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FORMATION OF ECOLOGICAL THINKING IN TEACHING NATURAL SCIENCES

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Abdinazarova Zebiniso Khudoyshukurovna

Teacher of Termiz State Pedagogical Institute, Uzbekistan

ABSTRACT

In this article, the content of forming an attitude to the environment in primary education, elements of environmental education and upbringing, components of creative approach and improvement, the effectiveness of natural knowledge acquisition by primary school students, extracurricular activities in the formation of environmental concepts the use of training, environmental literacy and culture improvement, nature protection processes are described.

KEYWORDS

lementary school, student, creative person, ecology, understanding, creativity, pedagogy, form, assessment, method, education, nature, component, natural knowledge, ecological education, ecological literacy.

INTRODUCTION

Teaching students how to deal with the environment has become an urgent issue of the educational system on the basis of improving concepts of ecology based on a creative approach in the teaching of natural sciences in primary grades.

A mature student of the new century has ecological education it is the need of the hour to be able to show its elements. An ecological concept is an environmental to have a deep knowledge of the environment, a sense of nature conservation, plant

and it is a high indicator of practical activity aimed at caring for animals, rational use of natural resources, concern for their reproduction.

In particular, elementary school students' understanding of ecology

creates an opportunity to create an effective integrative-didactic environment aimed at ensuring effectiveness based on the components (motivational-personal, cognitive-creative, process-integrative) that make up the methodical structure of improving the creative approach in formation.

In modern psychological and pedagogical literature, there are different approaches to the components of improving the creative approach, based on these approaches, the structure of components aimed at improving the creative approach in the formation of ecological concepts among elementary school students is reflected.

In particular, elementary school students' understanding of ecology

in the process of improving the creative approach to formation, the components of the methodological structure of creating an integrated didactic environment aimed at reflecting three components were determined. It includes motivational-personal and cognitive-creative, process-integrative components, as well as the specifics of the formation of environmental education in students in connection with these components.

The motivational-personal component in the improvement of elementary school students' understanding of ecology based on a creative approach means, first of all, the development of

positive attitudes, needs, and interests of primary school students that form a stable motivation in acquiring natural knowledge. It represents personality qualities such as the originality of formation of concepts of ecology in primary school students, orientation to communication and motivation. Cognitive-creative components - striving for self-awareness and intellectual development in the formation of ecological concepts in elementary school students, striving to improve personal creativity, taking on a creative approach, and being in agreement with others in the process of acquiring knowledge also expresses its qualities. These qualities require primary school students to acquire modern knowledge in arming natural knowledge, to have a system of knowledge about ecological duty, moral principles and norms.

In psychological and pedagogical literature, the term cognitive means knowledge means the process of assimilation (perception), study of scientific sources about the environment, understanding.

The process-integrative component is characterized by the following criteria: it reflects self-control in planning, organization, interconnection and activity. Also, this component is based on natural knowledge in the field of improving the creative approach to the formation of concepts related to ecology among elementary school students, in the field of learning integrative knowledge, in accordance with educational activities, moral norms and rules, knowledge of environmental ethics, It refers to the development of social and moral motives and needs.

Improving the creative approach to the formation of concepts of ecology among elementary school students involves spiritual and educational activities

(seminar-training, excursion, conference, debate evenings, question-and-answer hours) held outside the classroom. based on pedagogical requirements, it is desirable to implement together with educational technologies, that is, educational forms, tools and methods. It is also important to organize spiritual and educational events in small groups and collective groups. Based on the results of the research, the formation of students' understanding of ecology and the influence of surrounding people on the spiritual and moral world of the individual, the lifestyle of great people, the formation of a perfect human personality and self-evaluation in them , reasoning, attitude, improvement of knowledge, skills, skills and competences.

A person who can reflect these qualities can be called the owner of ecological education. Do not allow excess water from consumption to flow from taps, do not pollute water bodies, do not throw garbage wherever you encounter it, keep living quarters tidy, do not break plants and flowers and plant them, take care of animals , taking care of birds, turning houses and alleys into flower beds are the simplest manifestations of ecological culture.

Ecological education is teaching a person from the moment he steps into nature, to use nature consciously throughout his life, to educate the customs and traditions of our people that treat nature with respect and attention in terms of psychological and morals, to increase natural resources, to organize gardens and flower beds, in his heart consists in instilling good qualities.

The concept of ecology consists in instilling love for nature and the environment in a person, protecting nature aimed at forming thriftiness, and forming

feelings of careful preservation in human thinking. Also, in the process of environmental education, he encourages students to save natural resources and protect nature. The main goal of ecological education is to increase the ecological literacy and culture of the people of the society, to protect nature, to keep it tidy, and to take care of the blessings of nature by instilling love for the animal world and plants.

In today's environmental education system, the urgent problem is the formation of opportunities for mutual harmony and unity in the single nature and society as a result of following the model of continuous environmental education in this country. In order to achieve the formation of society through a continuous and safe ecological education system, it is necessary to develop methods based on modern educational technologies in teaching natural sciences at the initial stage of the continuous education system. The study of scientific research has shown that resources related to ecology are not widely used in the teaching of natural sciences in primary education.

In particular, I.I. Malozyomova states in her information that the main task in learning ecological education methods depends on the teacher's knowledge, skills, and the level of ecological culture formed in his mind.

Using new methods in the teaching process of the teacher of ecological resources believes that he will convey information to the student as a result and through his methods Through the method of teaching, with the help of the actions of the teacher and the student, it is known learns science, teaching methods are used in the course of the lesson and are inextricably linked with modern teaching tools. The main purpose

of using different teaching methods is to convey knowledge to students.

Also, today there are a number of modern ones in the teaching of natural sciences there are teaching methods that are actually very complex to use and, in turn, they can be simple. Because natural sciences, unlike other sciences, use their methods in natural objects or their study, these objects can sometimes be seen by hand, and sometimes they cannot be approached at all.

The development of forms, methods and tools for improving the creative approach to the formation of ecological concepts among elementary school students requires the following types of work:

that there are specific characteristics of concepts related to ecological education;

use of modern educational technologies in the organization of classes;

that interdisciplinary integration is the basis of environmental education;

creating a problematic situation;

conducting tests;

performing exercises and solving problems, tests,

writing dictation, essay and statement;

interesting games in the context of environmental education: crossword, rebus and creative

perform tasks;

work with the textbook.

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