



FORMATION OF ECOLOGICAL THINKING IN PRIMARY CLASS STUDENTS

Suyunov Dilshod Abdullayevich

Termiz State Pedagogical Institute, Teacher Of The Department Of Primary Education

Methodology, Uzbekistan

ABSTRACT: - The article presents the content, forms and methods, theoretical and practical importance of forming positive attitudes towards ecology among elementary school students, assimilation of scientific sources on the relationship between human activity and nature, ecological thinking among elementary school students.

KEYWORDS: Environmental education, elementary school, ecological thinking, thinker, education, form, method, use, heritage, source, teaching, nature, attitude, explanation.

INTRODUCTION

In our country, special attention is paid to the rise of national spirituality based on national values and rich cultural heritage, and special attention is paid to the fact that raising the young generation to become mature in all aspects is one of the urgent tasks of today. Among these tasks, equipping students with knowledge that allows them to fight one of the most important problems of the era of globalization - the elimination of environmental risks - is of particular importance. There are two important situations in the use of ecological ideas of

Central Asian thinkers in imparting ecological knowledge to students:

- they get acquainted with examples of national values that express ecological ideas;
- they acquire the knowledge and skills of being responsible for improving the ecological state of the environment, preserving nature.

Since the second half of the last century, the results of the negative effects of humans on nature began to concern the general public, and it was decided to implement a large-scale action aimed at eliminating such negative

“FORMATION OF ECOLOGICAL THINKING IN PRIMARY CLASS STUDENTS”

situations and preventing them. It focused on endangered plant and animal species and the development of measures to protect them. The creation of "Red Books" in different regions of the world is one of these measures. Unauthorized use of rare plants whose names are recorded in such books, hunting of animals is prohibited by law. Reserves were established and special "green areas" were established in order to preserve and reproduce the declining and disappearing plants and animals.

To the students of elementary school, that such actions are part of efforts to preserve nature, preserve the existence of the ecosystem, and a large part of it is to draw the attention of all mankind to this problem, to encourage them to protect nature together and in harmony with each other. the explanation gives the expected results.

THE MAIN PART

Elementary classes, which play an important role in the formation and strengthening of behavioral qualities in the formation of environmental awareness, ecological thinking and culture in students, have certain opportunities. For this reason, focusing on introducing students to the ecological views of Central Asian thinkers in elementary science classes will give positive results. Formation of knowledge based on the ecological legacy of the great thinkers of Central Asia in the minds of primary school students educates them to have a responsible attitude towards the environment and nature.

Environmental education of elementary school students is a problem of national importance, the solution of which depends on the scientific-pedagogical approach to the problem and the determination of effective ways. For this reason, it is necessary to pay serious attention to ensuring systematic and continuous imparting of environmental

knowledge to students in general education schools.

The main goal of ecological education is to form a conscious attitude to the environment in the young generation. Ecological concepts teach students to protect nature, love it, treat it rationally, keep their school, family, neighborhood, village and city in order, make it green, and create orchards. teaches to make contributions, to take care of the animal world, to respect the environment, the entire world of plants, for example, to achieve the purity of the earth, water, and air. This, in turn, requires children to be given ecological knowledge and education, as well as the formation of their ecological culture. The ecological concept teaches the young generation, in general, the rational use of natural resources, the health of the situation, the provision of environmental safety, the study and application of national and universal experiences of the harmonious relationship between man and nature, and the betterment of nature. it requires contributing to its beautification and flourishing. The prelude to this activity begins in childhood.

If the views of Central Asian thinkers are used continuously, consistently and systematically in elementary school science lessons, primary school students will be interested in learning environmental knowledge. In this process, the main tasks of using the views of Central Asian thinkers on ecology are as follows:

- to study the interests of elementary school students in acquiring environmental knowledge based on the heritage of Central Asian thinkers in this regard;
- To determine the possibilities of imparting natural science knowledge to elementary school students based on getting acquainted with stories, teachings, advice, and scientific conclusions of Central Asian thinkers in ecological content;

"FORMATION OF ECOLOGICAL THINKING IN PRIMARY CLASS STUDENTS"

- on the basis of the study of the curricula and plans of the elementary school "Natural Science" subject, according to the content and idea, to determine the acceptable topics for introducing the students of the elementary school to the ecological views of Central Asian thinkers;
- achieving continuous, consistent and systematic use of Central Asian thinkers' ideas on ecology in natural science classes;
- to develop and put into practice the didactic process aimed at using the ecological heritage of Central Asian thinkers in natural science lessons based on effective forms, methods and tools.

Primary school teachers play an important role in using the ecological heritage of Central Asian thinkers in primary school science classes. Therefore, in the process of conducting the research, primary school teachers developed criteria that determine the level of use of ecological heritage of Central Asian thinkers in science classes:

- elementary school teachers have sufficient information about the ecological heritage of Central Asian thinkers;
- their ability to absorb the ecological heritage of Central Asian thinkers into the content of educational materials based on the definition of relevant topics in the science of natural science;
- elementary school students' awareness of the ecological heritage of Central Asian thinkers.

