



EFFECTS OF ENVIRONMENTAL CONDITIONS ON CHILDREN'S HEALTH

Abdullayeva Sabokhon Azatovna

Teacher of the Department of Physiology of the University of Physical
Education and Sports of Uzbekistan

Namozova Gulnoza Inatullayevna

Teacher of the Department of Physiology of the University of Physical
Education and Sports of Uzbekistan

Abstract:

Currently, it is very important to provide high-quality environmental education to children. This is because the ecological situation on our planet and in our country leaves much to be desired. Many environmental problems: depletion of the ozone layer, climate change, erosion of the natural soil layer, depletion of drinking water and natural resources, high concentrations of pollutants in the air - this is mainly the result of the lack of proper. the interaction of man and nature. Also, these problems are related to the process of educating the population - its inadequacy and complete absence caused the consumer's attitude to nature. The only way out of this situation is to acquire ecological culture. And it is necessary to start instilling this culture in school children. This is of great social importance to the whole society! In addition, a significant part of the adult population - pedagogues, parents, teachers - is included in this process, which is important for the general ecologicalization of consciousness and thinking.

Keywords: Ecological education, school, ecological culture, children's health, organism.

What is the essence of ecological education. Ecological education is based on the leading ideas of ecology adapted to school age: organism and environment, community of organisms and environment, man and environment. "Organism and environment" is a single organism. interaction with the habitat: the functioning of the ecosystem - a community of living organisms living in the same area (having the same type of habitat) and interacting with each other. Both concepts can be presented to a school-age child in the form of concrete examples from his immediate environment and become the basis for the development of an attitude towards nature."

"Man and the environment" - the interaction of man with nature - is the second, extremely important aspect of ecology, which cannot be left out of the knowledge of





modern children in rapidly developing industries - social ecology, human ecology. concrete examples of use and the consequences of this effect on nature and human health can be taken to school by pedagogy to form an initial position on this issue in children.

The purpose and tasks of environmental education for school-aged children

The goal is to form the principles of ecological culture - the main components of a person that will ensure his survival and development by summing up the practical and spiritual experience of human interaction with nature in the future.

Tasks - these are the tasks of creating and implementing an educational model that achieves a clear manifestation of the beginning of ecological culture in children preparing to enter school.

They come to this:

- creating an atmosphere of importance of environmental problems and priority of environmental education in the pedagogical team;
- creation of conditions that ensure the pedagogical process of environmental education in a school educational institution;
- systematic improvement of teachers' qualifications: mastering ecological education methods, improving environmental promotion among parents;
- to carry out systematic work with children within this or that technology, to constantly improve it;
- determining the level of ecological culture - real achievements in the intellectual, emotional, behavioral spheres of the child's personality in interaction with nature, objects, people and self-evaluation.

Formation of the principles of ecological culture is a conscious formation of the right attitude to nature itself with all its diversity, to people who protect and create it, as well as to people who create material or nature. Spiritual values.[1]

It is also an attitude towards oneself as a part of nature, an understanding of the value of life and health and their dependence on the state of the environment. under the guidance of adults, the subject is formed based on their interaction with the surrounding natural world: plants, animals (living communities). organisms), their habitat, things made by people from natural materials. origin.

Content of environmental education. What is it? The content of environmental education includes two aspects: the transfer of environmental knowledge and their transformation into attitudes. Knowledge is a mandatory component of the process of forming the principles of ecological culture, and attitude is its final product. Real ecological knowledge forms a conscious character of the relationship and creates ecological consciousness.





What is the content of economic knowledge for school-aged children?

Studying the laws of nature can be started from school-age childhood as part of environmental education. The possibility and success of this process is confirmed by many local psychological and pedagogical studies.

In this case, the content of environmental knowledge covers the following scope:

1. Relationship of plant and animal organisms with the environment, morphofunctional adaptation to it; relationship with the environment during growth and development.
2. Diversity of living organisms, their ecological unity; communities of living organisms.[2]
3. Man as a living being, his living environment provides health and normal life.
4. Use of natural resources in human economic activity, environmental pollution; protection and restoration of natural resources.

What methods are particularly important in environmental education? How do they differ from traditional methods of school pedagogy?

Five groups of methods can be distinguished, the complex use of which leads to an increase in the level of environmental education of children and the development of an ecological orientation of their personality.

