

## DIDACTIC POSSIBILITIES OF CREATIVE APPROACH IN FORMING ECOLOGICAL CONCEPTS IN PRIMARY CLASS STUDENTS

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### Abstract

In this article, it is written about the didactic possibilities of a creative approach in the formation of ecological concepts among elementary school students. The article describes the specific features of improving the creative approach to the formation of ecological concepts in elementary school students, the choice of forms, methods and tools, and their application in practice.

**Keyword:** primary class, student, ecology, concept, creative, pedagogy, form, method.

### Introduction

The rapid development of the country in the future requires the need to improve the quality of work on identifying young talents, organizing the system of selecting and training talented children, and creating a multidisciplinary educational environment that helps to manifest the intellectual potential of the growing generation. is doing

In particular, the issue of improving the creative approach to the formation of ecological concepts among elementary school students is one of the urgent problems. Ecological thinking, as a special manifestation of universal human values, creates new ways of relating to nature[5]. Ecological education should be inculcated from childhood. In order for the young generation to grow up healthy and pass on the beauty of nature to the next generation, teach them how to protect nature, use its resources economically, do any work related to nature. Before implementation, it is necessary to choose methods that do not harm the natural environment.

Experiences of awakening an aesthetic feeling towards nature in elementary school students, taking into account the age and scope of knowledge of students about nature, plants and animals[18]. Having interesting and interesting conversations about the world, as well as instructions on how to plant and care for seedlings, vegetables, flower specimens will also give positive results.

### Analysis and Results

A lot of practical work has been done to implement the ecological concept. These include the development of the concept of ecological education, the creation of various programs, collections, methodical manuals, and a number of congresses on the scale of the republic. In

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In addition, in order to solve a number of problems, the International "Ekosan" Foundation for ecology and health is operating in Uzbekistan along with new social movements.

Today, it is necessary to pay special attention to the improvement of environmental education in the context of the work carried out by teachers and the public in order to form ecological culture among elementary school students. Increasing the effectiveness of environmental education depends on environmental education. It is desirable to implement environmental education on a large scale (in kindergartens, schools, institutions, streets, public organizations and higher education institutions). This work is one of the important problems of the present day and guarantees a healthy future generation[8].

Ecological education means a system of knowledge representing the relationship between nature and man, which should be given to students. Environmental education is the education of a person's attitude towards the environment.

Environmental education is a new form and component of general education, and it is planned to be implemented in the teaching of all subjects at school. The main goal of ecological education is to form a conscious attitude to the environment and its problems in the young generation[19].

Widely introducing young people from the school desk to the knowledge about the world of natural plants of our country and the need to protect them will bear fruit. In this, scientific concepts from ecology are generalized in all subjects taught in primary education, especially in the teaching of subjects such as natural sciences, mother tongue and reading literacy, mathematics, technology, education, music[9]. At the same time, they study environmental problems in extracurricular activities, i.e., in circle work, during excursions, and during their daily activities. Also, the teacher's appropriate use of the unique national education of our people in providing environmental education to students will have a good effect. In our national education, four things - land, water, soil, air - are considered sacred. Our people have believed in water since ancient times and held "water rafts" on the hottest days of summer. Our ancestors did not say for nothing that "Water is a gift of nature, the source of life." They valued every drop of water like a gem and created gardens. Our people have many traditions related to nature protection. But recently, young people paid less attention to such habits. For example, respect for water. Previously, a small stream flowed through hundreds of houses, but no one polluted it. Now, if you look at ditches in many places, you will see that they are filled with waste[10]. Therefore, we aimed to develop the attitude of responsibility towards the environment in the improvement of the concepts of ecology in elementary school students based on a creative approach. The fact that a student of junior school age differs from children of other ages with the sharpness of perception, curiosity, benevolence, trustworthiness, brightness of imagination, strength of memory and clarity of thinking is the same term for this process.

