions (ie, foundational qualifications), because these qualifications are based on the forms of labor organization and work found in the practice of enterprises and firms. speaking about its pedagogical importance, he emphasizes: "the project method is one of the few methods that take the pedagogical process out of the walls of the student institution to the outside world, to the natural environment, to nature [8].

CONCLUSIONS

Thus, methods and forms of ecological education can be successfully used both in extracurricular activities and in educational activities with younger students. In addition, extracurricular activities create more opportunities for students to develop their cognitive interest and creative abilities in free research activities.

It is required to master the content, forms and methods, including the principles, of the pedagogical possibilities of forming a cautious attitude towards nature of primary education students in extracurricular activities. This will be discussed in the next part of our work.

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