



ENVIRONMENTAL EDUCATION OF JUNIOR SECONDARY SCHOOL STUDENTS

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Annotation

For effective environmental education, it is necessary to know the new theoretical and methodological foundations and the content of this process. The main modern scientific and methodological approaches to the development of the content and structure of the ecological educational process include axiological, cultural, activity, competence. Teaching small schoolchildren ways of knowing the surrounding world; educating aesthetic and moral attitude to the environment of human life, the ability to behave in accordance with the norms of universal morality in it. Any type of activity, including environmental protection, is based on a number of fundamental rules and regulations. The most important among them, in our opinion, is the following: the formation of a responsible attitude to the natural environment is considered an integral part of Education. It is necessary to take into account the interdependence of universal, national and local history approaches in this process;

Keywords: education, ecology, education, school, pupils, method

Introduction

At present, environmental education of schoolchildren is becoming a priority direction in pedagogical theory and practice. This is due to the complex situation on our planet: the rapid growth of the population, which means the problem of providing it with food, the problem of supplying the industry with mineral raw materials, the problem of energy and, of course, pollution of the environment. natural environment- all this threatens the existence of life on earth. One of the most important reasons for such a situation is environmental illiteracy of the population, the inability to foresee the consequences of their intervention in nature. Therefore, UNESCO and UNESCO International Organizations are raising the issue of the need to reconsider the ecological educational content and deadlines of the Earth's population.

The beginning of the formation, formation of the ecological culture of the population corresponds to the first 7-8 years of the life of the child. Primary school age is the decisive period of a person's life, because here the basics of being in the right attitude to the surrounding world are laid. Readers who have received certain environmental





ideas are more attentive to nature. In the future, this can affect the improvement of the ecological situation both in a particular region and throughout the country.

Environmental education is becoming the backbone of modern education and is the key to the reconstruction of its modern systems and society as a whole. Thus, the role of environmental education as the foundation of new morality and help in solving many issues of people's practical life is especially relevant today.

The relevance of this topic is attributed to the fact that environmental education of Junior Secondary School students is the most important function of Primary School teacher and involves the use of various forms and methods of local environmental education including the surrounding world.

Features of the formation of love and respect for nature in primary school students T.A. revealed in the works. Bobyleva, L.D. Bobyleva, A.A. Pleshakova, L.P. Saleeva and others environmental education problems A.N. developed in the works. Zakhlebny, B.T. Likhachev, L.P. Saleeva, I.T. Pechko, I.T. Suravegina and others. These authors reveal the purpose, functions, principles, conditions of environmental education. A description of environmental educational tools, forms and methods.N. in the works we find.

To primary school students, it is necessary to understand how ecology plays an important role, what role a person plays in his life, and in this regard to give the students motives and all sorts of understandings, his primary school teacher plays a key role in this regard.

The leading role in the upbringing of a child of primary school age is played by a school, it forms an ecological educational process, which includes two sides: teaching and extracurricular work. Components of the environmental education process include: objectives, principles, tasks; methods, forms, tools; conditions; results: formation of environmental and general culture of Primary School students; improvement of the level of knowledge of junior students;

The norms and rules of behavior of junior schoolchildren in the process of environmental education are poorly studied, if the conditions of environmental education are not taken into account. For the success of ecological education of ecological culture in environmental conditions, L.M. Lapshina understands such processes, phenomena, actions, whose inclusion in the pedagogical process implies the rapid formation of ecological culture, helps and enriches it. Each condition is a reason that in certain respects positively affects the development of an ecological culture.

Basically, educational education distinguishes three rules: the formation of a scientific worldview (in the primary classes - elements of proper understanding of the world);





the upbringing of moral qualities of individual and willful character traits (in the primary classes - the protection of nature, readiness for environmental actions); the formation of emotions and feelings associated with a positive attitude to nature (especially interest in it).

The stimulating direction of the educational process (not only in the family but also in the school) is the effect of this stimulation on the rapid development of environmental consciousness, feelings and behavior of young students. The introduction of a new incentive for the holistic pedagogical process in the school and the family will allow teachers, families, educators and social educators to more effectively contribute to the development of schoolchildren. This, in turn, will increase the further opportunities of teachers, because in the conditions of modernizing modern education, much will depend on the teacher's activity, how each student will be able to reveal his inner potential, how his qualities are affected.

