

Features Of The Formation Of Aesthetic Education In Primary Education

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Abstract: This article discusses the role of aesthetic education in the educational process, its implementation in the educational process, its importance in the acquisition of knowledge, the aesthetic improvement of students' knowledge in the content of the natural sciences, and the creation of problem situations. , as well as the use of aesthetic education in the teaching of science in the curricula and programs of general education schools, the issues of establishing aesthetic education in a serious attitude towards the environment, students' reflections on nature, their worldview, behavior, general culture, environmental protection in teaching science, the appropriate development of opportunities and means, teaching the development of aesthetic thinking of students in all its forms: in the classroom, extracurricular activities, excursions and extracurricular activities, to determine the possibilities for the development of aesthetic thinking in them through training, to develop aesthetic education of students in teaching natural science, to analyze the facts of students' activities, events and the creation of a mechanism connections in the study of phenomena, the conscious assimilation of educational material through the application of previously acquired natural science knowledge, skills and competencies in new situations, the content of natural science education is consistent the value of knowledge of various academic disciplines that study the problems of the relationship between man and nature, and the content of aesthetic education is modern education, described with the help of technology.

Key words: natural science, aesthetic education, aesthetic thinking, knowledge, improvement, school, students, excursion, work of art, painting, form, method, tool, culture, skill, ability, nature, society, environment, human aesthetic thinking, education land, corner of wildlife, beauty, aesthetic education, refined education, aesthetic need, nature, natural beauty, aesthetic motivation.

Introduction

Today, the issues of nature protection and environmental safety have become a common global problem of the world community. In particular, the creation of environmentally stable living conditions for citizens, along with the reform of all aspects of society on a global scale, has become a priority of state policy. To achieve the intended goal, the issues of the connection of environmental education with the spiritual life of society, in particular, the issues of using national values in the education of environmental knowledge and ideas among young people, are becoming increasingly important. importance.

In fact, these problems are relevant not only for changing the attitude of students to

nature (this is how nature is destroyed and damaged), but also for their attitude to the loss of the natural beauty of the disappearing nature. is also of great importance for human life. This situation raises a number of topical issues, the solution of which, in turn, scientists Bannikov A.G., Vakulin A.A.[3], Herzen A.I.[5], Fazylyzhanova I.I.[22], Beknazov R.U. ., Novikov Yu.V. E. V. Kvyatovsky, I. D. Zverev [7], A. N. Zakhlebny [6], A. M. Ryabov [17] and others were reflected in the studies.

For younger students, excitement about the world around them is characteristic. Despite the fact that children look at everything, hold hands and willingly listen to the explanations of adults, they notice little in what is happening

around them, because they pay attention to the effects that arouse their feelings and interests, and ignore those that excite. no, they ignore. problems, even if they are important. Accordingly, when introducing children to natural objects, special attention should be paid to their attractiveness and beauty.

One of the effective means of aesthetic education is the use of copies of paintings by famous artists in teaching natural science, as well as the interpretation and explanation of excerpts from the teacher's works of art, because the poetic perception of nature helps to better understand it. . deeply feels its beauty [11].

The organization of field trips has a great influence on the development of children's aesthetic feelings, the formation of their feelings and the expansion of their knowledge. The study of nature must be combined with its aesthetic perception. Because the deeper the child perceives his own nature, the more joy it brings to the child, and nature appears before him in all its manifestations.

It is necessary to teach younger schoolchildren a creative attitude towards working in nature (creating lawns, alleys, gardens). This can be a corner of wildlife, work at the training ground, home and summer assignments, extracurricular activities (choosing books for extracurricular reading, organizing exhibitions, fairy tales). However, if all attention is focused only on the enjoyment of natural objects, aesthetic education will not be effective [1].

The task of aesthetic education:

- not only to see beauty in nature, but also to perceive it, that is, to combine aesthetic perception with perception;

- to create beauty in nature and protect it, that is, to combine the culture of work with aesthetics;

- learning to follow the rules of behavior and culture of behavior in nature and in society, that is, to combine aesthetics and ethics.

In the process of teaching natural science, aesthetic education should be carried out comprehensively, systematically, taking into account all forms of interaction between students and nature [8].

