

Formation Of Ecological Culture Of Primary School Pupils Through Natural Sciences (Example Of 2nd Grade Science Textbook)

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Annotation. This article focuses on developing primary school pupils' environmental culture, consciousness, and understanding based on environmental values. The emotional and psychological characteristics of the student are also taken into account in the development of knowledge, skills and abilities through environmental values.

Keywords: environmental values, primary education, pupil, education, natural sciences, consciousness, culture, cognition.

INTRODUCTION. The active builder of the new Uzbekistan must be a person who has developed in all respects: physically, mentally, spiritually, morally, aesthetically, ecologically, economically and culturally. The purpose of shaping man is to arm his senses and perceptions with all-round, deeply available riches. The development of a person's consciousness, activity, thinking is determined by his attitude to material and spiritual wealth, social lifestyle, social and economic system. If a person has a creative and positive attitude to these issues in society, has a direct practical impact on their development, their worldview is shaped by the fact that the national consciousness and beliefs that have been formed have manifested themselves as a comprehensively developed individual who has grown morally and spiritually mature.

The fact that the global environmental situation has a direct negative impact on the fate of mankind requires the equipping of all young people, including primary school pupils, with environmental education, increasing environmental literacy.

The objectives of environmental education and upbringing are to provide pupils with scientific knowledge about nature; understanding the multifaceted values of nature necessary for society and humanity; to develop the skills and abilities to follow the rules of

personal hygiene, cleanliness; teaching the rules of dealing with the environment; developing a love of nature; being kind to the nature, to preserve it and to consciously contribute to its beauty and reproduction; to form a sense of being inspired by the beauty of nature. At the heart of the implementation of these tasks is to eradicate environmental illiteracy among young people, to foster a cultural attitude to nature.

In order to implement the goals and objectives of environmental education, it is necessary to adhere to the following important rules: ensuring the unity of scientific and emotional perception of nature, the environment; consistency, continuity, interdisciplinary communication; to have a local approach to environmental problems, based on national characteristics and capabilities; directing activities to a specific goal. Based on these rules, it is advisable to form a sense of responsibility for the environment in primary school pupils.

MAIN PART. The more primary school pupils interact with adults, the more they learn to think, to imagine, to interact with nature. Otherwise, the child's aspirations, enthusiasm, curiosity may fade, and he may become indifferent to the work around him, to natural phenomena, to the flora and fauna.

So, it is necessary for teachers and parents to consult with these children on some issues related to environmental phenomena. To be

polite to them, to recommend reading and studying works of art that have a positive effect on their mental state, increase the level of environmental knowledge, it is expedient to travel to nature, to beautify the yard, school, to be engaged in maintenance work, to be involved in various clubs. During this period, attracting them to more socially useful work, striving for it, cultivating interest plays an important role in environmental education.

Primary school pupils are very interested in everything around them. Eventually there will be a great deal of interest in active, both physical and mental labor. It is important to know how to manage this activity, to teach children to work in harmony.

This period is a hot period in pupil activity. In it the understanding of the duty, the interest in the inner world of himself and his friends, in the phenomena of nature, society, the environment becomes strong.

During this period, pupils try to gain a broad knowledge of the origin of life on earth, the origin of man, human life in different countries, customs, animal and plant life, nature and society.

Working with primary school pupils is a complex process, the main reason for this is, firstly, that the teacher does not know and understand the changes in the child's inner world, the second is that the teacher does not meet the child development level requirement. Therefore, the teacher should take into account the following in the formation of environmental awareness and culture in pupils of primary school age:

- changes in the physical and spiritual development of the child's life and activities;
- the child's perception of experiencing these changes, his own assessment of his emotional and mental state;
- the degree of independence, ability, readiness for life, attitude of the child to nature and society as an adult;
- it should be taken into account that the child is emotionally sensitive, not mentally retarded.

The education of ecological consciousness and culture in secondary school students has a complex and unique system, which

is carried out in interaction and interaction with each other.

The success of ecological education of the student's personality depends on the effectiveness of the form and content of the educational process, which is organized on the basis of a strong interaction, consistency between all links. Also, the effectiveness of environmental education and upbringing in a secondary school depends on the environmental information, skills, abilities and competencies provided at the grassroots level (primary school).