One of the conditions for promoting ecological activity is the need to use the pedagogical environment in the formation of the ecological culture of the Junior pupil. The educational environment is everything that is located and develops in the world around the pupil or pupil: nature, urban or rural landscape, material and spiritual conditions of life, household items and cultural values, events in family and social life, education in teaching and school, exposure to families, etc. Of great importance are the tools of action, the tools of teaching students. Within each subject of study, environmental problems arising from the content of this science and its specific characteristics should be considered.

Environmental education of students should be carried out in the system using local material, taking into account the continuity, gradual complication and deepening of individual elements in the period from the 1st to the 3rd grade. It is also necessary to actively engage small-scale schoolchildren in practical activities possible for them on the protection of local natural resources. There are a lot of such things: School, indoor and outdoor landscaping of the park, caring for flowerbeds, the forest is patronizing the forest areas located close to the school, collecting fruits and seeds of Meadow and shrub vegetation, cleaning of dead trees. , protection and feeding of birds, sponsorship of monuments of nature in the process of studying their native land, etc. As can be seen from all of the above, education based on the discovery of certain environmental links will help students to learn the rules and norms of behavior in nature. The second, in turn, will not be unreasonable statements, but will be conscious and meaningful statements of every young student.

What techniques will we use to help our readers?





We will try to crack it with a few examples. For effective environmental education, it is necessary to know the new theoretical and methodological foundations and the content of this process. The main modern scientific and methodological approaches to the development of the content and structure of the ecological educational process include axiological, cultural, activity, competence.

An axiological approach to environmental education involves the formation in children of the need and ability to understand a self-valued attitude to nature, to people and to itself as part of nature. From the point of view of cultural approach, environmental education is regarded as the area of self-development of the child's cultural practices. In this regard, the main task of modern school should be the development of the creative potential of the child. The cultural approach to environmental education is crucial because the purpose of environmental education is the environmental culture of the individual. At the same time, ecological culture is interpreted as a level, and not as part of a common culture, based on the ecological worldview of man. The result of Environmental Education, which is carried out in accordance with the cultural approach, is the following parameters of the spiritual culture of the individual: care, assistance, creation, installation of rational actions in the socio-natural environment (moral component),

Environmental outlook based on the student's environmental knowledge gained in the process of various cultural practices (cognitive component);

Meaningful values (behavioral component) as a basis for modeling an environmentally friendly lifestyle. The active approach to the organization of the environmental education process involves the consistent involvement of students in a variety of independent active activities aimed at understanding environmental problems, finding solutions and direct activities on Environmental Protection. In accordance with the competency-based approach, environmental competence is understood as the ability to systematically apply environmental knowledge and skills for independent and collective activities in addressing social and environmental problems.

The process of environmental education depends on many factors. This requires the use of various methods and Means. Method-a method of research, a way to achieve some kind of goal.

Methods of education - methods of influence of the teacher on the student, his consciousness, will, feelings, behavior. It is necessary to distinguish educational means from educational methods - these are specific forms of activity or educational work, types of activities of students, as well as visual aids, which are used in the process of applying a certain method. . There are other definitions. Under the means





of education can be any object of the environment and any life situation that is included in the educational process. In their professional activity, the teacher uses a variety of subjects, under their influence the planned result is obtained.

Thus, to achieve the goal, to influence the consciousness and feelings of children, they use such means as the life of the child himself. Sometimes the method is defined as a form of cognition or transformation of reality, and then as a set of certain activities, a set of regulating principles of practice, and then as a set of actions to achieve goals. It all depends on what is required from the description and to what extent the definition can be used for practical purposes. The pedagogical process as the most comprehensive form of pedagogical reality, because the practice consists of methods and pedagogical methods. Every time we observe the pedagogical process, we are able to distinguish to a certain extent individual methods, and sometimes we are able to clearly observe such a special appearance of the pedagogical process itself, which is inclined to be called a pedagogical method

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