Aesthetic taste is one of the important components of aesthetic consciousness, it is the unity of feeling and thinking, an assessment that expresses human originality. A person with aesthetic taste considers the environment according to such criteria as beauty and ugliness, greatness and baseness, tragedy and fun. The presence of a high aesthetic taste has a positive effect not only on oneself, but also on others. Although this ability goes back to natural birth, it manifests itself mainly through upbringing and social relationships. Aesthetic taste is a combination of intellectual (understanding), moral (perception) and emotional education.

Aesthetic education is, first of all, the education of artistic feelings and artistic taste in every person. In the process of cultivating sophistication, taste, emotions and skills based on a scientific worldview, a person is spiritually enriched, and his life becomes more meaningful. His love for the time in which he lives grows. All this forms the ability of each person to distinguish beauty from ugliness and disgust and develops it further.

Aesthetic education is so important today that taste has become a vital need for every person in work, production, and everyday practical activities.

One of the wise men said that beauty is the younger sister of morality. In fact, education of manners and refinement are closely related. Because the result of the cultivation of refinement is seen in morals, good behavior, good attitude and love for life, the future, people and nature. Our people say, "Humility is good." This single phrase has a deep meaning. Humility is formed in young people through aesthetic education. This quality is the most beautiful sign of people.

It is worth noting that some young people understand beauty in a narrow sense. That is, beauty is often considered beautiful. This is a one-sided concept. In every sense, beauty lies in the beauty of the heart, meaningful words. No wonder our people say "Beauty is not in beauty, but in perfection"!

Introduction to the beauty of art and life not only educates the mind and feelings of the child, but also develops his fantasy and imagination.

Acquaintance of younger schoolchildren with beauty helps them to correctly understand life events, form noble feelings and aspirations. By educating children to perceive beauty, they develop such qualities as the ability to feel other people's experiences, share other people's joys, and share their sorrows together [12].

Aesthetic development is a process that requires a long time for the formation and improvement of aesthetic consciousness, attitude and aesthetic activity of a person. The aesthetic development of a person occurs as a result of the creative development of socio-historical and aesthetic experience. This is done in various ways and forms. In the aesthetic development of a person, education with a specific goal plays a decisive role.

Aesthetic need is a subjective factor that prompts a person to an aesthetic perception of being, artistic activity in its various forms. Aesthetic need prompts a deeper study of the laws of development of the science of beauty.

Aesthetic interest makes a person think about works of art, aesthetic perception of the surrounding being and aesthetic activity. Aesthetic interest gives rise to an aesthetic need. Along with the concept of "aesthetic education" there is also the concept of "artistic education". Art education is learning through works of art. It is aimed at developing a person's aesthetic perception of the form and content of works of art, the formation of artistic taste, the development of creative activity and performing abilities in certain types of art. Its result is manifested in the emergence of an idea, its application in practical activities, the ability to see one's own knowledge and impressions, sincere expression of one's feelings and thoughts.

Aesthetics studies the laws of the emergence, development and functioning of aesthetic consciousness, reflected in the objects of material and spiritual culture in nature, society, and the laws of the development of art, which is one of the important methods of aesthetic knowledge of objective existence. .

Based on the principle of pedagogical aesthetics "Beauty means life", let the younger generation participate in the beauty of life and relationships with people in marriage.

The studies of many educators and psychologists have revealed the originality of children's creative activity, qualities, aesthetic imagination and the development of their aesthetic imagination and qualities. These studies led to the conclusion that the development of aesthetic imagination and feelings in children should be combined with the development of their creative abilities.

A feature of the aesthetic imagination is that, in comparison with other types of perception, the form of perceived things - "visible" and "audible" things acquire a completely different meaning. In normal perception, the appearance and tone of things are not so important, but their significance is important. In aesthetic perception, the most important thing is to be able to see the image of the perceived object, its expressive sides, subtle colors. Therefore, aesthetic education requires a high level of observation of sensory culture.

The problem of the relationship between nature and society and man is becoming relevant today. The activity of society, man, aimed at nature, is becoming more intense [10]. For this reason, the spiritual and social approaches of mankind to nature are being studied. The value of nature is emphasized not for an individual, but for the interests of the future generation, that is, the problem of nature-society and human relations is given a high moral content.

Aesthetic, spiritual and ecological education through nature is an important sign of the all-round development of a person, but this process cannot be carried out without the student's interest in nature. Therefore, the formation of aesthetic education among young people is the first basis for direct environmental and spiritual education [15].

The explanation of interest in nature through its aesthetics in younger students is of social importance, since this age consists of a set of significant characteristics. Looking for beauty in nature and recklessly destroying it, breaking away from nature and committing negative actions in the bosom of nature, personifies a wild attitude towards flora and fauna [16].