The formation of ecological consciousness and behavior in the child's personality occurs as a result of the influence of several factors. For example, social relations to natural and social phenomena, educational activities of schools, families, public organizations, the specific environmental requirements and needs of each period.

Among the above factors in the formation of environmental awareness of young people, the educational activities of the school play a key role. All educational work in the field of ecology in the school leads to the formation of the pupil's behavior and feelings, and through them the ecological culture. Lessons are an important tool in shaping environmental awareness and culture in primary school pupils. It also lays the foundation for extracurricular activities.

In the course of the lesson, the growth of the pupil's mental ability, logical thinking, intelligence occurs. As a result of studying the knowledge accumulated by mankind in the process of education, the pupil also acquires high moral norms. An in-depth study of the mysteries of science leads to the formation of his scientific worldview.

One of the new generation textbooks, "Natural Sciences" for Grade 2, creates pupils' knowledge, skills, competencies and competencies through environmental values in learning about the environment. The names of the chapters in the textbook are also widely used as environmental values, for example, nature, plants, animals, man, habitat, our planet, weather, natural resources, solar system, seasons, energy, heat and light, and movements teach pupils to form

positive attitudes toward nature [2]. For example, Chapter 2, Topic 4, is entitled with "Plant Diversity," in which the student is asked the following questions: what plants do you see around you? tell their similarities and differences; What groups can plants be divided into? Based on these questions, primary school pupils list the plants and trees they know. At the same time, they tell about their differences. During the course, pupils will be introduced to a world of plants that is new to them as they receive new knowledge. They also learn that the plant world has groups of trees, shrubs and grasses. They learn exactly how to determine the age of trees. They know that the stems of trees are single, woody, that the stems thicken every year, have branches, and are a perennial plant. They are also aware that plants can be annual, biennial and perennial. Through the Venn diagram, they identify the differences and interrelated aspects of similar plants. In such lessons, pupils understand that all plants in nature are beneficial. At the same time, pupils become aware of the ecological value of preserving all animate and inanimate nature in nature.

The combination of theory and practice is conducive to the formation of a scientific, natural worldview in pupils, as well as the successful implementation of environmental education in the educational process.

Only when theory and practice are carried out together in the classroom in the primary school will pupils be able to correctly understand the essence of the laws of nature and the development of society. The implementation of educational unity in the formation of ecological consciousness of students in secondary schools is an important pedagogical process.

In primary school pupils, their emotional feelings are combined with their environmental moral feelings. Therefore, cultivating the emotions of pupils plays an important role in cultivating their personality. Thus, ecological values, i.e. nature, environment, flora and fauna are considered an important tool in cultivating the feelings of the pupil. The primary school teacher is required to pay special attention to teaching the student to

find the competence to solve life problems in the essence of natural and social phenomena.

Primary education is characterized by interdependence, choice, subjectivity in the study of the natural sciences, and tends to depend on what the pupil has a strong interest in. The presence of interest in pupils accelerates the acquisition of knowledge about nature and society that should be acquired by the pupil. Simultaneous activity of the cognitive process also has an effective effect on increasing the interest in the learner. In the process of studying natural phenomena, the teacher's use of effective methodological methods, various tools, creating a problematic situation in the process of educational work, has a practical impact on the understanding of nature by primary school pupils. But such a methodical system does not always provide the same interest and love for nature and the environment. It is natural for some pupils to remain indifferent to the study of nature, the environment, and social phenomena. Such a situation indicates the existence of the principle of interdependence in perception. It is based on the existing knowledge, experience, understanding, imagination and the laws of perception based on them, the relationship of perception with the richness of perceptions in the mind of the pupil.

There is a process of interaction of spiritual culture between nature and the pupil, the more beautiful the nature, the more effective the effect in enriching the ecological world of the pupil.

In the process of perceiving nature, there is an interaction and holistic formation between the aspects of moral, aesthetic, artistic, economic, ecological and other spiritual culture. The richer the level of spiritual culture of the pupil, the stronger the inclination to perceive the phenomena of nature. Therefore, only an ecologically educated person is able to understand the essence and content of natural resources.

