
USE OF INTEGRATIVE METHODS IN ENVIRONMENTAL EDUCATION AND TRAINING IN PRIMARY SCHOOLS

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Annotation

This article analyzes the methodological features of the use of integrative methods in environmental education and upbringing in primary school. Information is provided on the role of natural sciences in environmental education and upbringing of primary school students, the use of integrative methods in the development of students' environmental knowledge and skills.

Keywords: ecology, ecological education, ecological education, method, oral methods, demonstration methods, practical methods, observation, excursion, integrative methods.

Since the independence of the Republic of Uzbekistan, special attention has been paid to environmental problems and their elimination. In particular, recognizing that these problems are an integral part of social issues, it is one of the tasks that need to be addressed to the general public. One of the tasks to be performed in this regard and the main one is environmental education and upbringing, which plays an important role in educating a healthy generation. By a healthy generation we mean not only physical health, but also a generation brought up in the spirit of the idea of national independence and universal ideas. Man's relationship with his surroundings is becoming more complex. As a result of the extremely indifferent economic activities of humans, the entire biosphere has changed significantly, creating an environment for terrestrial life that is still harmful to plants, animals, as well as human life. How can this situation be overcome? This question is now on the minds of young and old alike. Agricultural scientists, philosophers, historians, geographers, economists and writers, as well as various other professionals are working to improve the environmental situation in society, to adapt people's economic activities to environmental requirements. They teach that any decision made on economic activities should create good conditions for people to live and work, and be able to improve the surrounding environment for many years to come. Therefore, moral actions aimed at protecting nature and preventing its destruction are equally bad for people of all ages.

However, despite the fact that billions have been allocated for nature protection in recent years, it is known that it still does not give the desired results. The most important way to carefully preserve the natural resources of the earth is to inform the population, including the younger generation, about the knowledge of nature conservation, environmental education. The system of education and upbringing of all organizations, science, literature and art, mass media, trade unions, as well as youth and children's associations and other community organizations should be aimed at achieving such a noble goal as nature conservation. In this work, it is necessary to eliminate the misconception that natural resources are inexhaustible, to waste them, to look at nature from the point of view of consumerism. However, the goal will not be achieved if every member of our society is not consciously interested in nature conservation and actively participates in the work carried out in this way. Every citizen must learn to protect on their own initiative, to understand the

responsibility of our motherland to future generations, that is, the ecological culture of our youth, ecological knowledge is the main condition for the preservation of our mother nature.

In other words, we need to raise a generation of people who can solve social and economic problems at the level of environmental culture. The purpose of environmental education and upbringing is to form a system of scientific knowledge, attitudes and beliefs that enable school students to form a responsible attitude towards the environment. Environmental education and training includes the following sections:

- Educate students in the spirit of love for the beauty of nature, their aesthetic pleasure;
- to provide knowledge about the laws of development of animate and inanimate nature, the complex relationship between nature and society, as well as the events that can occur as a result of the impact of economic activities on nature;
- Education of ecological culture in students is the basis of ecological education and culture, develops in people the ability to understand the responsibility to nature.

We believe that it would be expedient to work with primary school children in the following areas to educate loyal conservationists of nature:

1. To give primary school students certain knowledge about the natural world, the connection between events in it.
2. Formation of active activities in children aimed at nature, its protection and enrichment.
3. It is necessary to constantly acquaint children with the work of our independent state on the protection and conservation of nature.

One of the most important tasks of the school is to acquaint the student with nature, to teach him to understand nature, to educate him to treat nature with care. In the process of introducing students to nature in schools from a variety of methods:

- Oral methods Oral presentation of the teacher's material, conversation, work with the book;
- Demonstration methods - demonstrations, excursions, independent observations;
- Practical methods - oral and written exercises, drawing and laboratory work, as well as methodical methods;
- Used for observation and excursion.

The implementation of environmental education in primary school is carried out primarily by teaching students that all phenomena in nature are interconnected, occur on the basis of natural laws, learning the secrets of the relationship between animate and inanimate nature. The role of the subjects "The world around us" (grades 1-2) and "Natural sciences" (grades 3-4) taught in primary school is invaluable. To do this, the teacher uses a variety of pedagogical methods to introduce the elementary student to the phenomena and laws of nature, including the relationship between objects and phenomena, animate and inanimate nature and living organisms, as well as the method of popular expression of this knowledge according to the child's age. should also be armed with.

