



ETHICAL EDUCATION OF PRIMARY EDUCATION STUDENTS BY FORMING A SENSE OF RESPONSIBILITY FOR THE ENVIRONMENT

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Annotation

The article describes the formation of a sense of responsibility of primary school students to the environment, environmental education, primary school, the educational process, environmental culture, the use of funds, the educational process, students Creativity created by, science educational-methodical complex, native ground.

Keywords: environmental education, environmental culture, information and communication technologies, educational competencies.

Introduction

The 21st century will be a century of demographic, scientific and technological progress. In this century, man is influencing nature through technology. Man thinks of getting more wealth (benefit) from nature in order to satisfy his own interests. In this process, man does not think about the amount of natural resources, his condition. As a result, the amount of reserves is reduced and the continuation of civilization is threatened. To prevent this from happening, the relationship between nature and humanity needs to be turned in a positive direction. That is why the main goal of education in the XXI century should be to educate the younger generation as a harmoniously developed person.

In the concept of environmental protection in the construction of a new Uzbekistan, "increasing the environmental culture of the population, increasing the level of transparency of government agencies in the field of environmental protection and strengthening the role of civil society" important. In this regard, the development and adoption of the National Action Plan for the implementation of the Paris Agreement on climate change in Uzbekistan, strategies for the transition of Uzbekistan to a "green" economy in 2019-2030, The need to form a new system of public administration in the field of environmental protection and to improve the technology of environmental education of primary school students in order to achieve the





ambitious goals of preventing environmental disasters in the field of sustainable development until 2030 requires.

The present and future of the development of nature and human civilization, as well as the nature and society of Uzbekistan, in many respects, depends on the solution of environmental problems, the implementation of sustainable development programs. In the Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis (2020) to continue the unprecedented work to mitigate the effects of the Aral Sea tragedy, expand forests on the dried seabed, create a "green belt" around the cities of Nukus, Urgench and Khiva. He stressed the need to develop a comprehensive program of measures to prevent the impact of industrial development on the environment until 2025, to develop a draft Environmental Code with the involvement of leading international experts[8].

The Constitution of the Republic of Uzbekistan also states that "Citizens are obliged to treat the environment with care," which means that every citizen must make his duty to nature a way of life. Therefore, in recent years, our country has been consistently carrying out practical work in the field of environmental protection, rational use of natural resources, improving the sanitary and environmental situation. It should be noted that at the initiative of the President announced a nationwide project "Green Space", in the spring of this year under the project "Green Space" is planned to plant 125 million seedlings. At least 10 million seedlings of fruit and ornamental trees will be distributed free of charge. "If they want to improve the environment in Uzbekistan, they should plant two trees in each house every year. Each organization should plant five trees, regardless of which organization they are. , strengthening the personal responsibility of government agencies, business leaders and citizens for the sanitary and environmental condition of the country's settlements, as well as ratification of the Paris Agreement on Climate Change of the Republic of Uzbekistan (Paris, December 12, 2015), Implementation of work on solid waste in 2019-2028 and strategies of the Republic of Uzbekistan for the transition to a "green" economy in 2019-2030, the achievement of national goals and objectives in the field of sustainable development until 2030. 'ida new d in the field of environmental protection The system of public administration has been formed, a number of important normative and legal documents have been adopted.

Appropriate and specific forms of work for preschool students, providing the formation of appropriate knowledge and skills for the introduction of the content of primary environmental education and upbringing, which serve to form a responsible attitude to the environment, as defined above The development of tools and methods was one of the most important tasks of our research. Because, as we mentioned in the





analysis of the methodological literature, the lack of such methodological recommendations in the hands of educators makes their work in this area to some extent difficult. It should be noted that the educational opportunities of preschool students are unique. Therefore, it is necessary to use age-appropriate and specific methods of work.

It is natural that in order to positively address the issues related to the methods of forming a responsible attitude to the environment in students, it is necessary to draw on the rich experience of social ecology. To do this, the educator, taking into account the purpose of education and upbringing, first of all, the essence of the current environmental situation, its full awareness of the problems posed by nature and society, the content of education and upbringing students should take into account the necessity and needs of inculcating it in consciousness and morality[9].