The influence of spiritual culture on various aspects of pupil activity (scientific, moral, ideological, labor, religious, holistic spiritual life) is realized as a specific natural phenomenon or through the example of man,

animals, plants. "Natural Sciences" textbook for Grade 2, Topic 13 of Chapter 4 of the "Healthy Lifestyle" asks students who is responsible for human health, what is a healthy lifestyle, and how do we take care of our health [2]. At the same time, a person is an ecologically cultured person who is responsible for the culture of healthy living of pupils, who follows the rules of a healthy lifestyle, personal hygiene, physical education, avoidance of harmful habits, proper nutrition, physical fitness. A pupil who knows these rules will understand that health is also a value.

In the formation of ecological culture, the pupil is required to develop the ability to understand natural phenomena, to raise it to a higher level. Therefore, the most important task in the formation of knowledge, skills and abilities of the student about natural phenomena is to improve the "direct observation of reality" and the development of "figurative thinking". Only then can the pupil master scientific ideas and observations, emotions, experiences about nature, flora and fauna, environmental phenomena. Cognition consists of lower, middle, and upper joints, which are formed by interacting with them.

Thus, ecological-emotional perception of natural phenomena is an understanding of nature and an independent expression of it. A primary school pupil who has reached this level will be able to evaluate natural phenomena and the environment from a personal point of view. The emergence of such an attitude to nature helps to equip the student with environmental knowledge, skills, abilities and competencies. This, in turn, leads to the formation of high moral and environmental ideas in the pupil.

Confidence should be built in shaping the environmental awareness and culture of the primary school age child. The government plays an important role in building children's confidence in natural phenomena, restoring national values, improving environmental education, promoting the care of a spiritually mature person, cultivating a worldview, instilling in their minds the spirit of active participation in society.

In the formation of ecological confidence in the primary school child in Chapters 5 and 6 of the textbook of "Natural Sciences" it is very important for primary school pupils to study the history and current state of their country, the use of local lore materials for educational purposes.

CONCLUSION. Hence, building environmental awareness and confidence is also important in shaping the culture of primary school age children.

In the process of ecological education in the lessons of natural sciences, with the formation of ecological consciousness in the child, the norms of behavior are formed in him. On this basis, an ecological belief emerges. The strength of an environmental belief often depends on the unity of environmental knowledge, perception, and environmental behavioral norms.

Knowing, understanding, feeling the interaction between natural phenomena is an important law in the formation of ecological consciousness and culture. The pupil learns to know the peculiarities of nature on the basis of knowledge of the interaction and interaction between natural phenomena, to have a conscious attitude towards it.

Based on the principles of nature protection, such as rational use of natural resources, keeping the environment clean, water, not destroying groundwater resources, while primary school pupils are given basic information about the laws of nature, this information is based on ecology and the national economy, ecology and man, ecology and the natural system.

In the process of formation of ecological consciousness and culture is carried out on the basis of the use of methods of analysis, synthesis, comparison in the classroom and in extracurricular educational activities. In this case, a positive result can be achieved if the opportunities of lessons and extracurricular educational activities, the impact of wildlife on the child's psyche, the child's environment, the ecological situation, the need for environmental information are taken into account.

The teacher's honesty, impartiality, generosity, honesty, love for nature and the environment in the pupil's character, indifference to some of the behavior, i.e. indifference to the flora and fauna, will lead to the timely elimination of such issues as neglect of the environment. This leads to the fact that the pupil acquires a thorough knowledge of the phenomena of nature and society, in the process of acquiring this knowledge, the formation of ecological consciousness, ecological culture.

It should be borne in mind that the teacher, who intends to lead the pupil to spiritual maturity, must confidently perform his actions, to carry out educational work with determination on the basis of a plan. In this case, the teacher should demand from them in terms of opportunity, not to do things that the pupil cannot do, otherwise it can lead to a loss of confidence in him.

Thus, the formation of ecological consciousness and culture in primary school pupils in the course of science lessons is the basis of ecological education. Here:

- the emergence of moral and spiritual beliefs;

- level of professional skills, knowledge and experience of the teacher;

- to take into account the age and individual characteristics of pupils in the formation of trust and belief in the educational process, on this basis to instill in them the basic knowledge, skills and abilities of the laws of nature and society;

- integrated implementation of educational, pedagogical, developmental features of topics in the formation of ecological consciousness and culture on the basis of didactic requirements; effective organization of interdisciplinary interaction; special attention to the perception of natural and social phenomena in the acquisition of environmental knowledge, skills and abilities is an important pedagogical

condition of environmental education of primary school pupils.

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