

ISSUES OF ENVIRONMENTAL EDUCATION FOR PRIMARY SCHOOL STUDENTS

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Annotation:

The thesis article examines in detail the issues of ecological education of primary schoolchildren.

Key words:

Environmental education, primary school, development concept, ecology, society, man, nature, science and technology.

Nowadays, one of the most pressing issues is to explain to students such concepts as ecology, society, man, nature, scientific and technological progress, environment and human health. This problem, of course, to some extent finds its solution in the educational process, because all of this is manifested in the relationship between man and nature in general, and is one of the major issues, such as improving the ecological culture of the individual. The ecological culture of a person is the protection of nature, the rational use of its resources, the formation of ecological feelings, passions, an active outlook on life, the acquisition of ecological knowledge. These are the qualities that a person acquires only when he has the right relationship with nature.

It is well known that nature is in harmony with the life of society in its development and diversity. In the current process of scientific and technological progress, this harmony is being violated in the use of natural resources by man. He is being treated cruelly. All this is due to the fact that man does not meet the simplest requirements of ecological culture.

This harmony between man and nature must be thought through, prevented and eliminated by all members of society in order not to disrupt the relationship.

Ecology and personality culture, first of all, interact with each other, and they have a lot in common. A civilized person maintains a balance of interaction between nature and society, directing others to do the right thing in this regard as well. It equips people with certain knowledge, rules of work.

Ecological culture includes the culture of nature protection, use of natural resources, and the transformation of ecosystems. Ecological culture is not only about not harming nature, but also about contributing to its further beautification, prosperity, and the relentless struggle against those who destroy nature.

The problem of environmental security has already gone beyond the national-regional framework and has become a common problem of all mankind. Ecology is one of the most pressing social problems of our time. Its solution is in the interests of all peoples, and the present and future of civilization depend in many respects on the solution of this problem.

Also, today, at all stages of the education system, it is important to achieve self-awareness, national consciousness, national pride and important aspects of spiritual maturity, such as moral, religious, artistic, aesthetic, economic, ecological. In particular, educating every citizen, including young people, from the elementary school to be environmentally literate, love for nature, the formation of a conscious positive attitude to the environment is a requirement of the times in the conditions of independence.

At a time when socio-political relations are accelerating around the world and the importance of time and the human factor is growing, the views of famous Central Asian scholars on the relationship between nature and society are becoming increasingly important. The notion of the harmony of mankind with nature, its integrity, its attitude to nature based on the principles of intellectual potential and ecological spirituality are especially important humanitarian ideas that reflect the political, legal, moral, religious culture of the Eastern peoples. At the same time, these universal values, which have a worthy place in the philosophical heritage of Central Asian scholars, have been renewed in terms of dialectical thinking in the light of socio-ecological needs, and now it is necessary to resist immoral behavior towards nature.

It is well known that environmental problems have not only arisen in the biosphere today. It should be noted that historically, by the IV anthropogenic period of the Cenozoic era, with the emergence of man on earth, its harmful effects on the environment increase. The relationship between man and nature is damaged. So the emergence of an environmental problem has a long history. By the IV anthropogenic period of the Cenozoic era, the impact on nature had intensified as a result of the emergence of a conscious being on earth, its evolution, and the improvement of the means of production in order to meet the needs of human society. By the end of the twentieth century, the balance between nature and society, man and the environmental system had been disrupted. One of the main reasons for this is the lack of ecological illiteracy and the laws of nature, the interrelationships and relationships between ecosystems in the biosphere, and the lack of compliance with these laws, that is, the low level of ecological culture. This situation could be seen in the former Soviet Union in the form of administrative command, cotton monopoly, homelessness.

The solution of large-scale environmental problems begins with the provision of environmental education to primary school students. Because at this stage of general secondary education, the student begins to form as a person with a new worldview. During this period, the first aspects of the student's spiritual culture are formed. A number of works should be done in the field of formation of ecological culture of the primary school student at school.

