

METHODOLOGY FOR THE FORMATION OF IMAGINATION AND UNDERSTANDING IN STUDENTS BY WORKING WITH NATURAL SCIENCE TEXTBOOKS

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Abstract. The article considers the role of world science in the development of the personality of elementary school students. At the same time, from a very early age, the personality of a child is formed and develops in the process of studying the world around him, and human qualities and basic features begin to accumulate.

Key words: science, universe, science, perception, understanding, nature, nature, man.

Introduction

The methodology of teaching natural science allows us to study natural phenomena in their interrelation and development. The methodology of natural science uses research methods used in pedagogy. A Methodist researcher observes the process of teaching natural science at school, analyzes and compares the observed processes, identifies legal links between events, checks the correctness of conclusions and generalizations in practice, and as a result determines methods and techniques for teaching natural science. Observation and experimentation are the most important methods in the field of science teaching.

The textbook is an important tool for consolidating and expanding the knowledge gained during the course.

Scientific textbooks also have educational, developmental and pedagogical significance. They are based on the seasonal nature of Uzbekistan. For example, according to the calendar, autumn begins on September 1. But in Uzbekistan, September is still as hot as summer. Accordingly, the first lessons are devoted to generalizing summer observations, for which the textbooks cover topics that reflect observations made in nature during the summer. Therefore, the study of natural history includes a summer observation: the altitude of the sun at midnight, the duration of the day and night in late summer, warm nights, cool night, plenty of fruit, the timing of their ripening; germination, flowering, budding cotton seeds; animal

life in the summer; begins with a systematization of the labor activities of people, etc. during the summer.

The content of the textbooks "the World around us" (grades 1-2) and "natural Science" (grades 3-4) is almost based on local history principles. This environment allows us to study nature, the various objects and phenomena observed in it, as well as the relationship between human activities.

When working with the textbook, the following methods are used: working with text; working with questions and tasks; working with images in the textbook.

When explaining a new topic and consolidating the acquired knowledge, the work is carried out with the text of the textbook. It goes like this: an introductory dialogue on the subject, the reader reading the text of the topic in full or in parts, a conversation on the content of the topics read, an explanation by the teacher, writing new terms and names (on the teacher's Board, in students' notebooks). The teacher, directing the work, attracts all students to it, supplements their answers with interesting information; shows a table, photos, slides, filmstrips. On this basis, students form clear outlines that serve as the basis for forming an understanding of actions.

Not all articles in the textbook are readable that is not intended, some of them children should just read and answer questions, and some of them partially perform both types of work. The work that is being done depends on the content of the story, the complexity or understanding of the language of the story.

The content of the textbook includes poems, Proverbs, fables, riddles, stories, fairy tales. Texts on the topics: "our house", "our school", "our city (village)", "nature of the Astrakhan region", "Wildlife" are summarized in the style of articles in the spirit of business topics.

Poems in the textbook, of course, do not need to be memorized. The main goal is to understand the content of the topic.

The material of the textbook also contains brief conclusions that reflect the main content of the study on each topic and reveal the essence of concepts. After the texts of natural science content, tasks for observing nature and plans for practical work are given. The textbook

contains material in the form of questions and tasks for conducting excursions and subject classes.

The textbook describes the seasons typical for Uzbekistan, tones up children's observations of nature, and emphasizes the relationship between inanimate and living nature.

The main idea of the textbook is the interaction of man with nature, the meaning of human labor in nature, the rules of behavior in it. His articles on the phenomena of social life draw children's attention to the unity of man, society and nature.

Methods of teaching science in grade 3. The study of natural science as a separate subject begins with 3rd grade. The training material is combined into two themes - "Nature of the Ferghana region" and "protection of the human body and its health". The natural science program allows young schoolchildren not only to show the beauty and richness of nature, but also to show the importance of their Republic in Fraternal cooperation with the peoples of other countries.

A wide range of knowledge about the nature and work of the people of their homeland allows the teacher to perform the most important educational tasks laid down in the main directions of reforming General and vocational schools.

In grade 3, students continue to systematically monitor the weather: determine cloud cover, wind strength (strong, empty, moderate). They continue to make phenological observations: determine the length of the day (according to the calendar), yellowing of leaves, flowering, the state of plants and animals by season. All observations are recorded in the "diary of observations" and in the all-Union calendar of nature and labor.

At the end of each month, the observations are summarized and included in the summary schedule. It defines the phenological features of this month. The diaries record generalized observations of plants and animals. Readers draw conclusions about how changes in inanimate nature are related to changes in the life of plants and animals.

In the 3rd grade, the all-Union calendar of nature and labor will continue to be maintained, which makes it possible to compare the phenomena observed over the course of two years. Every day, noting the weather, the state of plants and animals, students compare their current observations with observations made on this day last year. This work helps to increase the

interest in observations, their quality, and a deeper understanding of the concepts of natural science. Studying the topic "Nature of the zhonazhan region", children through observations, experiments, excursions, practical work get acquainted with local representatives of the plant and animal world, the surface forms of their place, the features of reservoirs and water, soil and minerals

The concept of "our area" for children is primarily a place where their homes and schools are located, as they get acquainted with the soil, plants, animals, forms of the earth's surface, reservoirs, minerals that can be observed directly in the environment.\

The theme "shapes of the earth's surface" aims to give children a clear and visual idea of the surface of their place. Children get basic knowledge about the most important rivers of Uzbekistan, their formation, formation, beginning, and course. They will get acquainted with water in nature when they go on a tour of local reservoirs.

The topic "minerals" gives the first idea that the Earth consists of various rocks: granite, sand, clay, calcium, etc. Central to this topic is the study of the properties of minerals. Their study is carried out by observing the subject classes. Excursions are of great educational value, in which children can get acquainted with the extraction of minerals, the mechanization of workers' labor, find out what minerals are rich on earth.

Training in hygiene knowledge and skills should not be limited to training time only. In addition to classes devoted to health protection, compliance with the daily routine, rules of personal social hygiene, physical exercises and sports games, the life of students, showing movies, conducting matinees related to these topics, deepens and strengthens the knowledge and skills of hygiene obtained in the classroom.

The conclusion is that in science classes, students receive theoretical knowledge, practical knowledge and skills under the guidance of a teacher in strict accordance with the program. After explaining the material to the reader, using a variety of weapons, the teacher gives the necessary explanations, working independently with the textbook, absorbing their knowledge into practical use.

The purpose and content of the lessons are different, but the overall goal in all of them is to describe, combine knowledge that is a comprehensive education and understanding of students-

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