

ECOLOGICAL THINK CONTENT DESCRIPTION

Rashid Omanov

Termiz State Pedagogical Institute teacher

E-mail: xjumayev96@gamil.com

Abstract

In the article, while strengthening the positions of a new humanistic type of ecological culture, the problem of what direct concepts exist about the biosocial system "man-society-nature" plays a major role. First of all, it will be discussed about how it will be introduced into environmental education and upbringing, and how the foundations of the past consumer culture will be critically revised.

Keywords: Environment, ecological culture, human-society-nature, "Nature and people", "Peace and man".

Currently, along with the strengthening of positions of the new humanistic type of ecological culture, the problem of what are the direct concepts of the biosocial system "man-society-nature" plays a major role. first of all, it should be introduced into environmental education and upbringing, and what foundations of past consumer culture should be critically re-examined. Problems of harmonizing relations between society and the environment are of particular importance during the transition to new programs and curricula. In primary school, the foundation responsible for the relationship with the environment is laid, so the result of environmental education largely depends on the first stage of education for junior schoolchildren. The following goals are set in the construction of modern courses focused on the environment:

- formation of a holistic vision of the social and natural environment as a sphere of human living, work and recreation;
- formation of the ability to perceive the world around us with the help of intuition and cognitive interest and the ability to explain the reasons when considering the events and facts of the surrounding reality;
- teaching students how to understand the world around them;
- to educate the moral and aesthetic attitude to the field of human life, the ability to act in accordance with universal moral standards.

At the end of the 60s of the 20th century, a number of important changes took place in the primary school, i.e., as a result of the inclusion of the subject "Natural Science" in the curriculum, modern trends in environmental education appeared. These studies took place in the period of actualization of the problem of nature protection, for the same reason, despite the

ideas of the creators of the course - the development of an integrated discipline of the cycle of natural science, reflected certain problems of relations between them. man and nature. Primary science education in Russian schools, which has a deep and strong tradition and rich practical experience, has been undergoing significant renewal in recent years[7]. This problem is urgent, therefore there is no single approach to it. Methodological recommendations for elementary schools suggest programs of some authors, in which the natural history course is offered under different names. Let's take a look at some of them. Student's personal development is the priority goal of modern primary education. The goal can be achieved by creating opportunities for the sustainable development of primary school students and humanizing education.

The course "Nature and people" developed by Z.A.Klepinina is a component of this potential. The main task is to provide students with a unified knowledge of human society and the natural world, such as the close environment of primary school students and the relations of "man - person", "nature - nature", "nature - person". system. Another task is aimed at improving students' knowledge and practical educational activities. The next task is to form the personal qualities of a primary school student: scientific outlook, ecological and moral cultures, feelings, creativity, patriotism, etc. In the "Nature and People" program, everything that has been collected in practice for many years in teaching the course of natural history is preserved in a new version without exception, and at the same time it presents educational ideas that develop. It defines the task: to inform the student about animate and inanimate nature and provide basic information; provide insight into various phenomena; teach the child to conduct research and observe what changes have occurred in nature; to educate about the importance of nature protection and natural resources protection measures; development of basic skills and knowledge on personal hygiene; education of human attitude to nature.

Issues of environmental protection occupy an important place in the program. The content is aimed at creating conditions for students' mandatory participation in environmental protection activities. Special attention is paid to excursions to nature, where the student notices changes in nature, changes in plants, observes the behavior of animals, etc[8]. Observations help junior high school students get the right knowledge. The idea of nature and its relationship helps to gather knowledge about mother earth. In the following grades, the main ideas and concepts of natural history are developed according to the federal educational standard. General didactic methods, as well as special principles contained in the methodology of teaching natural sciences, are the leading methods for choosing both content and lesson design.

The specific principle of environmental protection is realized in the interdependence of "nature - man", "man - nature" - according to the general scheme. Rules of nature protection - open environmental activities of elementary school students (breeding breeding plants, feeding animals, collecting plant seeds and distributing them among the population, etc.) - nature

protection legal, generally accepted measures[9]. These ideas are not only cause and effect, but also lead to an understanding of the nature of environmental science. Implementation of the principles of environmental protection in the proposed system serves to promote environmental culture. The program "The world around us" by N.V.Vinogradova, G.G.Ivchenkova, I.V.Potapov is an integral course that plays a special role in the formation of a holistic idea about the natural and social environment that surrounds us, the place of man in it, and its socio-biological essence.

