



FORMATION OF ENVIRONMENTAL CONSCIOUSNESS IN STUDENTS USING INTERACTIVE METHODS IN PRIMARY EDUCATION LESSONS

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Annotation

This article highlights the positive importance of using pedagogical technologies and new interactive methods in conducting classes in primary classes. The peculiarity of the formation of students' ecological awareness by means of interactive methods is discussed. Also, recommendations from examples of interactive methods are given. The effectiveness of their use is considered.

Keywords: primary class, interactive, method, education, ecological awareness, method, education, technology, heuristic, education.

Introduction

One of the important requirements for the organization of modern education is to achieve high results in a short time without spending too much mental and physical effort. It is the responsibility of the teacher to deliver certain theoretical knowledge to students in a short period of time, to create skills and competencies in them in relation to certain activities, as well as to control the activities of students, to assess the level of knowledge, skills and competencies acquired by them. requires high pedagogical skills and a new approach to the educational process. It is one of our main tasks to give a new meaning to teaching in primary classes, which are considered the lower stage of our general secondary education, as defined in our Law on Education. In this article, our main task is interactivity? When asking a question, this is the activity of two people, that is, the learning process takes place in the form of a dialog (computer communication) or on the basis of teacher-student interactions. Interactivity - mutual activity, movement, affectiveness, occurs in student-teacher, student-student conversations . The main goal of interactive methods is to create an environment for the active, free, creative thinking of the student, to use his needs, interests, and internal capabilities by creating the most favorable environment and situation for the educational process. Such lessons are conducted in such a way that no student is left out, and they have the opportunity to express their opinions clearly. A process of mutual exchange of ideas is created. Children's enthusiasm and interest in learning increases, mutual friendly relations are formed.





Discussion and Results

It is known that the implementation of advanced pedagogy and new information technologies in education not only increases the effectiveness of training sessions, but also in the education of an independent and logically thinking, well-rounded and highly moral person by applying the achievements of science in practice is important.

[1]

Today, the interest in using interactive methods and information technologies in the educational process is increasing day by day. One of the reasons for this is that until now, in traditional education, students were taught only to acquire ready-made knowledge, and the use of modern technologies allows them to search for the knowledge they acquire, independent study and thinking, analysis. even teaches them to draw final conclusions themselves. In this process, the teacher creates conditions for the development, formation, learning and upbringing of the individual, and at the same time performs the functions of management and guidance. Today in education "Brainstorming", "Thoughtstorming", "Networks" method, "Sinquain", "BBB", "Fifth plus", "6x6x6", "Debate", "Role-playing game", Modern technologies such as FSMU, "Working in small groups", "Rounded snow", "Zigzag", "I will say the last word" are used.

It gives a positive result if it is used to repeat game-tasks in lessons or in reinforcement lessons. The choice of which type of game-task depends on the type of lesson, the level of training of students to perform games-tasks, their level of knowledge, opportunities for independent creative work, the ability to quickly recall what they have learned, and the degree to which creativity is formed should be.

In education, attention is focused on the issue of teaching the student to think, to understand the opinion of others and to be able to express this opinion in oral and written form. takes place. The way of life, cultural creativity of the nation is studied on the basis of its rich historical heritage. [2]

Living in the modern era of growth and renewal, we teachers organize lesson processes based on interactive methods. If we take a simple teaching method, this concept is one of the main concepts of didactics and methodology. In most modern works on didactics and methodology, teaching methods are methods of joint activities of teachers and students, with the help of this activity, new knowledge, skills and abilities are gained, students' worldviews are formed, their abilities are developed. develops. Interactive methods are one of the means of increasing students' activity in class. These methods are not new to school pedagogy. They have been used before. When these methods can be effective:

- When the objectives of the lesson and the topic are correctly selected;





- If it is possible to choose appropriate methods for the topic;
- If a method does not cover the entire lesson, but covers small moments;
- If the chosen method delivers new information to the students, the student can quickly understand what the subject is about.

According to its nature, interactive education is based on didactic games, heuristic (thinking, searching, finding) conversation - creating and solving a problem situation by designing the lesson process - learning the methods of implementation using information and communication technologies based on creativity contains.