Education of younger schoolchildren in the spirit of familiarization with the beauty of nature acquires a new meaning today. This is an

aesthetic content that requires students to have an ecological and moral attitude to nature [19].

Man must contribute to the prosperity of nature.

The formation of students' interest in the aesthetics of nature, especially during the teaching of natural sciences in primary school, is one of the urgent tasks. This process takes into account the interdependence of aesthetic, environmental and spiritual values.

Education in the minds of students of interest in the beauty of nature, the principles of nature management, the need to maintain and protect the beauty of nature, the development of aesthetic education in elementary school students, as well as interest in the aesthetics of nature in scientific research is a priority, but its scale is interconnected with natural factors, means, environmental and spiritual and ethical principles, reaches the level of aesthetic education. This requires students to have a certain system of knowledge about the beauty of nature.

The attitude to nature cannot be without moral content. It is important that an interest in nature, an aesthetic attitude, in addition to spirituality, spiritual qualities must be supported by an aesthetic and moral understanding of nature [2].

The need to reflect the beauty of nature, emotional cognition, intellectual activity, work on the development of aesthetic education in nature, its preservation and enrichment is carried out in the following processes:

- use of acquired knowledge, skills and abilities in life (social manifestation of personality);

- requirements for mastering ecological culture in the development of aesthetic education;

- nature should be considered as beauty with high aesthetic value, subject to ecological laws and rationally planned. Any thoughtless intervention in nature can lead to a terrible violation of the overall balance.

Remembering that beauty in nature exists on the basis of the principles of ecological balance. It is necessary to understand that the beauty of nature is a whole, the aesthetics of the high beauty of nature is a person, their only unity, it is necessary to understand that the flowering of beauty in nature depends on human activity, if

nature is healthy and beautiful, then a person is spiritually and aesthetically enriched from this [18].

Requirements for spiritual and moral qualities:

- perception of nature with its moral values;

- significance for the moral deeds of a person, the harmony of nature;

- know the norms of nature management, determine their attitude to nature and its beauty;

- knowing the norms of nature management, always treating it reasonably and ethically;

- understanding that the future of nature is our spiritual and moral improvement, and its prosperity is the future of mankind.

- these requirements direct the interests of students to nature, to its responsibility, which ensures the social sustainability of these interests.

But why the priority is the aesthetics of nature, increasing their interest in the aesthetics of nature. For this reason, the issue of natural beauty is of paramount importance.

The beauty of nature lies in its proportionate laws, the logical norms of life are mutually absorbed, the aesthetics of nature lies in the principle of harmonic harmony in individual nature.

The interest of younger schoolchildren in the aesthetics of nature brings up the following positive qualities in them;

- observation, a sense of community in the preservation of nature, enriching its beauty;

- color aesthetic perception of the world;

- kindness and compassion;

- a sense of community in protecting the environment, nature, enriching its beauty;

- responsibility for the beauty of nature;

The culmination of these positive feelings is an aesthetic consciousness and a directed responsibility for the beauty of nature. A student with an aesthetic consciousness begins to think in a new way with the outside world. He understands that on the basis of such an approach to nature, it is necessary to preserve national values.

The perceived social value of nature acts as a moral attitude that determines the norms of attitude towards nature. As a result of the attitude

of students to nature, positive changes occur in their moral views.

The reader gradually comes to understand the aesthetic crisis that occurs in nature. They propagandize that the unique beauty of nature disappears from the face of the earth due to economic activities that are not based on a scientific basis of a barbaric attitude towards nature.

If culture does not develop spontaneously, if it does not develop consciously, it will leave behind a desert, the consequences of the irrational, inhumane use of natural materials, the consequences associated with nature. In Central Asia, including in our country, important steps have been taken to protect nature and the careful use of its resources.

The negative consequences of scientific and technological progress (poisoning of air, water, land by various types of industrial waste) are prevented by nature management, control over the material and spiritual resources of nature, and societies for the protection of natural monuments. a program of environmental actions was formed and adopted. Tough measures are being taken against consumerism and wasteful use of natural resources[20].

Environmental problems are raised as a problem of the first level of national importance. However, it is still not enough to pay attention to natural resources, their interdependence, beauty and moral attitude to the priceless good of the colorful world.