1. The joint activity of the educator and children to create and maintain the necessary conditions for life for living beings is the main method of ecological education of children. It is aimed at developing their practical skills and abilities. Observing objects - the results of cultivation - allows for the correction of emerging skills and ensures their conscious nature. The green zone of the kindergarten allows organizing the care and cultivation of plants and animals throughout the year. In environmental education, good results are achieved when this method is combined with experience and modeling activities. Practical participation in taking care of things, repairing and renewing them also helps to form necessary practical skills in children.
2. Observation - a method of sensory knowledge of nature. Provides direct contact with nature, living objects, environment.
3. Organization of long-term observations (cycles) is a condition for perfect knowledge of the relationship of plants and animals with the environment, their morphological and functional suitability. Observation is the main way of forming clear (intuitive) ideas about nature in school-aged children, the basis of figurative thinking.[3]
4. The modeling method occupies an important place in the ecological education system. Working with nature calendars, perceiving works of art created by professionals (paintings, music and literary works), handicrafts depicting nature





motifs will allow clarifying, strengthening and expanding the ideas of children in direct contact.

5. The oral-literary method stands out as an independent method due to the great specificity of speech activity. The word accompanies any activity in one form or another, and it can perform important tasks in environmental education. In the form of a conversation (conversation, discussion), there is a constant formation and adjustment of specific ideas about nature and the activities of people in it. Through "monologue" (teacher's story, reading books), children enter new fields of knowledge. The third form of speech education is very important - having a conversation with children built on a certain logic, in which an understanding is formed about the connections in nature, the life of a living object and its dependence on the environment, there is awareness. patterns of events. With the help of such a conversation, school-age children reach a new (generalized) level of understanding of natural phenomena. This is the beginning of the formation of ecological thinking, ecological consciousness.

These methods differ from the traditional methods of school pedagogy, because they are not only methods of introducing children to nature, but also methods of ecological education. [4]Working with families on ecological education. Family and school are two important institutions for the socialization of children. Their educational functions are different, but their interaction is necessary for the comprehensive development of the child. Working with parents on environmental education of school-aged children is one of the components of school work. Relying only on the family, only with joint efforts, we can solve the main task - to raise an ecologically literate person.

When working with parents on environmental education, children should be used in traditional forms (parental meetings, consultations, interviews, conferences) and non-traditional (work games, bureau of pedagogical services, direct telephone, roundtable, discussions). But all these forms should be based on collaborative pedagogy. Work should be carried out in two directions:

- 1) teacher - parent;
- 2) teacher - child - parent.

Before organizing work, it is necessary to understand who to work with (parents' level of education, psychological state of the family, its microclimate).

Areas of work with parents.

1. Information about the environment. The most important information for adults is:
- information about the environmental situation in their city, kindergarten microdistrict, residential complex, park where they relax, summer house;





- information on the dependence of the child's health on the quality of the environment;[5]
- rules of behavior in extreme conditions (unfavorable environmental situations, disasters);
- housing ecology;
- cultivation of environmentally friendly crops;
- indoor, medicinal, food plants;
- choosing environmentally friendly places for walking with children, outdoor recreation;
- pets, their composition in the house and their importance for the child;
- development of the child as a person in the process of environmental education;
- information about the child's activities in kindergarten.

Adults receive ecological information at parent meetings, on trips together with children, in the process of visiting the ecological room, the living corner and the kindergarten area. Thus, many kindergarten parents are very interested in the information of their "Environmental Passports", especially in the "State of the Environment" section. The problem of "Child health - environment" is closely related to the problem of environmental safety.

Conclusion:

Environmental education issues can be included in the counseling program for parents who are expecting a child, in the work programs of counseling centers that help parents prepare their child for kindergarten, and in short-term groups.

Activities with children:

- during joint trips, excursions, the environment itself makes parents interested in various issues of natural science and ecology, especially children always ask questions;
- participation in ecological holidays and preparation for them;
- taking care of animals and plants together: actively involving children in the care of pets and educating them to take responsibility for their life and health. Kindergarten should show the role of animals, indoor plants in raising a child, recommend parents to buy a living creature if possible. Another direction is to attract adults to a corner of nature. Sometimes parents give their pets to a kindergarten for a while, take the residents of the corner to their homes in the summer, help buy animals, create conditions for them;[6]
- collections of natural materials, stamps, postcards, calendars, badges for the environmental room, exhibits for the nature museum. It is very important for a child that his mother and father support his interests.



- combined drawings, models, exhibitions of crafts made of waste materials, photographs (for example, on the topics "My family by the river", "My family in the country", "Me and nature", "Our pets");
- assistance in equipping the ecological room, nature corner, laboratory, library;

References:

- 1.V.. Korobkin, L.V. Peredelsky - "Ecology" Moscow 2018[1]
2. S.I. Kolesnikov - "Ecology" Moscow 2018[2]
- 3.www.ziyonet.uz[3]
4. Bekmurodov M., Public opinion in Uzbekistan, Tashkent 2011 [4]
- 5.Environmental chemistry" S.M. Turobjonov, T.T. Tursunov, K.M. Adilova Tashkent - 2022
6. "Fundamentals of ecology and environmental protection" P.S. Sultonov [6]
- 7.Jismoniy tarbiya (T.Usmonxo'jayev, S.Arzumanov) ·Toshkent-2019[7].

