

ORGANIZING AN EDUCATIONAL EXCURSION TO DEVELOP PRIMARY SCHOOL STUDENTS' UNDERSTANDING OF ENVIRONMENTAL PROTECTION AND THE WORLDVIEW

Tangirkulov A. Elmurod

Teacher of the "Primary Education Methodology" Department

Denov Institute of Entrepreneurship and Pedagogy

e-gmail: tangirqulove@gmail.com

Abstract

Organizing educational excursions fosters primary school students' understanding of environmental protection and broadens their worldview. Through direct interaction with nature, visits to conservation sites, and guided activities, students learn sustainability principles, biodiversity, and human impact on ecosystems. These experiences cultivate responsibility, critical thinking, and global awareness essential for future environmental stewardship.

Keywords: Educational excursion, environmental protection, primary students, worldview development, nature interaction, sustainability, biodiversity.

Introduction

In the context of modern primary education, organizing educational excursions plays a pivotal role in stimulating primary school students' perceptions of the environment and their worldview. Educational excursions, as structured out-of-classroom activities, provide direct interaction with natural surroundings, fostering a deeper understanding of ecological interconnections, cultural heritage, and global perspectives. In Uzbekistan, where environmental challenges such as water scarcity and biodiversity preservation are pressing, these excursions align with national educational reforms aimed at integrating sustainable development into the curriculum. Primary school students, aged 6 to 10, are at a formative stage where curiosity about the world is heightened, making excursions an ideal method to cultivate environmental awareness and a holistic worldview that encompasses respect for nature, cultural identity, and responsible citizenship.

The concept of environmental perception refers to students' ability to observe, interpret, and emotionally connect with natural elements, while worldview encompasses broader cognitive frameworks influenced by these experiences. Excursions facilitate this by combining sensory engagement—such as observing flora and fauna—with reflective discussions, thereby bridging theoretical knowledge from subjects like "The World Around Us" with practical insights. In Uzbekistan, the State Educational Standards emphasize experiential learning to develop ecological literacy, yet implementation often lacks systematic approaches tailored to primary levels. This article aims to analyze the organization of educational excursions for stimulating these perceptions, drawing on works by prominent Uzbek scholars. The relevance of this study lies in its potential to guide educators in creating meaningful, culturally grounded excursions that enhance students' environmental sensitivity and expand their understanding of the interconnected human-nature relationship.

Literature Review

Uzbek pedagogical research has extensively explored the integration of educational excursions in primary environmental education, emphasizing ethno-cultural elements to shape students' ecological perceptions and worldview. G.A. Sultonova's¹ dissertation abstract, "Environmental Education of Students by Means of Complex Excursions," highlights the efficacy of multifaceted excursions in cultivating ecological consciousness among schoolchildren. Sultonova argues that excursions, when structured as complex activities combining observation, practical tasks, and debriefing, enable students to internalize environmental protection principles through direct immersion in natural sites, thereby fostering a sense of unity between humans and their surroundings.

Similarly, Odilova Mavluda's² work, "Pedagogical Aspects of Formation of Ethnoecological Culture," underscores the role of excursions within an ethno-regional framework for primary education. Odilova posits that excursions to local natural landmarks, integrated with folk traditions and customs, enhance students' emotional and behavioral responses to the environment, promoting continuity between preschool and primary stages while addressing regional ecological specifics.

Shirinboy Olimov, along with Oybek Artikov and Maksuda Murodova³, in their article "The Use of National Values in Forming the Ecological Worldview of Students," extends this to worldview formation through excursions themed around national heritage. The authors advocate for excursions such as "Travel to Nature," which incorporate folklore, religious texts like the Avesta and Qur'an, and the legacies of Central Asian thinkers, to instill rational resource use and ecological responsibility, particularly in primary subjects like natural science.

Zakhro Yuldashevna Shonasirova's⁴ "Scientific and Theoretical Foundations of Environmental Education of Preschool and Primary School Children" provides foundational principles applicable to excursions, stressing visibility and activity-based methods. Shonasirova emphasizes that excursions during walks in natural areas help primary students develop cognitive skills for recognizing nature's interconnectedness, drawing on humanistic pedagogy to encourage independent exploration and ethical attitudes toward the environment.

Gulnoza Jobborova's⁵ "Uzbek Folk Ecology – Formation of the Foundations of Ecological Culture in Elementary School Students" complements these by integrating folkloric elements into excursion planning. Jobborova illustrates how proverbs, riddles, and ancestral rituals, experienced during excursions, build positive environmental attitudes, referencing historical ethnographic practices to enrich students' worldview with cultural depth.

Collectively, these works reveal a consensus on excursions as transformative tools, blending national values with modern pedagogy to nurture environmentally attuned worldviews in primary students, informing the subsequent analysis.

¹ Sultonova, G.A. Environmental Education of Students by Means of Complex Excursions. Dissertation Abstract. Tashkent, 1995. (No direct PDF available; referenced in scholarly databases).

² Odilova, M. Pedagogical Aspects of Formation of Ethnoecological Culture. International Journal of Trend in Scientific Research and Development, Vol. 6, Issue 3, 2022.

³ Olimov, S., Artikov, O., & Murodova, M. The Use of National Values in Forming the Ecological Worldview of Students. BIO Web of Conferences, Vol. 104, 2024.

⁴ Shonasirova, Z.Y. Scientific and Theoretical Foundations of Environmental Education of Preschool and Primary School Children. Academic Research in Educational Sciences, Vol. 1, Issue 4, 2020.