In general educational institutions, general education schools, especially in primary education, the system of knowledge about the aesthetics of nature has not yet been sufficiently instilled in students. Solving this problem requires solving educational problems. In particular, it is necessary to resolve the issue of studying nature with students in extracurricular activities. The current state of nature requires an urgent solution to the important issue of forming a sense of the aesthetics of nature in the younger generation.

To do this, students need certain knowledge. It is necessary to define this system of knowledge and create a methodology for teaching it. The future of the nature of the planet depends on the aesthetic education of young

people in relation to nature. Inevitably, the aesthetics of nature will play a decisive role in this. To teach schoolchildren to enjoy the beauty of nature, ecology, ecosystem, to live in friendly relations with nature is a very important pedagogical task.

If nature cannot be a completely aesthetic object for education, then there is a danger that the beauty of the earth will completely disappear. Therefore, the formation of interest in nature and its aesthetics among schoolchildren is an extremely urgent task.

Based on the social significance of the problem of formation of interest in the aesthetics of nature among junior natural scientists, it is necessary to determine the main framework for the methodological rules of this process.

They are recognized as:

- the obligation to behave ethically in relation to nature is considered as a social order;
- students need the ability for a direct aesthetic sense of nature, emotional and creative understanding of its beauty, a comprehensive understanding of the ideas of proportion and harmony in nature;
- balance of aesthetic and environmental factors in nature;
- respect the beauty of nature and at the same time take into account the role of man in its balance;
- to see in it a great aesthetic value, dying off as a result of crisis environmental conditions and situations arising from the violation of the laws of nature and life proportions;
- the formation of students' interest in the aesthetics of nature is an important factor in the spiritual life of the younger generation, aimed at its preservation and enrichment.

To feel the beauty of nature, to be interested in it is a deep human quality that calls for kindness and love, therefore the formation of interest in the beauty of nature is closely related to the spiritual development of the students' personality. Humanity and patriotism are important in this regard, which determine the spiritual and moral behavior of students in nature, and also provide practical assistance in preserving nature and enriching it with beauty.

The formation of students' interest in nature and its aesthetics is an important socio-pedagogical problem in teaching natural science in primary grades, since this period of adolescence is characterized by his non-social activity, exposure to various influences that are not characteristic of his personality, socially dangerous and immoral orientation. Moreover, in our time, many people prefer economic and market activities to spiritual and spiritual activities, and aimless entertainment activities to spiritually useful and aesthetically developing activities. Undoubtedly, such processes have a negative impact on young people [14].

The formation of students' interest in the aesthetics of nature, the assimilation of its aesthetic beauty guarantees them a life full of interesting impressions and knowledge [24].

Indeed, the aesthetic value of nature is inherently non-one-dimensional. It must be taken into account that this "phenomenon" is included as a structural component in the structure of the "society-nature" macrosystem.

The aesthetic value of the aesthetic impression of nature is rich, it encourages positive emotions. In the aesthetic perception of nature, several levels and layers can be distinguished that turn it into a spiritual value. Here, not only the subjective-psychological factor of perception is important, but also the general spiritual level of students, as well as the direction of their perception.

Purposefully mastering the aesthetic value of nature, students attract their energy to it and raise it to a new level of personal development and spiritual and aesthetic enrichment. The aesthetic value of nature is a stimulus for artistic creativity and creative activity of the student, it "defines a specific direction of artistic thinking", that is, it substantiates it.

"Being in purposeful communication with the beauty of nature enriches and changes its spiritual world with a deeper perception of high spiritual standards, such as kindness and kindness. Consequently, there is a didactic content in the aesthetic relationship with the natural environment.

If the education of a student is organized, directed and controlled, nature and its aesthetics

have a great educational impact on the student, not only sensory communication occurs, which is limited to the manifestation of aesthetic qualities, but also an effect is realized that causes certain changes in aspects of the student's personality and consciousness [26].

When perceiving nature (sky, rivers, forests), adolescents form various impressions and associations, which "can be called paralinguistic information that affects the future human activity." Such "non-verbal information affects the process of forming feelings, fantasies, ideas." Among them, first of all, you can show patriotic feelings associated with specific natural scenes.

Aesthetic education appears as a phenomenon of great importance for students, which makes it possible to define nature as an aesthetic value of a very high level. The main objects of aesthetic study of nature: the sun, earth, water, sky, clouds, plants, animals, birds and underwater creatures, man [21].