The main goal of the science is to develop the student's social skills , to understand the interaction in the "man - nature - society" system, to correctly relate to the sphere of life and the laws of behavior in it. The subject "The world around us" meets the modern requirements of the didactics of primary education, that is, the psychological characteristics of students are taken into account, the need for a comprehensive approach to the study of the surrounding society - all without exception. Ability to record features[10]. The study of science establishes closer connections between the study of nature and social life, provides real continuity and perspectives of studying the surrounding world, creates conditions for the development of ethical and moral relations. A.A.Vakhrusheva, A.S.Rautians' program "The World and Man" is a new integrative natural science course for elementary school that explores some of the basics of human life. Course "Around the world with dating" and "Nature history" sciences to learn own into takes. His task students around from the world informed to be is to teach.

First of the class main idea - of students around the world with attitude ; second in class us Earth planet with introduces geographical maps learning present is done ; the third in class Earth on the planet order in storage alive of organisms vital of activity role is displayed; The fourth class a person and his On the ground instead of dedicated. So so, twenty the first in the century of humanity main problems ecological problems will be, then "Peace and human" course ecological positions point of view in terms of work developed. Green House program A.A.Pleshakov by work developed. He is two from the part consists of is a system of educational courses focused on the environment.

REFERENCES:

1. G.N.Akvileva, Boshlang'ich maktabda tabiiy fanlarni o'qitish metodikasi [Matn]/ G.N.Akvileva, Z.A.Klepinina - M.: Ta'lim, 2006. - 372 b.
2. Z.Abdullaev, Ekologik munosabat va ekologik ong [Matn] / Z. Abdullaev.// Falsafa fanlari – 2007. – N2. – B. 186 - 190.
3. A.A.Artemyeva, Ekologik ta'lim va tarbiya usuli sifatida tabiatga ekskursiya [Matn] / A.A.Artemyeva, L.V.Pereladova// Geografiya va turizm Ilmiy ishlar to'plami - "Perm davlat universiteti" oliy kasbiy ta'lim davlat o'quv muassasasi. Perm, 2010. - B. 3 - 9.

4. O.M.Barkovskaya, Boshlang'ich ekologik ta'lim dasturining mazmuni, maqsad va vazifalari [Matn]/ O.M.Barkovskaya// Boshlang'ich maktab. 1994 yil. № 2. – 32-33-betlar.
5. T.A.Babakova Kichik maktab o'quvchilari bilan ekologik va o'lkashunoslik ishlari [Matn] / T.A.Babakova // Boshlang'ich maktab. 2005. No 9. – B. 16 - 17.
6. Barkovskaya, O.M.Boshlang'ich ekologik ta'lim dasturining mazmuni, maqsad va vazifalari [Matn]/ O.M.Barkovskaya// Boshlang'ich maktab. 2004. No 2. – B. 32 - 33.
7. Otamurodova, S. Q. (2023). TALABALAR KREATIVLIK POTENSIALINING YUZAGA CHIQISHIGA SALBIY TA'SIR KO 'RSATUVCHI OMILLAR. Science and innovation in the education system, 2(13), 44-48.
8. Otamurodova, Ш. Қ. О. (2023). УЗЛУКСИЗ ТАЪЛИМ ТИЗИМИДА ДИВЕРСИФИКАЦИЯ ТАМОЙИЛИНИ ТАТБИҚ ҚИЛИШ МУАММОЛАРИ. Innovative Development in Educational Activities, 2(19), 150-154.
9. Otamurodova, Ш. К. О. (2019). Особенности использования устного народного творчества в развитии речи учащихся начальных классов. Научные горизонты, (6), 97-102.
10. Otamurodova, S. Q. (2023). TA'LIM TIZIMINI DIVERSIFIKATSIYALASH JARAYONLARI VA UNING ZARURATI. Interpretation and researches, 2(1).