Just as the development of a well-rounded person is a long and complex process, the environmental education of students is a very important educational task. Therefore, we need to start this activity from the first time a student enters school - from the first grade. During the field trips and trips organized by students of grades 1-4, it is necessary to draw attention to the diversity of giant trees, their bark, the differences in the leaves. For example: Children know that nature wakes up in spring, trees sprout, bloom, leaf, grass, grass grow, nature dresses in green, various fruits ripen in summer, and tree leaves turn yellow in the eye. As students take a walk in nature, they will also gain insights into the shadows of the trees, the fragrant, delicate, and finally green air of our friends that cleanse the air. Before the trip, students repeat poems and riddles about natural phenomena, the moon and the sun.

For example: 1) solve the following puzzles:

- а) У ёққанда дала қир,
Кулади қикир-кикир (ёмғир).
б) Қўлсиз оёқсиз эшик очар (шамол).
в) Тилла сандиқ очилди
Ичидан зар сочилди (куёш).
2) Шеърлар ҳам айтадилар:
Табиат – еримиздир,
Асрамоқ бурчимиздир.
Сув бор жойда бордир ҳаёт,
Уни тежа, қил эҳтиёт.

When a person comes into the world, he enjoys the bounty of nature. When a mother and child are brought up, nature nurtures and brings them up. It is not for nothing that mother nature is said. During the trip to the school flower garden, the student's affection falls on different flowers and they feel the beauty. Extensive use of travel lessons and didactic games to be effective is advisable.

For example: "Flower party" game. Students continue the game by reciting a poem about a flower. Each student takes turns reciting a poem about a flower.

Гул, гул, гул, гулга қараб кул
Она билан лола – гул билан бола

The teacher collects the shapes made from different leaves according to the sequence number. Presentations are made in small groups. Students will learn wise sayings about nature, environmental protection. After placing the letters on the given cells, the following environmental knowledge and concepts:

ОНА ТАБИАТ ҚУШЛАР БИЗНИНГ → ДЎСТИМИЗ →

such statements are formed.

During the lesson we can conduct the following questions and answers with students:

- Данакли мевалар номини айтинг?
Данаксиз мевалар номини айтинг?
Сўнгра табиатга доир топишмоқлар берилади.
Ерда аста унади,
Илк баҳорда кулади (бойчечак).
Икки япроқ бир танда
Кезар ёзда чаманда (капалак).

These games are of great importance in teaching students to think logically and in developing oral speech, helping to instill a love of nature in the hearts of students. A walk in the bosom of nature teaches students to think independently. These are:

1. The process of education and upbringing in primary school has the following psychological characteristics of the personality of a young schoolboy:
 - the need to interact with nature;
 - Motives for activities aimed at realizing the full value of nature;
 - Confidence in the need to protect nature, to protect the health of themselves and all members of society;
 - the need to participate in the study and protection of nature and the promotion of environmental ideas.
2. Educational tasks are aimed at the formation of:
 - the simplest system of ecological knowledge about the unity of man, society and nature;
 - The simplest system of ideological, ecological knowledge about the unity of society and nature;

- the ability to use the moral and legal principles, norms and rules of attitude to nature in their behavior;
- Ability to use knowledge of ways to protect and care for nature in socially useful work and advocacy.

There are three main components of environmental beliefs that influence the formation of responsibility in primary school students:

- intellectual (mental) - primary-ecological knowledge and mental skills of a worldview, the acquisition of simple methods of ecological thinking;
- Motives of personal and primary social ecological activity, attitude to the environment and its assessment, the need to protect nature, confidence in the elimination of environmental risks;
- Internal training - the desire not to disturb the ecological balance and protect nature, the need to implement their views in environmental (nature protection) activities and behavior.

These 3 components ensure the formation of a certain level of environmental belief in primary school students.

In short, it is possible to carry out extensive and interesting work on environmental education in the education of environmental knowledge and concepts in the primary grades. Especially in primary school students, environmental education is achieved in the classroom, in the classroom and out of school, and in the work with parents. This is the main basis of the integrative process of environmental education.

It can be said that the purpose of environmental education is to form a system of scientific knowledge, attitudes and beliefs that provide schoolchildren with a responsible attitude to the environment. based on the impressions, it is worthwhile to conduct a photo review, write essays, and conduct experiments. All this is done on the basis of integrative processes, i.e. in connection with the sciences of natural sciences, mother tongue, reading, painting, labor, and so on. It is also possible to show the integrative states of different methods and forms of lessons.

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