

PEDAGOGICAL PRINCIPLES OF FORMING ECOLOGICAL CONSCIOUSNESS IN STUDENTS USING INTERACTIVE METHODS IN PRIMARY EDUCATION LESSONS

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Abstract

In this article, through the pedagogical foundations of the formation of environmental consciousness in primary education classes, the formation of the growing young generation as a well-rounded, mature, perfect person, in their manners, a broad worldview, respect for nature. Detailed information is provided on methods of inculcating such concepts as love, care, hard work, diligence, neatness, cleanliness, environmental knowledge, skills, values.

Keywords: education, ecological consciousness, nature, environment, ecological knowledge, diligence, neatness, decency, broad outlook, purity, diligence, care.

INTRODUCTION

The development of nature and human civilization, as well as the nature and society of Uzbekistan today and the future depend to a large extent on the solution of environmental problems and the implementation of sustainable development programs[18].

Uzbekistan, Shavkat Mirziyoyev, to the Supreme Council (2020), the continuation of the unprecedented work started to mitigate the consequences of the island tragedy, the expansion of forests on the dry bottom of the sea, around the cities of Nukus, Urganch and Khiva. He emphasized the need to establish "green belts", develop a comprehensive program of measures until 2025 to prevent the impact of industrial development on the environment, and draw up a project of the Ecological Code with the involvement of influential international experts. was[4].

At the 75th session of the United Nations General Assembly, Sh. Mirziyoyev noted, "We propose to adopt a special resolution of the United Nations General Assembly on declaring the Aral Bay region as a region of ecological innovation and technology." It would be appropriate to introduce and implement the date of approval of this important document as "International Day of Protection and Restoration of Ecological Systems"[19].

DISCUSSION AND DEBATE

As a cultural phenomenon, the game has always occupied an important place in human activity. First of all, it affected the student's life.



The game is not only a recreation and enjoyment of elementary school students, but also a necessary activity: without a game, a student cannot grow, learn, be educated and develop normally.

of the game for elementary school students is the character of the student, his life and ideals. In the process of elementary school students, students unknowingly approach solving complex life problems[20].

io'yin for primary school students is that the game process forms all aspects of the student's personality, significant changes occur in his psyche, and he gradually moves to a new, higher stage of development.

Despite the fact that the game activity in elementary grades has auxiliary value, it remains very important and important, because it allows to determine the meaning of objects and scenes[21].

We also believe that the game gives elementary school students a chance to understand the meaning of things more deeply, to master higher social motives of behavior.

According to TFPojideva, the synergetic function of the game is that during the game, the self-organization of the primary school student's personality takes place[1].

In the hands of the teacher, the game becomes an educational tool, introduces elementary school students to nature and social life, develops their physical, mental and emotional qualities. This is their answer. Young characteristics of elementary school students - their emotionality, tiredness from the monotony of easy classes, desire for imagination, creativity, change of attention[22].

The game, as the most convenient type of activity, serves as a method of processing impressions from the surrounding world.

The game allows elementary school students to use the features of imagination and thinking: emotionality, activity, the need for communication.

In elementary school students, a fun game increases the student's mental activity, and he can solve a more difficult problem than a simple lesson about the world around him. But this does not mean that lessons should be conducted only in the form of games. The game is one of the methods, which gives good results in combination with others: observations, conversations, independent work[10].

Elementary school students learn to apply their knowledge and skills in practice and apply them to a variety of situations. Play is an independent activity in which students interact with their peers[13]. They are united by a common goal, common efforts to achieve it, and common experiences. The gaming experience leaves a deep impression on the mind of the learner and contributes to its formation of good feelings, noble aspirations, collective life skills.

The game teaches to independently solve problems, find the best ways to implement ideas, use knowledge and express them in one word. Often the game is an opportunity to convey new knowledge, to expand your horizons. So the act of playing actual problem of the educational process [11].