Starting environmental education for students from primary school leads to effective results. With the help of the teacher, the primary school student reinforces the ecological knowledge formed in the process of learning. The issues of ecological education of primary school students in Karakalpak schools are mainly implemented in the educational process. Our research work is devoted to the problem of environmental education of primary school students in the classroom, the solution of which creates a favorable pedagogical environment for the effective formation of environmental culture of primary school students. Because in reading lessons, students will have the opportunity to get acquainted with natural landscapes, the environment. Effective use of folk traditions and customs in environmental education in primary school students has a positive effect. It is necessary to find a solution to this problem based on the pedagogical and psychological foundations of environmental education of primary school students.

Environmental education of primary school students in Karakalpak schools has its own characteristics. It also depends on the lifestyle, specific national-territorial features, nature of the Karakalpak people. As stated in Article 54 of the Constitution of the Republic of Uzbekistan: "The owner owns, uses and disposes of property at will. The use of property must not harm the environment, violate the rights and legally protected interests of citizens, legal entities and the state. "

As stated in Article 4 of the Law of the Republic of Uzbekistan "On Nature Protection": "In order to achieve the goals of nature protection, the state power in the implementation of local administrations, ministries, enterprises, institutions, organizations, farms and cooperatives, as well as individuals they must follow the following rule. "It is mandatory to acquaint students with the rules of environmental law in all types of educational institutions. "Because nature, without forming a conscious attitude to the environment, can not raise the morale of members of society. After all, inculcating in the minds of young people from primary school that environmental literacy is a necessary quality for everyone gives the expected results.

Students' environmental skills, love for nature, are especially noticeable at a young school age. At this age, elements of ecological culture are effectively formed.

In the process of ecological education of primary school students in Karakalpakstan, it is necessary to inculcate the concept of ecological culture in the minds of young people. Across Karakalpakstan, there are specific features of environmental education for primary school students. Work in this area can be applied to life, taking into account the age characteristics of children, the specific educational aspects of each nation, people.

Environmental education for primary school students in Karakalpak schools should not be limited to the teaching process. To do this, it is possible to further strengthen environmental education in the process of working with the environment around schools. This is because the lands of the Republic of Karakalpakstan have become unusable due to the Aral Sea problem. To solve the current environmental problem, the formation of an ecological culture in the process of cleaning the environment, planting trees, caring for plants is a special type of environmental education for primary school students in Karakalpak schools. In determining the specifics of environmental education for primary school students in Karakalpak schools should also take into account the specifics of the formation of environmental culture of all students of the Republic. Opinions in this area are reflected in the scientific articles and dissertation of the researcher N. Nishonova.

Fostering activism in every student is crucial. To do this, it is necessary to establish gardens, orchards on neglected lands around schools, to establish a club "Nature is our friend" and to coordinate all activities related to environmental education at school through this club. For example, it is necessary to organize a month of planting, control groups for the organization and maintenance of flower beds in the school yard. Growing and decorating indoor flowers in classrooms, science rooms, hallways, entrances, kitchens, workshops, revitalizing their constant care, building a botanical garden, greenhouse, sanctuary at school, as well as all this is done by club members in small groups. competitions, etc. are carried out by the members and leaders of this club. They, that is, the members of the club, can prepare for the future to become specialists in the field of natural sciences.

The peculiarities of ecological education of primary school students in Karakalpak schools differ in that it is carried out in the process of study, play activities, labor death. Children's interest in nature in primary school is different from that of adults. They pay special attention to the environment. Their interest and love for the plant and animal world will be strong. They have a strong desire to make friends, to show positive actions, as well as the beauty of the environment, the ability to enjoy every miracle of nature, the ability to be inspired. Our observations have clearly shown that the implementation of environmental education for primary school students in Karakalpak schools in the classroom gives effective results. Work in this area is done while inculcating an environmental culture in the minds of students.

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