

MEANS OF FORMATION OF ECOLOGICAL THINKING IN ELEMENTARY SCHOOL STUDENTS

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Abstract

Currently, environmental education of schoolchildren is becoming a priority in pedagogical theory and practice. This is related to the difficult situation on our planet: the rapid growth of the population, which means its food supply, the problem of supplying the industry with mineral raw materials, the energy problem and, of course, the pollution of the natural environment - all this is the earth threatens the existence of life in the face. One of the most important reasons for this situation is the environmental illiteracy of the population, the inability to foresee the consequences of their interference with nature.

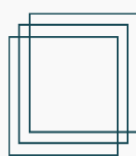
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Log in. The problem of ecological security is not only a national and regional problem, but also a human problem for all mankind. Ecology is one of the most acute social problems of modern times. Solving it is in the interests of all nations, and the present and future of development depend in many ways on solving this problem. As renowned teacher V.A. Suxomlinski wrote in his essay "Sacrifice Children My Soul," "I wanted children to open the Alphabet and review the book of nature, the most amazing book in the world, before they hijacked the first word." [1].

Research materials and methodology. Article 50 of the U.S. Constitution states: "Citizens are obliged to be cautious about the environment" and Article 55 states: "Earth and underground resources, water, plants and animals, and other natural reserves are common assets. It is necessary to use them wisely, and they are in the state defense." The composition of ecological culture in citizens, teaching them how to deal with nature and the environment, has become the most relevant topic of the theory and practice of social pedagogy. The Conservation of Nature Act of the Republic of Uzbekistan, adopted on December 9, 1992, The establishment of the Order "For a Healthy Generation", the country's program in that name, the development of the Concept of Ecological Education, the structure of the Ekosan Foundation and the 2000 Year of the Healthy Generation and the 2005 Year of Health are a sign that the



development of a government program is aimed at solving the social problems of ecological education gives. As a result of the rapid population growth, ecological social problems are also increasing. In particular, problems with providing land, water, energy, and food to the population are becoming social problems around the world. The well-being of man in the earth's crust now remains dependent on solving ecological problems. There are scientific, economic, technical, hygienic, legal, aesthetic, pedagogical, and psychological aspects of ecological problems. Ecological education and training are provided in the pedagogical direction. Ecological education refers to a system of knowledge that represents the relationship between nature and humans that must be given to the population. Ecological discipline, on the other hand, is to nurture a person's attitude toward the environment. The main objective of ecological education is to foster a conscious attitude toward the environment and its problems in people of all ages. In elementary school students, ecological literacy and culture are carried out in educational institutions and the family. The main attention should be paid to national characteristics and aspects in educating elementary school students ecologically. These include water, earth, soil, and air. Our forefathers did not say: "Water is a gift from nature, a source of life." Providing such information in educating students ecologically at school should not be the main task of teachers. Neglecting the environment, the riches of nature, is known to cause serious damage to the entire planet. There was a need to solve problems between man and nature. The formation of an ecological culture, teaching students how to deal with nature and the environment, has become a pressing problem in the theory and practice of pedagogy. Especially in secondary schools, from a school party to a spirit of love for nature, it is necessary to work hard. The content of ecological education in educational institutions includes: - the environment and its impact on the spiritual world of an individual; - understanding nature and its significance; - the cooperation of the school and the family in shaping love for nature; - interest in cultivating their district, city, rural and school courtyards, even caring for plants in the classroom; - teach respect for the nature of the family, school, the world of plants and animals, the care of animals and birds; – reconstructing national traditions and traditions in educating young people ecologically, increasing their attention. 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. Anyone who violates the rules governing the preservation of land, water, air, and fire is sentenced to 400 whips. Our forefathers showed a high love for nature from the beginning. They have inhabited the land, and they have made the streets and the courtyards yellow.' It shows that attitudes toward nature have long been harmonized with our national values. Schoolchildren need to know the following in the process of ecological education: - understanding nature, the natural environment, natural factors, and the connection between them; - the use and



maintenance of natural resources; - protect the environment from pollution; - the desire to leave nature naturally for future generations. Therefore, UNESCO and UNEP international organizations are raising the issue of the need to revisit the content and duration of ecological education for the earth's inhabitants.

