

The Importance of Ecological Education in Primary Students and Methods of forming it

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Abstract:

The article highlights the importance of environmental education for primary school students. Global environmental problems, environmental pollution and depletion of natural resources indicate the need to instill environmental responsibility in the younger generation. The article presents the views of famous educators on the process of environmental education. The analysis of the formation of environmental education is carried out based on the methods of Sinkwein and OREG.

Keywords: Ecological education, syncwine, OREG, ecology, education, ecological awareness, ecological culture.

Introduction. Today, it is important to provide environmental education to young students. Due to global problems such as environmental processes in the world, climate change, resource development and environmental pollution, it is necessary to call on the younger generation to protect nature and instill in them environmental responsibility. Therefore, the declaration of 2025 as the “Year of Environmental Protection and the “Green” Economy” by our President at the next meeting of the Legislative Chamber of the Oliy Majlis was another practical expression of the high attention paid to preserving mother nature and ensuring ecological stability in New Uzbekistan.

Ecological education is a new form and component of general education, which is intended to be implemented in all subjects at school. The main goal of ecological education is to form a conscious attitude towards the environment and its problems in the younger generation. In the process of ecological education, young people are taught to save and protect the resources of our living nature.

Main part. The concept of "ecology" was first used by the German zoologist E. Haeckel. Ecological education is an important component of social education. Ecological education (Greek "oikos" - dwelling, space, "logos" - science) is a pedagogical process aimed at providing students with initial

ecological knowledge, enriching their existing ecological knowledge, and forming in them the skills and competencies to organize the protection of nature and the environment.

The Avesta, the sacred book of the Zoroastrian religion, contains valuable recommendations on housing, the environment, and nature conservation. Children are taught from a young age how to plant trees, care for trees, make household items, cultivate the land, and raise livestock, with special attention paid to developing practical skills.

The famous Swedish educator I.G. Pestalossi: In the development of children's mental maturity, the harmony of education with nature, gradual orientation, taking into account the child's youthful characteristics, the degree of assimilation, leads to the development of the child's mental and moral virtues.

As the famous educator V. A. Sukhomlinsky noted in his work "My Life for Children": "I would like children to read the most wonderful book in the world - the book of nature - before they open the "Alphabet" and read the first word with excitement," it is advisable to start all work in this regard from a young age.

In his pedagogical views, Comenius considered man to be a part of nature and put forward the idea that all living things in nature are subject to a single law. In his opinion, it is necessary to start education by introducing children to things and beings, to make them perceive them, and then move on to studying their characteristic features. Also, the principle of harmony of education with nature was introduced into science by Ya.A. Comenius and is based on the idea that childhood is the most favorable period for the process of learning, just as life in nature begins in spring. Providing students with knowledge taking into account their age ensures that this knowledge is understandable to them. In general, the educational process should be in harmony with the development of the child, that is, with his nature.

Methodology. Sinkwain (fr. "five lines") is a non-rhyming poem that helps synthesize information (formulate holistic ideas based on separate information), on the basis of which information is collected on the topic being studied (concept, phenomenon, event). The sinkwain method can be used in the formation of ecological education as follows.

Line 1: (One word, related to the topic). Ecology

Line 2: (Two adjectives). Clean, sustainable

Line 3: (Three verbs). Teach, protect, preserve

Line 4: (Four words, related to the topic). Preserving nature is important for our future.

Line 5: (One word, related to the topic). Peace

Another example, taking the word protection, is as follows:

Line 1: Protection

Line 2: Important, necessary

Line 3: Educate, preserve, protect

Line 4: Protecting nature is our responsibility

Line 5: Peace

Since the sinkwain is short and clear, the student is forced to focus only on the main point, without spreading his thoughts. Using this method, the formation of brief thoughts on environmental topics increases students' responsibility for the environment and environmental awareness. Using the

sinkwain method helps the student not only develop general creative and thinking skills, but also form environmental knowledge.

The OREG method is a method of teaching and practicing students to express their opinions on relevant issues in the process of forming environmental education in the classroom, to show the reasons for these opinions, to give examples to support them, and to draw generalizing conclusions.

The general scheme of the OREG method:

O – state your opinion;

R – give a reason to support your opinion;

E – give an example to support your reason;

G – summarize your opinion.

This method can be effective in teaching students to make informed decisions about environmental issues. Now let's look at how to apply this method in the process of providing environmental education to elementary school students.

Applying the OREG method in environmental education in primary school:

1. Idea: Explain environmental issues to students and ask for their opinions on these issues.
Example: "How can we prevent water waste?"
2. Reason: Explain the causes of environmental problems.
3. Example: "Wasting water leads to a reduction in resources. What measures can we take to save water?"
4. Example: Give students real-life examples.
5. Example: "A waste sorting system has been introduced in our city, which allows us to recycle waste and save natural resources."
6. Result: Explain what results will be achieved by solving environmental problems.

Example: "If we sort waste correctly, we will save natural resources and protect nature from pollution."

With this method, students are not only given environmental knowledge, but they also understand the responsibility to protect nature and practically adopt ecological behavior.

Discussion and results. Providing environmental education to primary school students is important not only for shaping their attitude towards nature, but also for increasing the responsibility of the future generation for environmental protection. Research shows that when environmental education is provided from an early age, children consciously adopt habits related to nature conservation. The following factors are important for the effective organization of environmental education in the educational process:

paying sufficient attention to environmental topics in curricula;

using innovative methods such as games, project-based learning, and excursions;

strengthening environmental education in cooperation with teachers and parents.

Practical experience shows that if children are only taught about environmental issues theoretically, they will not be interested in this topic. Therefore, when the importance of nature is explained to them through interactive methods, experiments and real-life examples, the results will be much more effective. For example, practical activities such as teaching waste sorting or planting seedlings in the schoolyard have a positive effect on the development of environmental awareness in children. When

children see environmental issues with their own eyes and participate in solving them, their level of environmental awareness will be much higher. The environmental responsibility of parents and teachers is important. If children see that the adults around them take environmental issues seriously, they will naturally adopt these values. Environmental education is an ongoing process. It should not be limited to one-time events or lessons. Rather, it should be embedded in the daily lives of students. If the school and family environment supports environmental education, its results will be long-term. Technology creates new opportunities for environmental education. Using digital resources, environmental knowledge can be conveyed to children in a more engaging way.

Conclusion. Ecological education plays an important role in shaping the attitude of primary school students to nature. At this age, children enter the process of understanding the environment and understanding environmental problems. Therefore, instilling in them an ecological culture is of great importance in educating more conscious and responsible citizens in the future. The formation of habits aimed at treating nature with care, rational use of resources and solving environmental problems should be one of the main tasks of the education system.

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