The interest of students in nature is equated to the emotional and observational perception of the subject as an aesthetic value in general, which, of course, is a prerequisite for natural and aesthetic harmony and is largely not separated from the moral and ethical attitude of man to nature. the natural world, ecologically expedient behavior in nature in this case is manifested in a complex of ideas about natural integrity, interdependence and harmony [25].

Students will understand the importance of the beauty of nature, which depends on the ecological balance, in the spiritual life of our time. They strive to reflect the beauty of ecologically conditioned nature in various genres of creativity, behave ethically towards nature, be ecologically reasonable in their actions, serve the flowering of the beauty of the world, and engage in directly useful work for the benefit of mankind. development of nature [23].

In younger schoolchildren, not only the ecological "vision" is activated, but also the moral and aesthetic motivation. The beauty of nature manifests itself as an imperative of activity, morality, and behavior. Including:

- the general stages of beauty in nature are as follows;

- a natural phenomenon, the perfection of the landscape;
- the relationship of the development of this landscape form with the content;
- aesthetic features and qualities of this phenomenon, landscape are revealed according to the laws of nature;
- event, interaction of a natural object with the environment, nature;
- its place and importance in a single ecological chain;
- spiritual and aesthetic enrichment of a person, the development and elevation of human consciousness, the ability for creative self-expression, the formation of a rich spiritual world, mother nature, love for the motherland [27].
- aesthetic knowledge of nature requires reflection and formation in thinking.

Thinking based on the aesthetic essence of a real natural object can also be artistic due to the figurative and artistic understanding of an object, a natural phenomenon as a specific structure of thinking. Also, another form of thinking depends on the purpose of cognitive activity in the world of natural beauty:

- perception of a holistic aesthetic image (abstract thinking);
- selection of aesthetic features, subject features, natural phenomena;
- to form new ideas about the beauty of nature based on previously acquired knowledge;
- transition from previously acquired knowledge about the aesthetics of nature to new ones (conclusion);
- to solve the problem, the following principles related to the aesthetic education of nature were established;
- in the aesthetic knowledge of nature, it is necessary to accustom students to live observation, thinking, understanding, attitude, evaluation, and after that to the practice of reflecting what is perceived in any art form, to actively participate in the preservation and enhancement of the beauty of the surrounding nature;
- in the process of aesthetic knowledge of nature, students turn to the dialectical laws of development in nature, especially the general connection and development, the transformation

of one quality into another (as the law of dialectics), cause and effect, probability and existence, content, form, essence and phenomenon.

Reflect nature, its aesthetics in significant signs and identify the various connections that exist in them and between them (that is, specific and general signs).

Research Methodology

In the process of formation of aesthetic education in the primary grades, the selected content of education is sorted according to the expediency of the forms of education: lessons, extra-curricular activities, extra-curricular activities.

Analysis and results

In the formation of aesthetic education in the primary grades, comparative analysis, pedagogical observation, questioning, practical exercises, and excursion organization processes were tested in practice. As a result, it serves to create a modernized, improved system of formative aesthetic education in primary grades.

Conclusion

Formation of aesthetic education in the primary grades, understanding of their essence, development of skills of independent and creative thinking of students is considered an urgent problem of our time. Including:

1. It is determined that the formation of aesthetic education in primary education depends on the psychological characteristics of students, didactic principles and pedagogical skills of the teacher, and it is possible to provide deep and thorough natural knowledge.
2. Selected materials related to the formation of aesthetic education in primary education, and developed guidelines for their implementation.
3. Effective methods (didactic, logical, oral presentation, observation, independent work, modern educational technologies), forms (lessons, extra-curricular activities), means (distributive, didactic, technical) of formation of aesthetic education of students during the lesson are identified. definite.

4. Formation of aesthetic education in the primary grades, understanding of their essence, development of students' skills of independent and creative thinking.

Recommendations

1. Pay special attention to the formation of knowledge on the formation of aesthetic education in primary school;

2. To develop the theoretical and practical foundations for the formation of aesthetic education among primary school students in the classroom and extracurricular activities, to widely promote it among students.

3. Organization of activities aimed at the formation of integrated lessons, taking into account the psychological characteristics of elementary school students.

4. Providing educational and methodological literature on aesthetic education in the process of retraining and advanced training of primary school teachers.

5. To achieve the publication of methodological recommendations for the effective development of knowledge about aesthetic education in increasing interest in the knowledge of nature among elementary school students.

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