The use of the heritage of Central Asian thinkers in accordance with the content of the subject taught in the elementary school science classes gives students a systematic and full content of ecological concepts. In general, the process of providing environmental education to students in general education schools should be carried out in two directions, relying on the essence of topics

related to the possibilities of the content of all academic subjects taught in school, related to ecology:

According to the description of ecological problems, it is possible to express the stages of logical classification in accordance with the structure of the teaching process of ecology in elementary science classes. Above, it is stated that ecological problems are the product of the social and historical development of mankind and the formation of the ecological thinking of students regarding the elimination of problems and The pedagogically based approximate structure, content and sequence of the stages of imparting ecological knowledge related to development (ecological education) were presented.

Primary school students should acquire knowledge, skills and abilities related to science. These skills are closely related to ecological thinking. Primary school students need to know nature, to have a scientific source about the relationship between human activity and nature. In all classes of primary education, inculcating patriotism, patriotism and love for mother nature in giving students an understanding of the Motherland. is awakened. Just as air, water, and sun are necessary for human existence, so are plants and animals, and the natural connection between them is revealed.

During the organization of natural science lessons in primary classes, environmental problems are arising due to human-induced changes in the state of the natural environment, strong anthropogenic influence of man on living and non-living components, an ecological crisis in the island region. It is necessary to explain to the students that the pollution of the atmosphere from industrial products has caused environmental problems, the sharp increase of

“FORMATION OF ECOLOGICAL THINKING IN PRIMARY CLASS STUDENTS”

ecologically sensitive areas on Earth, and the danger of a global ecological crisis is real.

Pupils should understand that nature protection consists of rational use of natural resources and preservation of the environment, taking into account the needs of current and future generations. In this regard, students are given information about ecology and ecological concepts.

The problem of pedagogical conditions for introducing primary school students to the ecological heritage of Central Asian thinkers is partially expressed in the scientific and pedagogical literature, in general, because the formation of ecological thinking in primary school students is in the current social situation. is gaining importance.

Acquaintance with existing studies shows that Central Asian thinkers in their works gave a great place to inculcate ecological ideas in young people. Even in the middle ages in which they lived, the relationship between nature and man was constantly on the agenda. The issue of rational use of land, water, air and other natural resources is expressed in the ecological views of thinkers, and they have pedagogical potential as one of the main indicators in the formation of students' understanding of ecology.

In the process of studying the theoretical ideas of Central Asian thinkers on ecology, elementary school students develop the understanding of the need to carefully preserve nature and pass on natural resources to future generations. Effective use of modern educational technologies in familiarizing primary school students with the ecological heritage of Central Asian thinkers guarantees the expected results.

CONCLUSIONS

By inculcating the thoughts of Central Asian thinkers on ecology, the formation of a

national worldview is also achieved in elementary school students. In the process of conducting the research, special attention was paid to the formation of a complex of views of Central Asian thinkers on ecology that can be effectively accepted by primary school students.

Among the peoples of Central Asia, the environmental education of the Uzbek people, passed from generation to generation, is commendable. During these times, our ancestors instilled in their children from the moment they were born in the family the qualities of economy, the qualities of not being greedy, and the use of the water and soil animals, which are rich in nature's elements, only for effective work. it is important to absorb the ideas of national values, including the ecological heritage of Central Asian thinkers.

REFERENCES

1. Avesto. Tarixiy - abadiy yodgorlik / Tarjimon: A. Mahkamov. - T.: Sharq, 2001. - 384 b.
2. Adizov B. R. Boshlang'ich ta'limni ijodiy tashkil etishning nazariy asoslari: Ped. fan. dok. ...diss. - T.:2003. - 320 b.
3. Az - Zamaxshariy, Abu-l Qosim Mahmud. Nozik iboralar. - T.: Kamalak, 1992. - 80 b.
4. Al - Buxoriy, Imom Ismoil. Hadis. Al jome' as-sahih. 4-kitob. - T.: - Qomuslar bosh tahririyati, 1997.- 528 b.
5. Aluyeva R.Sh. Amir Temurning ma'rifiy - tarbiyaviy qarashlari: Ped. fan. nomz. ... diss. avtoref. - T.: - 2006. – 20 b.
6. Aliqulov A., Nizomov F.Alisher Navoiy asarlarida tabiatning e'zozlanishi haqida //O'zbekistonda ijtimoiy fanlar j., 1994. - 1-2-sonlar. - 38 - 42 b.
7. Atrof - muhit va biz. Bolalar va ota - onalar uchun ekologiya alifbosi / Talqin. - T.: RTM, 2003. -64 b.

“FORMATION OF ECOLOGICAL THINKING IN PRIMARY CLASS STUDENTS”

8. Atrof - muhitni asrang. Boshlang'ich sinf o'quvchilari uchun qo'llanma. - Qarshi: Nasaf, 2004. – 30 b.
9. At - Termiziy, Abu Iso. Ash shamoil an-nabaviya. - T.: Cho'lpon, 1993. - 112 b.
10. Bahodirov O. Ma'naviyat yulduzlari (Markaziy Osiyolik mashhur siymolar, alloma, adiblar). -T.: Abdulla Qodiriy nomidagi Xalq merosi nashriyoti, 1999, - 392 b.