Education on the basis of information and communication technologies, in turn, consists of teaching with the help of computer programs, distance teaching, teaching on the basis of Internet networks, media-education methods. In primary education, methods based on the design of heuristic conversations through didactic games according to the age characteristics, literacy levels, and personal nature of students are widely used. It would ensure high quality and efficiency if during the teaching process each student worked on tasks at the level of his/her ability to master.[3] This can only be achieved through differentiated education. Now let's think about implementation of educational processes through didactic games: Interactive game methods are based on activation and acceleration of student activity. They are of great importance in identifying and implementing practical solutions for realizing and developing the student's creative potential. The main types of interactive games are: intellectual (intelligent) and action and mixed games. These help students to develop mental, physical, moral, spiritual, educational, psychological, aesthetic, artistic, entrepreneurial, creative, labor and professional skills.

This method leads the student to activate his inner potential, to think, to think freely, to communicate, and to be creative. In particular, it increases interest in learning about the environment, life, challenges, how to overcome obstacles, and develops critical thinking skills.[4]

It is desirable to use didactic games based on interactivity, which mainly increase students' motivations for learning, increase their abilities and interests in various fields, show their inclination to a profession. Interactive games are divided into theoretical, practical, physical, role-playing, business and other types.[5] They develop in students the activities of analyzing, calculating, measuring, making, testing, observing, comparing, drawing conclusions, making independent decisions, working in a group or independent team, developing speech, learning a language. . According to the theory of general games, all existing types of games can be classified into functional, thematic, constructive, didactic, sports and military games. Adhering





to the following criteria will give good results when choosing types of interactive games.

- Games by the composition of participants, i.e. for boys, children, girls or mixed groups:
- By the number of participants - single, pair, small group, large group, class team, interclass and mass games:
- Thinking about the game process, thinking, gathering, action-oriented, competition, etc.;
- According to the standard of time - a lesson, a part of the training time allocated according to the plan, games that continue until the goal of the game is achieved, until the winners are determined.

All of these serve to help students to fully understand the scientific foundations of the universe structure, to form their scientific worldviews, and to develop their creative thinking by teaching students about interdisciplinarity.[6-7]

Forming environmental responsibility and culture in students depends on the implementation of the same issues at a high level in society. The higher the level of students' knowledge about environmental education and the ability to use nature wisely, if they know the laws of nature well, then the culture and responsibility of using nature will be higher. Pedagogical teachers are more responsible for carrying out such work and achieving it.[8-13] We, the pedagogues, in our lessons should form the understanding of nature, natural creatures, the relationship between man and nature, as well as ecology and its goals in the minds of students.

The purpose of ecological education is to understand ecology in the harmony between man and nature, man and the environment, and to form environmental responsibility and spirituality in students. This is manifested through a scientifically based influence on nature.[14] Implementation of this is one of the big issues for teachers, the whole system of school and public education, the tradition of educating the young generation, we should fully use the gift of nature. It requires abandoning the ideas of "we will not fight, we will not subjugate it to ourselves", to protect nature and to use nature's gifts carefully without harming it.[15] Therefore, it is necessary to approach the goal and implementation of environmental education in school conditions, taking into account the specific characteristics of the independent Republic of Uzbekistan.

It is necessary to use effective methods that affect the minds of students in the formation of young people with ecological education, while connecting them to nature. For example, so that the students do not notice the plants in the classroom and the school yard, the head of the class warns the students: "Students do not notice the plants in the classroom and the school yard, our gardeners work hard to take care





of them. they did." Common words like this enter the ears of the students, but do not reach the heart. In order to fully achieve this goal, the teacher instructed the students that "each of us will plant one of the indoor flowers in a pot and take care of it until the end of the school year, and at the end of the school year, we will determine who will plant the best-kept flower." will give.[16] Students take care of their flowers for a year, putting all their care and love into the process, and want their flower to be the best-kept flower. Now this student does not harm the plants in the school garden, in the classroom at all. Because he can imagine how much work and time it took for that plant to reach this level.

Conclusion

Interactive educational technologies and interactive methods, which are an important element of its development, provide a change in indicators of educational process organization. After all, modern education requires constant updating of the purpose, content, form, methods and tools of education in connection with the development of science and technology. It should be emphasized that what method to use in each lesson, what methods to use in the lesson should be determined in advance and carefully developed by the teacher.

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