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Many teachers doubt whether or not to include games in the learning process in the classroom, because not every game can achieve high pedagogical results. Elementary school teachers overestimate the teaching process or, on the contrary, do not include enough play. In order for the game to have a positive effect on the formation of the student's personality, it should be consciously used in learning. Teachers need to understand the mechanisms of game effects and use them correctly.

The study of modern pedagogical literature about the game allows to form the following students, which should be taken into account when organizing games[14].

The first is not forcing students to participate in it, allowing them to join independently and freely.

Second, games should not be overly educational or overly didactic – avoid overly didactic content or excessive information such as names, dates, formulas, and rules[24].

Different types of games are used to solve environmental education problems, for example: didactic, plot-role, creative, business, imitation. One of the forms of ecological education and the means of forming ecological knowledge are ecological games based on the development of special game activities of the participants. In the process of such games, the level of motivation and interest in nature increases.

Describing the theoretical basis of learning the game activity of elementary school students, we can conclude that the game helps to realize the educational goal in the lesson faster and more firmly than other pedagogical tools; There are different types of play activities depending on the purpose and content of learning.

Didactic games have great potential for environmental education of elementary school students[5].

Didactic games are games with rules. The most important feature, according to psychologists, is that cognitive tasks are presented to the student not directly, but in a hidden form. While playing, the student does not think about studying, but as a result of the game, he learns new things. Such learning happens without control, involuntarily. These games help to form such components of educational activity as acceptance of educational tasks, self-control, self-evaluation[25].

expand the understanding of elementary school students about the interaction between man and nature, human activities in nature, relationships existing in nature . Also, the undoubted role of didactic games is that they help to cultivate an emotionally valuable attitude to nature, to develop cultural behavioral skills in the natural environment[16].

Didactic games with ecological content, games with cards such as lotto, natural material "Magic net", "Dance of flowers" or "Who lives where?" quiz games; game time, for example, the plant in the herbarium can be found on the "portrait" card. And if the game is played in nature, in the forest, in the field, etc[12].



The aspirations and needs of the elementary school student find the most complete satisfaction in the plot-role creative games. Psychologists and teachers consider them the most interesting, favorite students and pedagogically useful. Elementary school student in his actions he follows the rules set by his chosen role. In fact, when he imagines my situation, he becomes more restrained, willful and determined.

Therefore, creative play is one of the important methods of education and upbringing. Environmental role-playing games are based on modeling the social content of environmental activities[26]. Students gain knowledge about nature through story-based role play emotional response, thereby forming the right attitude to the flora and fauna. Environmental knowledge that causes an emotional reaction in students is more effectively included in their independent education game activity is not only the knowledge they get in intellectual activity, but becomes its content[15].

For example, "What will happen?" or a discussion between groups of "Ecological expertise", "Environmentalists", "engineers", "sociologists", "motorists", "medicine". Through role-playing behavior, students are able to think independently, develop the ability to hold discussions and use their knowledge.

Imitation of ecological games is based on the modeling of ecological reality and the objective content of ecological activities. For example, "Who lives where ?" game. reveals the dependence of animal distribution on environmental conditions.

Games-contests with ecological content are aimed at stimulating the activity of participants in acquiring and demonstrating ecological knowledge and skills. This type of game-choice includes courses: crosswords, projects, riddles, trips, etc.

Didactic games, educational games and role-playing games are especially used in the practice of primary classes[27].

Thus, games help to visually and clearly understand environmental problems and help to perceive the world around us and the changes in it[8].

They are also aimed at forming a respectful attitude towards nature, increasing cognitive interest in the lessons of the "Ecological World" course.

But it should be remembered that not every game is environmentally friendly according to its purpose and content. When choosing games for the formation of environmental knowledge of elementary school students, the following should be followed:

- a) Games should be selected taking into account the development patterns of the student and the tasks of environmental education to be solved at this stage;
- b) The content of the game should not contradict the ecological knowledge formed in the course of other activities;
- c) Game actions must be carried out in accordance with the rules and normal behavior in p.
- d) The game should give the student the opportunity to apply already acquired environmental knowledge and encourage the acquisition of new ones[6].



