

THE ROLE OF THE CORNER OF LIVING NATURE IN NATURAL SCIENCE CLASSES

Umaraliyeva Baxtilaxon Raxmonali qizi
Qo'qon davlat pedagogika institute Boshlang'ich ta'lim fakulteti
boshlang'ich ta'lim metodikasi o'qituvchisi

Annotation

A vibrant nature angle is used to create accurate and accurate perceptions of nature bodies and phenomena that cannot be directly accepted in children

Keywords: Living nature angle natural visual weapons, flora and fauna, excursion

Natural science lessons are pedagogical sciences that reveal the content and methods of educating children in all aspects of teaching natural science.

Based on the fact that children regularly study the world around us, it is necessary to develop a whole understanding of nature in young students, their place and the natural resources of all the country.

The presence of a living nature angle in natural science classes provides much more real insights into nature and allows children to develop the concepts of natural science based on direct acceptance.

Accordingly, in order to study living nature in the classroom or in the cabinet of natural sciences, it is necessary to have branches, leaves, flowers, fruits and seeds, which are unique to the trees of their place. Natural science classes use plants grown in the corners of living nature, as well as plants brought from herbariums and excursions. During classes and excursions conducted in the study of nature, living objects of nature are used in natural conditions.

In nature, a vibrant nature angle should be arranged for continuous (lasting) observation and experiments. There, they can be used to store animals and plants and, depending on the need, study natural sciences. The angle is also the base for students' extracurricular and extracurricular activities. Here they can work at any time of the year.

K.D. Ushinsky recommended that studying nature in the lower classes should start with plants and animals that are always around the child and familiar to them. This principle should be followed both in classrooms and in extracurricular activities. This principle allows you to work in the corners of living nature. At the same time, he nurtures students' love for the beastly land and expands their knowledge of nature.

Excursions to nature can be the beginning of organizing a vibrant nature corner. Getting acquainted with the life in the pond, readers are placed in aquarium, glass jars or other suitable containers, including mollusks, ninachi worms, various beetles, gambuzia, peskar (coin fish), as well as all aquatic plants. Gardens and vegetables often contain worms and worms of fruits, resistant fruits, and vegetable plants. During the excursion, you can collect them, check the entire cycle of insect development on them in the corner of living nature, and organize observations to see if an unsaturated worm becomes an inactive brick, and a mature turtle comes out of the cave. Living objects brought to the corner of living nature should be noted in a separate notebook, indicating the time (day), from whom it was taken, the name of the animal and its condition.

A room for a vibrant nature angle. It is desirable to allocate a separate room for the angle of living nature. In the absence of such an opportunity, plants and animals are placed in a natural science room

or classroom. For the angle of living nature, it will be convenient for the room to be light, to put aquariums with aquatic animals and plants on different bottoms placed in front of the window.

If the lively corner is in a separate room, then the birds can also be kept. In order for all bird cages to be easy to clean, a moving bottom and a moth are installed for food. The school is good to keep the likes of saga, tomatoes, chittak, clouds in the corner of nature. Cages are attached to the walls or windows, but not to be placed where the wind blows, such a place is deadly for birds. Terrariums are installed in the middle of the room or on tables laid out along the wall. The cells of the mammals (apples, sea pigs) are placed on the floor in the dark part of the room. If the natural science room is not large, then part of the plant and animal is placed in classes and used as needed.

Equip the angle of living nature. In the corner, the space allocated for animals should be in accordance with their living conditions in nature. It is delight to take the aquarium from the zoodock. But as an aquarium, any glass container can be used, but it should be taken into account that the fish are well-visible in a rectangular container. The number of fish in the aquarium should correspond to its large-sized (dimensions) and the number of plants in it, ensuring the balance of oxygen, which is absorbed and released.

Permanent care is needed for the inhabitants of the aquarium. Food can be bought from zoodock. Fish should be fed at a certain time so that they form a conditional reflex. Children should measure with a thermometer and learn to check the water temperature.

For reptiles and also inhabitants of the land in the water, terrariums of diverse appearance and size are built. The usual terrarium is a viable one made of metal or wood, and the side and top walls are made of glass and lace. The glass wall allows you to observe the inhabitants of the terrarium, the side wall plus the top of the net, provide fresh air. Soil is sprinkled on the metal floor of the terrarium, on which plants are planted and a juicy container is placed. Stones are placed on the terrarium so that its inhabitants can hide. For water and dry-needing water bubbles and tritons, an aquarium, that is, an aquarium with a land island, is built, it is not difficult to prepare it by placing a glass bank with soil under the aquarium and slightly rising above the surface of the water. It is possible to mount the land area under water or make a diver.

Collecting samples of plants and animals, organizing observations. The inhabitants of the corners of living nature (new plants and animals) form its basis, depending on which the equipment is selected. The collection of plants and animals is determined by the nature science program, taking into account the characteristics of the country. It is imperative that all room plants have labelled labels with information about their names, when and where they were obtained from.