Important means of nature protection: folk pedagogy, Uzbek traditions, students' fiction, radio and television programs and broadcasts, propaganda, as well as works of art is crucial in environmental education. Accordingly, one of the social tasks of environmental education and upbringing is to provide the population with ecological knowledge on the basis of the heritage accumulated by our people, first of all, to form an educationally correct attitude in the family. The concept of this relationship should be developed first in the family, in preschool, and then in school.

one of the most effective ways of environmental education in the primary grades is to combine it with labor education, i.e. to involve the student's free time in useful activities. This is because of the fact that nature's distractions are, to a certain extent, the result of the student's idleness. When he has nothing to do, he ties a rope to the cat's tail, climbs into the bird's nest, takes its feathers, and so on. In fact, the student can enjoy being friends with animals without hurting them. We want to teach her how to make food and cook for her contented friends.

From the above, it can be concluded that primary education teaches students to think independently, to present the objects they need to learn on a demonstrative basis and in a way that is easy to observe, especially in a situation of enjoying the beauties of nature. - their mental development was achieved by the rapid formation and assimilation of knowledge in these ways.

Students became acquainted with nature at the level of the whole organism. First of all, some plants, animals and their ways of life became the object of perception and activity of the student. The relationship of living objects to the external environment has become a learning topic: plants enter the soil with their roots for food, animals move around in space, find food, and so on.

Bright, colorful moving objects, in particular, aroused special interest in preschoolers,





leaving symbols in their memory. With the help of these objects, students were able to adapt to the environment in which the animals live. For example, grazing of domestic animals, such as sheep and cows, is a clear example of this adaptation.

Some of the more closely related aspects of plants and animals are that observing the changes in them helps to understand the thinking of preschoolers through ecological orientation, analysis and comparison. 'taught.

The perceived natural object or phenomenon is ensured to be clearly and distinctly visible, understandable and close to the reader. The object was first observed as a whole, then in parts, and a holistic impression was made, guiding questions were asked, and aspects related to environmental factors were identified.

It was difficult to know the properties of natural objects and phenomena (especially living nature that require careful handling) because these objects always limited the practical activities that students could do with them: these objects could not be touched, and so on[10].

The variety of visuals also helped to visualize the objects of observation in front of the students. In particular, the use of images that prohibit inappropriate behavior seals unauthorized behavior in the student's mind for the rest of his or her life.

Organizing environmental games. It is advisable to use a wide range of activities (education, work, play) in students' conservation practice. In particular, the environmentally friendly play activities of the students had an educational element and played an important role in the development of relevant skills[14].

Didactic games. In the didactic game, the teacher carries out direct educational work in the classroom, while in the didactic game the learning tasks (for example, determining the properties and quality of an object, classifying and grouping different objects) are combined with the game (finding, role-playing). , competition), in which didactic play becomes a special form of education - easy, fast and a form of learning that is not intended in advance by students.

Therefore, when using didactic games, educators followed the following pedagogical principles:

- 1) relied on prior knowledge of students;
- 2) didactic play was controlled to be sufficiently complex and at the same time appropriate for the level of students;
- 3) interest in playfulness and its diversity were supported;
- 4) didactic tasks and play activities gradually became more complex;
- 5) The rules were clearly explained.

For example, is the name of this animal included in the Red Book? Find this animal "game. The educator arranges the students in a circle, says the name of the animal,



and throws the ball to one of the students. The boy picks up the ball and says whether he has entered the Red Book or not.

The moral position of the individual in the field of nature protection, the relationship of people, their humane and caring attitude to the natural environment should be in the center[13].

Role-playing games allowed each participant to show independence and cohesiveness. Creative role-playing games took the form of reconstructing, regrouping concepts, imaginations, facts. For example, as a role play, one of the students portrays acceptable and inappropriate actions[15]. When misbehaving, students say, "Stop!" - are expected to give orders. Observations show that even students who are often silent at such times show determination and courage. That's the decent thing to do, and it should end there.

Teaching students to interact with nature and, in general, instilling in students a responsible attitude towards the environment is a long-term process. To do this, it is necessary to ensure that students are in constant contact with the environment and nature. Being in the garden, in the embrace of nature during extracurricular activities, and organizing various environmental games during this period create this opportunity[11].

Thus, students participate in all kinds of activities that interact with nature, especially outside the classroom, such as cognition and emotion, memory and thinking, attention, imagination, will, interest in the environment, knowledge. the need develops, the speech grows, they form a responsible attitude towards the environment. The combination of the external and internal aspects of these results in a close connection between practical environmental action (activity) and environmental awareness.ules were clearly explained.

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