The selection and introduction of games into the pedagogical process is based on the experience of elementary school students, which gradually and consistently expands the ideas of elementary school students about living nature, using existing knowledge to expand game tasks[28]. It is done in a way that encourages. and improvement of such mental operation, analysis, synthesis, comparison, generalization, classification. The peculiarity of games is that they do not give students a ready-made recipe, but gradually lead them to their conclusions and conclusions, which is more than a simple suggestion of prohibitions and recipes that students should act on. ra is more expensive. My name is examples of such games: "Mysterious forest trail", "A day in the life of young travelers "[2].

Thus, the game helps to form environmental knowledge, which ensures the development of the personality of the primary school student.

In comparison with game activity, learning is the leading activity of primary school age, within which the fundamentals of social experience are controlled, first of all, in the form of basic intellectual operations and theoretical concepts[3].

Educational activity is an activity aimed at acquiring knowledge and skills developed by mankind. But this does not mean that it is limited to going to an educational institution or acquiring new knowledge. Knowledge can be the end product of a game, just work or leisure[29].

This type of activity, for example, learning, should be discussed only when a primary school student sets a clear conscious goal - to learn new things that he did not know or was able to do before.

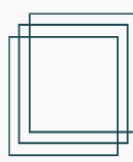
The subject of education is science, knowledge and action as elements of culture, which are primarily objective, external to the student. Then, after learning, this knowledge becomes the student's friend. Thus, the transformation of the subject itself takes place. The product, the result of the educational activity is the changes that occur in the student himself[30].

Based on this, it can be assumed that educational activity is an activity of self-development, self-transformation (at the level of knowledge, skills, abilities, general and mental development)[13].

The leading role of ecological education activities in mediating the entire system of the student's relationship with society, organizes it socially in meaning, content and form, in which not only individual intellectual qualities are formed, but also in no way manifests itself. and the personality of the primary school student in general.

Having considered the main rules of the game and educational activities, we came to the conclusion that the individual and psychological characteristics of primary school students become students in school practice, in particular, in environmental lessons, in educational activities it is necessary to use the yin method[17].

Let's consider the theoretically most appropriate way to recognize the activity of a primary school student - education and play.



Primary educational and game activity is the level of development of the student's activity that allows solving educational tasks in the process of organizing the game[31]. LS Vygotsky wrote that the game does not die at school age, but enters into a relationship with reality. It has its own internal function at school and at work[7].

It follows that relying on game activities, game forms and methods is an important way to involve students in educational activities.

Elementary school students see the difference between learning and playing activities from common games in that learning and playing activities have an important feature - a clearly defined learning goal and a corresponding pedagogy. availability of the result[33]. The main condition is that the game is harmoniously combined with serious, intense work, and at the same time, it does not distract from learning, but helps more intensive mental work[9].

It follows that educational and game activity is only a game for the student, an adult, and it is a learning method.

CONCLUSION

Having studied the psychological, pedagogical and special literature on the problem of our research, we identified the main concepts: environmental education, environmental knowledge, educational and play activities of a young student[32].

global problems of our time, which threaten the life of human civilization, demanded environmental education.

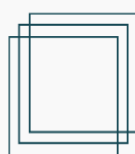
That is why ecological education is currently a priority in the theory and practice of secondary schools.

Environmental education is a continuous process of learning, education and development of a person, which provides scientific and practical knowledge and skills, value orientations that ensure a responsible attitude to social and public life. aimed at forming a system of behavior and activity. natural environment and health.

The success of environmental education depends on the formation of environmental knowledge.

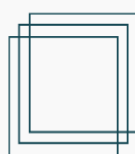
Ecological knowledge is a key element of ecological consciousness . They include understanding the limitations of nature, the need to establish a dynamic balance between natural and social systems, the causes of the ecological crisis and its global nature, and the need for a global strategy of social development as a prerequisite for conservation.

The formation of environmental knowledge in elementary school students plays a very important role, because. Such knowledge is necessary for every person in order to create an environment worthy of a person, to develop such modernity.

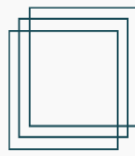


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