Before plants, it is worth choosing such ones as humidity, heat, light, Water consumption differences will be possible, including plants adapted to the dry climate (cactus, aloe), humid climate (asparagus, tradescantia), tropical plants (begonia), temperate climate plants (nebuchadnezzar), light-loving (xina) and soybean-resistant plants (xina, wild strawberries).

Then plants are selected so that various experiments are performed using different types, such as yorongul, fuction, begonia, cactus, elodeya, purple. It would be nice to demonstrate reproduction with pencils in tradescantia. Begonia, fuction, and yorongul can also be used. Reproduction from leaves can be indicated in the recess of grapebark, purple or begonian.

To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has

been prepared. The experiments are conducted in accordance with the program of natural science and agricultural labor.

In the corners of living nature should be a variety of species of animals. In all aquariums there should be slatted mollusks, since they clean the walls of the aquarium from algae and, as they breathe atmospheric air, do not absorb the air in the water necessary for other animals in the aquarium. It is best to keep the fish not so demanding of living conditions, for example, guppies, swordfish, goldfish, fish with net tails, telescopes, comets. Representatives of reservoirs, such as circular fish and water candy, should be kept in separate glass banks because they are eaten by fish. It is also necessary to keep the gambuzia, which is considered a predator, separately.

In the process of teaching natural sciences, the aquarium plays a huge role, students observe the movement of aquatic animals, see their body parts, observe how they hunt. Having seen the fish in motion, the kids pay attention to their organs of action, determine what role color plays in the life of fish. Special attention is paid to monitoring the reproduction of gambuzia and coins. Observation diaries record the occurrence and development of coin larvae and gambuzia babies. In addition to animals, plants (hornbarg, urut, elodeya, ryaska) are kept in the aquarium, with which readers will get acquainted with the program throughout the transition.

According to the program, junior high school students will also observe the development of baqa and frogs (the formation of dogs, tails, and mature baqa). In the corners of living nature, the children can compare them, look at the parts of the body, see how their eggs differ, the development of a stalk from the egg. At the terrarium, students can also observe the behavior, mobility, external characteristics of frogs and turtles.

Natural science teachers need to be able to systematically care for plants and animals in the corners of living nature, regularly water flowers, wash leaves, feed animals, and keep them in a clean place. To do this, the queue of students will be launched.

Experience, observation and practical work in the corner of living nature should be the focus of the teacher's attention and supervised by him. All work must be done according to the plan, and the principle of seasonality must be followed when drawing up a plan. Work at the corner is annual, half-year and quarterly. Planning takes into account students' interests, general development, as well as the ability to do the work. The plan should define goals and topics, reveal the content and forms of work, show methods of implementation, and set practical skills for students. Some topics can also be planned. (See the approximate form of the action plan at the corner of living nature.)

Approximate form of living nature corner jobs plan

- Topic and content of the work
- Hours on the subject
- The beginning and end of work
- Practical skills
- Responsible Person for Execution

It is necessary to record the implementation of the work plan in a special journal. As a journal, a general notebook can serve, which will show the size of the work done by the teachers and the results obtained. The diaries of observations of the students are a form of recognition, in which observations are briefly recorded, paintings are drawn, dried plants are glued.

References

1. M.Nuritdinova." Methodology for Teaching Natural Sciences" Tashkent, Teacher 2005
2. A. Hamidov A.Toxtayev and others. "A Manual for Teachers from Botanics." Tashkent Teacher 1999
3. H.Vaxobov, O.T.Mirzamahmudov "Methodological Manual for Teaching Geography" Namangan -2016
4. Umaraliyeva. B. R. "Educational importance of teaching geography in secondary schools" International journal of social science & interdisciplinary research issn: 2277-3630 Impact factor: 7.429 11.12 (2022): 348-350.
5. Umaraliyeva. B. R. Scientific bulletin of The University of Namangan, 2023 519-523b
6. Mansurjonovich, Juraev Muzaffarjon. "DESIGNING THE STRATEGY OF STUDENT INDIVIDUALITY IN INDEPENDENT RESEARCH ACTIVITY." Galaxy International Interdisciplinary Research Journal 11.4 (2023): 1048-1055.
7. Juraev, Muzaffarjon Mansurjonovich. "Pedagogical conditions for the development of vocational education through interdisciplinary integration into the vocational education system." НАУКА, ОБРАЗОВАНИЕ, ОБЩЕСТВО: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ. 2021.
8. Mansurjonovich, Juraev Muzaffarjon. "Methodological foundations for improving the content of training future ict teachers in the conditions of digital transformation of education." Актуальные вопросы современной науки и образования 9 (2022).
9. Juraev, Muzaffarjon Mansurjonovich. "Methodological foundations for improving the content of training future ict teachers in the conditions of digital transformation of education." (2022): 9-11.
10. Mansurjonovich, Juraev Muzaffarjon. "Designing an electronic didactic environment to ensure interdisciplinary integration in the teaching of" Informatics and information technologies" during professional education." Confrencea 3.03 (2023): 78-82.