

**FORMATION OF PRIMARY CLASS STUDENTS' IDEAS ABOUT NATURE**

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**Abstract**

The essence of ecological education and upbringing is "Nature is our common home, it depends on me personally whether this home is healthy and perfect", "Every insect, every organism in nature has a direct impact on my life", "Nothing in nature is unlimited" not: I need to use them sparingly, because they will be needed for the people who will come to the world after me" such noble thoughts and ideas are scientifically approached in this article.

**Keywords:** child, nature, society, student, environmental education, understanding.

Sign in. So, ecological education should be formed and developed on the basis of what conceptual foundations? Throughout its historical and gradual development, humanity has been interested in natural science, has been monitoring the state of its resources, and has been putting forward doctrines and ideas related to the protection of these resources. It should be said that the people's way of life, religious and local customs and values are reflected in these teachings and ideas, therefore, the use of nature and its protection become an integral part of the people's mentality.

Based on this, as a result of reducing the amount, periodicity and significance of human impact on nature, maintaining the state of natural resources at a certain level, viewing nature as an integrated system with its own internal balance, this system research in the field of mitigating the consequences of interference develops on the basis of the above-mentioned teachings, and this process, in turn, creates a basis for the content diversification of ecological knowledge[13]. Analysis of literature on the topic. Some aspects of solving ecological problems by improving environmental education are reflected in the researches of Uzbek scientists such as Sh.Avezov, N.Ashurova, IXAyubova, N.Bozorova. problems of giving are studied in these works.

Abu Raikhan Beruni, in the field of studying natural phenomena, the impact of natural changes on human life at a certain level, in general, studying the factor of nature in social life. It is known from history that Abu Ali ibn Sina, Abdurazzaq Samarkandi, Mirza Ulug'bek, Zahiriddin Muhammad Babur, Sultan Balkhi, Maksud ibn Vali and other great grandfathers carried out important works[3].

Analysis and result. So, the formation of ecological culture and ecological consciousness in society, the fact that each person feels his responsibility in front of the balance of nature before interacting with a separate element of nature, further improvement of ecological education for

the formation of ecological consciousness in humanity in the literal sense, ecological education on the basis of achieving conscious assimilation of ecological education, harmonizing all departments of ecological sciences with the foundations of spirituality and other social and humanitarian sciences, i.e. implementing an approach to ecological problems from the point of view of national mentality and national spirituality tasks are required[4].

Ecological upbringing and education is related to the fact that the modern education system sets the goal of solving a number of problems, such as the development of the ecological consciousness of a person (and the population in general), the formation of ecological culture, and the cultivation of the virtue of conscious attitude to natural existence[12].

The essence of ecological education and upbringing is "Nature is our common home, it depends on me personally whether this home is healthy and perfect", "Every insect, every organism in nature has a direct impact on my life", "Nothing in nature is unlimited" not: I need to use them sparingly, because they will be needed for the people who will come to the world after me." It consists of instilling skills into the hearts of learners.

By forming a person's ecological consciousness, ecological culture and knowledge of ecological law, it is possible to create a foundation for the development of his ecological worldview. One of the first steps of this task is to improve environmental education within primary education[5].

A young student's worldview, environmental knowledge, and a positive attitude towards the environment are formed. However, this does not mean "ecological culture"[11]. Specialists (UABovanova, RA Mavlyanova, NXParmakulova) interpret ecological culture as a structural skill with a complex structure. According to them, ecological culture includes the following elements:

- basic knowledge of ecology;
- the required level of knowledge about local and local ecological problems;
- understanding that there is a constant balance between the environment and the development of society;
- conscious perception that nature protection is a necessity and a duty, and so on.

We believe that by improving the child's environmental education, it is possible to form his environmental ethics as a person[6]. Therefore, it is possible to explain the importance of ecological upbringing of children by clarifying the essence of these concepts (that is, ecological outlook, ecological culture, ecological awareness). Ecological worldview means a conscious perception that preservation of the external environment, necessary for a moderate human existence, is an urgent issue of vital importance[10]. In essence, the formation of a healthy ecological worldview in a person means that the ecological culture has been established in the whole society, therefore, ecological education and training, with the formation of an ecological worldview as the main goal, should be one of the priority and vitally important tasks of the state[7]. Ecological worldview as a developing skill includes a number

of components, and each of these components has a certain influence on the formation of ecological worldview at the necessary level. The researchers (Sh.Otaboev, M.Nabiev) of the ecological worldview consists of such components as knowledge of elements of nature and natural phenomena, a positive attitude towards the environment, ecological awareness, skills related to the acquisition of ecological culture, and knowledge in the field of environmental law. believes that it is appropriate that the acquisition (or formation) of each of them should be carried out in harmony with national values, starting from the first stages of education.

Ecological culture is a component of universal human culture and includes elements specific to general culture as well as components specific to ecology. That is, the structural composition of ecological culture will have the following vision:

- ecological knowledge: fundamental knowledge, skills and competencies about the relationship between nature and man, interactions between the living conditions of living organisms and their characteristics, the role and importance of the human factor in nature;
- ecological thinking: the ability to perceive with the help of logical thinking and logical thinking that representatives of the organic and inorganic world in nature have the characteristics of mutual development and adaptability to each other;
- presence of ecologically acceptable behavior and sincere love for nature;
- environmental law: legal knowledge on the regulation of social relations resulting from interactions between nature, society and man[8].

Summary. However, our research work is aimed at improving the mechanisms of environmental education in elementary school students, and at the same time, the components that are part of the structural composition of ecological culture (for example, knowledge of the field of ecology, ecological thinking, environmental rights, etc.) we cannot apply it to the content of the formation of ecological culture[9]. Therefore, in the following places, we will refer more to the concept of ecological education, which is considered the initial form of ecological culture, the first basis for the formation of ecological culture, and the development of ecological education is always combined with ecological education. we mean that it serves as the primary basis for the formation of ecological culture in the sense.

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