⁵ Jobborova, G. Uzbek Folk Ecology – Formation of the Foundations of Ecological Culture in Elementary School Students. E3S Web of Conferences, Vol. 413, 2023.

Methodology

This study employs a qualitative methodological framework grounded in theoretical analysis and synthesis of existing pedagogical literature by Uzbek scholars. The primary objective is to delineate principles for organizing educational excursions that effectively stimulate primary students' environmental perceptions and worldview expansion. Methods include systematic literature review, conceptual modeling, and illustrative case synthesis, focusing on non-empirical insights to ensure applicability across diverse Uzbek educational contexts.

The research proceeded in three phases: first, selection and thematic coding of key texts from the identified scholars, prioritizing those addressing excursions in primary environmental education; second, modeling excursion structures based on common principles such as integration, activity, and cultural relevance; third, synthesizing recommendations through comparative analysis to derive practical guidelines. Emphasis was placed on theoretical depth over quantitative data, aligning with the interpretive nature of worldview formation. Ethical considerations involved accurate representation of scholarly contributions, with all interpretations derived directly from source materials to maintain scholarly integrity.

Analysis and Results

Organizing educational excursions for primary school students requires a structured approach that aligns with developmental stages, ensuring excursions not only expose children to environmental elements but also provoke reflective engagement to shape perceptions and worldview. Drawing from Sultonova's framework, complex excursions begin with preparatory classroom discussions on expected observations, such as identifying local plants during a visit to a botanical garden, followed by on-site activities like guided sketches or group discussions on human impacts. This sequence fosters perceptual acuity by transitioning from passive viewing to active interpretation, resulting in heightened awareness of ecological balance as students articulate connections between observed phenomena and broader natural systems.

Odilova's ethnoecological perspective enriches this by incorporating regional customs into excursion design, such as narrating folk tales about water conservation during a riverside outing in Uzbekistan's arid landscapes. Analysis reveals that such integrations deepen emotional bonds, transforming abstract environmental concepts into relatable narratives that expand worldview beyond rote learning. For instance, students encountering traditional irrigation methods during excursions gain insights into ancestral harmony with nature, cultivating a sense of stewardship that influences daily behaviors like resource conservation at home.

The contributions of Olimov, Artikov, and Murodova highlight excursions' potential in worldview broadening through national values. Themed excursions, like "Protect Mother Nature" walks, involve interactive elements such as role-playing historical figures from Beruni's scientific legacy observing celestial influences on agriculture. Results indicate that these activities stimulate cognitive growth, enabling students to internalize global environmental interdependence while rooting it in Uzbek identity—evident in post-excursion reflections where children express commitments to protecting shared natural heritage.

Shonasirova's principles of visibility and humanism guide the practical execution, advocating excursions that prioritize safety and inclusivity, such as short nature trails with sensory explorations

(touching tree bark, listening to bird calls). This approach yields perceptual stimulation by leveraging children's innate curiosity, leading to emergent understandings of nature's systemic properties, like interdependence, which form the bedrock of an ethical worldview.

Jobborova's folk ecology integration adds cultural vibrancy, suggesting excursions punctuated by recitations of proverbs during pauses at scenic spots, reinforcing moral-ecological norms. The analysis demonstrates that this method enhances retention of environmental perceptions, as students associate sensory experiences with cultural wisdom, fostering a holistic worldview that values both preservation and celebration of nature.

Overall, the synthesized results affirm that well-organized excursions—preparatory, experiential, and reflective—effectively stimulate primary students' environmental perceptions, yielding a nuanced worldview characterized by empathy, responsibility, and cultural pride. Challenges such as logistical constraints in rural areas can be mitigated through school-community partnerships, ensuring equitable access.

Conclusion

Educational excursions stand as indispensable instruments in primary education for invigorating students' environmental perceptions and worldview in Uzbekistan. Through the scholarly lenses of Sultonova, Odilova, Olimov et al., Shonasirova, and Jobborova, this analysis underscores the transformative power of culturally attuned, activity-based excursions in bridging theory and practice. By embedding national values and ethnoecological insights, these outings not only sharpen sensory and cognitive engagements with nature but also cultivate enduring ethical orientations toward sustainability.

Future implementations should prioritize teacher training in excursion facilitation, curriculum integration, and evaluation rubrics focused on perceptual growth. Ultimately, such initiatives contribute to a generation equipped to navigate environmental complexities, honoring Uzbekistan's rich pedagogical heritage while advancing global ecological discourse.

References:

1. Sultonova G.A. Environmental Education of Students by Means of Complex Excursions. Dissertation Abstract. Tashkent, 1995.
2. Odilova M. Pedagogical Aspects of Formation of Ethnoecological Culture. *International Journal of Trend in Scientific Research and Development*, Vol. 6, Issue 3, 2022.
3. Olimov S., Artikov, O., & Murodova, M. The Use of National Values in Forming the Ecological Worldview of Students. *BIO Web of Conferences*, Vol. 104, 2024.
4. Shonasirova Z.Y. Scientific and Theoretical Foundations of Environmental Education of Preschool and Primary School Children. *Academic Research in Educational Sciences*, Vol. 1, Issue 4, 2020. https://ares.uz/storage/app/media/2020yil/Vol_1_No_4/950-958.pdf
5. Jobborova G. Uzbek Folk Ecology – Formation of the Foundations of Ecological Culture in Elementary School Students. *E3S Web of Conferences*, Vol. 413, 2023.