Reading activity creates conditions for the cognitive processes of school-aged students. The choice of educational tools suitable for the characteristics of the student's personality and his psychological state in a certain period is evidence of the high pedagogical skills of the teacher. The uniqueness of the knowledge of elementary school students affects the formation of concepts related to environmental education based on a creative approach[11].

Also, the educational process of elementary school students is organized taking into account all types of cognitive processes. The role of involuntary attention is extremely important, especially in children of primary school age. Because the formation of voluntary rather than involuntary attention in students is an interesting continuation of the educational process.

Based on the influence of the natural environment, their cognitive processes, and the emotional environment, the leaflet "Eco-psychological development of elementary school students" was developed to improve the creative approach to the formation of concepts of environmental education among students. This sheet determines the extent to which students' understanding of environmental education can be improved based on a creative approach[12].

In particular, T.A.Shulgina emphasizes that the evaluation of the results of creative activity consists of the presence of motivation, the acquisition of the knowledge system, and the regular implementation of the activity. Also, A.V. Usova justified the completeness of the processes and the sequence of their implementation.

For Westerners, creativity is generally a novelty, and they emphasize unconventionality, curiosity, imagination, a sense of humor, and freedom. Easterners understand creativity as a process of rediscovering goodness. According to RA Beghetto and Kaufman, representatives of both cultures value creativity highly.

In the second half of the 20th century, the development of technical innovations, the product of human consciousness and thinking, and the transition to an industrial society, at the same time as defining the criteria for development, created many and complex problems for humanity, which, according to the scale and importance of the sphere of influence, are global problems. One of these global problems is the transition of the ecosystem from a state of stability to a state of instability and the scale of human influence on nature is increasing to an extreme level[13].

As a result of this, various environmental problems of local, regional, and global nature have arisen, and the threat to the continuity of human civilization is increasing. At the same time, the majority of the world's population claims that environmental problems such as ecosystem destruction and environmental pollution are a great threat to humanity.

The approach to the environmental problem that threatens human life today remains the need of the hour to organize as an integral and main factor of youth education from the point of view of the future. Relying on this factor, the relevance of educating students with environmental



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knowledge and concepts in school education is increasing day by day. A.N. Zakhlebniy, I.D. Zverev, A.I. Gersena, A.M. Developed by Ryabov and others, they emphasized that it is appropriate to implement ecological principles and ecological education[14].

In addition, it is necessary to ensure the harmony of the continuity education system with the institution of the family in the education of students based on ecological knowledge, and to use the methods of solving environmental problems and introducing students to nature in the school. It is necessary to emphasize the inextricable connection with the system of practical-historical knowledge while studying the scientific-theoretical aspects of instilling environmental education in students. This approach serves as a basis for the formation of ecological culture in pedagogy, allows to successfully master interaction with nature in accordance with the concept of ecological education, and is considered a component of the "Ecological education" factor[15].

The term "ecological education" is a relatively new concept in pedagogy, but the problem of the interaction between man and the environment, nature has been considered from different perspectives throughout the history of the pedagogical creative approach. The application of ecological education to life is of particular importance in pedagogical historical teaching approaches, and it is extremely important that the process of ecological education is studied from the point of view of the formation of the human personality, its integrity, the unity of man and nature, society and the universe[16].

In Y.A. Komensky's point of view, the idea that a person has a natural, independent and self-motivating force is put forward, based on the regularity of education, the student forms a theory of the principle of self-motivation in understanding the world and acquiring the necessary knowledge. In Y.A. Komensky's didactics, the method of natural education is consistently expressed, and according to his opinion, the compatibility of natural and pedagogical laws should be ensured.

## **Conclusion/Recommendations**

He tried to scientifically justify the fact that human education starts from childhood, education and teaching are organized according to the child's age, and based on the laws of nature in the formulas of pedagogical laws, nature prepares material for itself before it begins to give it form[17]. Any formation of nature begins with the most general and ends with its uniqueness. Nature does not rush, but slowly moves forward. Once you start something, nature doesn't stop until you finish it. He put forward the ideas that nature carefully avoids contradictory and harmful things.

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