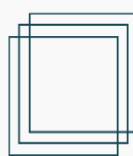
Results of the study. The beginning of formation and formation of the ecological culture of the population coincides with the first 7-8 years of a child's life. Elementary school age is a decisive period of human life, as the basics of proper attitude to the world around you are laid here. Readers who receive certain ecological ideas are more cautious about nature. In the future, this could affect the improvement of the ecological situation both in a given region and throughout the country. Ecological education is becoming a part of modern education and is the key to rebuilding its modern systems and society in general. Thus, the foundation of new morality of ecological education and the role of support in solving many issues of people's practical life are especially relevant today. The relevance of this topic is growing because educating young students ecologically is the teacher's most important task. The primary school involves the use of various forms and methods of environmental education in the environment, including in the country' class. The characteristics of fostering love and respect for nature in elementary school students are revealed in T.A. works. The problems of ecological education were developed in the works of Bobyleva, L.D. Bobyleva, A.A. Pleshakova, L.P. Saleeva and others. Zachlebny, B.T. Lixachev, L.P. Saleeva, I.T. Pechko, I.T. Suravegina, and others. These authors reveal the purpose, functions, principles, and conditions of ecological discipline. We find descriptions of ecological teaching tools, forms, and methods in the works of A.N. Zachlebny, N.A. Gorodetskaya, A.A. Pleshakov. **DISCUSSION** At the moment, it is necessary to talk about the formation of an ecological culture as a socially necessary moral quality of an individual. The term "ecology" was proposed by Ernest Geckkel in 1966, a science that studies the living conditions of living organisms in relation to the environment. According to A.N. Zachlebny, I.T. Suravegina, ecological education is an endorsement of the principles of nature's use in the minds and hierarchies of people; formation of skills and skills to solve certain economic and environmental problems without harm to the environment and human health. It is one of man's indispensable characteristics, which determines his or her direction of life, leaving his mark on his worldview. Ecological education, A.N. Zachlebny - to affirm the principles of use of nature in the human mind and hierarchy, to have the skills and skills to solve socio-economic problems without harming the environment and human health. According to L.P. Pechko, ecological education includes: a source of modern values, the basis of the ecological conditions of life, a culture of student knowledge activities in mastering human experience in relation to nature as an object of emotional, including aesthetic experience. The success of this activity is related to the development of ethical personality characteristics in relation to the natural environment based on the



development of alternative decision-making skills; Also, the use of ecological heritage of Central Asian hypocrites in natural sciences is reflected in the teacher's ability to use various forms, methods, and tools in individual independent work. In practice, it involves making it easier for a student to demonstrate his or her inner abilities by creating pedagogical conditions and conditions related to the entire learning process from primary education. The course aims to transform the student's weak surveillance status into an active participant in order to take advantage of the ecological heritage of Central Asian hypocrites. Only then will the student's skills in social, pedagogical, and nature conservation activities be tested, developed, corrected, improved, and strengthened. Based on the study of the scientific literary heritage of Central Asian hypocrites and their views on the human attitude toward the ecological environment, achieving the effectiveness of developing ecological thinking for students is a social and pedagogical necessity. Such objective necessity lies in the ecological knowledge, skills, and skills provided to elementary school students in secondary schools and in extracurricular conditions. Primary education is an important stage in providing students with insights into scientific, theoretical and practical concepts of nature. The next main and important pedagogical and psychological task is to identify effective forms, methods, and tools for delivering the aforementioned ecological knowledge to students. In this context, it is important to note that it is effective, citing a proposal to use the form and method of providing knowledge related to the development and upbringing of ecological thinking in elementary school students, called ecological rest (pause). The conversation is organized, in which students tell the story of their understanding of terraces, their courtyards, how many terraces there are on their streets, and who planted them. Active, capable students are instructed to write a small poem about terraces. At the end of the conversation, the teacher tells the students that once a year each citizen of our country plants fruitless or fruitless trees from one spit, our country can become a green garden. At the same time, students are explained the need to protect existing trees from dying if we do not plant trees. This necessity is based on the use of the following example: to prepare 1 ton of paper, it is required to cut down 17 spit trees. If 750 kg of paper is made of paper fragments, not wood, then students' attention will be focused on reducing air pollution by 86 percent and water pollution by 25-44 percent, and they are told to be active in collecting pieces of paper. Another example is that hundreds of acres [100 ha] of forest will be preserved in a month if every student in the republic saves a quarter of their notebook sheets. If the students were careful about the loaqal notebooks, did not tear it up in vain, then the need to shear the trees and make paper from them would have decreased to some extent. This action also protects the air from pollution. Air contains dust, and it contains different microbes all the time. Under the influence of dust air, human health deteriorates, which is caused by various infectious diseases. It is intended to inform readers about Ibn Sinai's ecological idea, "If it had not been for the dust, man would have lived for a thousand years."

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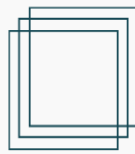
Another topic studied in 3rd grade natural science classes that can effectively instill in Central Asian hypocrites their ecological heritage is the theme: "It's easier to prevent the disease than to treat it!" In organizing the course on the subject, special attention was paid to the careful integration of ecological knowledge by students. Students are specifically taught that another effective way to protect human health is not to absorb various harmful habits (e.g. not to consume alcohol and drugs, not to smoke tobacco products). Special emphasis is placed on the fact that harmful habits cause certain diseases in the human body. The importance of human health and protection in the classroom is strengthened by the views of Central Asian hypocrites in this regard.

CONCLUSION

Thus, on certain topics included in the curriculum, the organization of lessons based on modern teaching technologies has yielded results in the delivery of ecological heritage of Central Asian hypocrites to elementary school students.

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