

## DEVELOPING ENVIRONMENTAL AWARENESS IN PRIMARY SCHOOL STUDENTS

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### ABSTRACT

This article discusses ways to develop environmental awareness in primary school students.

**Keywords:** ecology, primary education, student, development, understanding, style.

### INTRODUCTION

Relying on the theory and practice of sustainable development based on the ever-increasing demands on the quality of environmental education from the earliest stages of education, the development of environmental concepts in primary school students is of great practical importance. In the developed countries of the world, special attention is paid to finding solutions to the problems of social and organizational-pedagogical conditions, scientific-methodological support and information-educational environment, environmental education, aimed at forming the ecological concepts and worldview of primary school students.

In addressing these issues, improving the environmental awareness and culture of primary school students, properly educating the attitude to the environment is recognized as the most pressing issue for the future of mankind. The transition to new paradigms of environmental relations requires not only innovative and creative approaches to the formation of students' environmental awareness, but also the improvement of methodological and technological bases that allow to ensure this process.

In the Republic of Uzbekistan, great attention is paid to the development of environmental education as a special area. Assessing ecology as a multi-systemic field, understanding the ethical nature and modern content of environmental knowledge, innovative thinking in the educational process from the primary school and the application of animated approaches to the educational process play an important role in ensuring the development of environmental concepts.

In this regard, the Action Strategy for the further development of the Republic of Uzbekistan identifies "prevention of environmental problems that damage the environment, public health and gene pool" as a priority.

### MATERIALS AND METHODS

The effectiveness of environmental education in primary school also depends in many ways on the content, methods and techniques of education. Methods and techniques of environmental education should be selected based on the socio-psychological capabilities of students of all ages. Elementary students should have a basic understanding of nature. It is advisable to emphasize the teaching of specific environmental concepts to students of this age. Concepts related to the environment should be expressed in the form of figurative, emotional, and fun

play. “For environmental education, it is important not only to convey to students, but also how to explain and draw conclusions in the minds of students”.

Giving elementary students a variety of environmental-based games, performances, competitions, and educational assignments in the process of environmental education will help them gain a deeper understanding of their environmental knowledge and skills.

Such classes not only provide students with knowledge and skills related to environmental awareness and thinking, but also focus on changes in the environment from an early age, express their views on them, be honest with nature, be willing to communicate with adults, develop speech, adherence to the rules of etiquette means educating in the spirit of patience. Depending on the age of the students, the fairy tale and storytelling method can be used in teaching, developing the ecological knowledge of students of small school age. Because the story does not occupy the whole lesson, after the fairy tale or story is over, the students are interviewed and the questions and answers are conducted by the teacher. The interview is conducted with the whole class or individual groups of students in order to reinforce the new topic and check that the basic concepts have been mastered. Through conversation, students learn to express their opinions on a topic, and conversations form the basis of a didactic question. This issue determines the task, nature and type of conversation. Question-and-answer sessions allow students to reinforce a new topic, think independently, and recall previously learned knowledge. In addition, the use of the oral method of environmental education for students of small school age encourages them to strengthen their knowledge while increasing their abstract thinking.

It is necessary to use the following business games during the lesson. These are:

- Problem games on the topic;
- Games to strengthen the acquired knowledge;
- types of games adapted to return and control the acquired knowledge.

Problem games on the topic. Younger school children can participate in these types of games, feel the problem, and draw the necessary conclusions for themselves at the end of the game.

Games to strengthen the acquired knowledge. Students reinforce the knowledge they have acquired in class by using these types of games. In the process of consolidation, the formation of environmental knowledge and skills in the minds of students is observed mainly through the memory and thinking of students.

Types of games tailored to return and control acquired knowledge. These types of games are held to return and control knowledge on all topics covered, and to strengthen the knowledge and skills acquired during the learning process. During the course of the lesson, the game activity and its discussion should try to gather a bank of games. During the discussion, it is advisable to draw students' attention to specific aspects of the game experiment.

## **RESULTS AND DISCUSSION**

A.Ismailov, M.Alikulova, P.Gulamov, N.Mamashokirov, Sh.Otaboev, A.Tukhtaev, G.Sh. Kamilova, N.Tursunov, M.Nuriddinova and other researchers of the Commonwealth of Independent States (CIS) A.Grigoryants, Yu.Solomentseva, Y.Skochilov, L.Lavrenenko, H.Mamedov, N.Dneprovskaya, K.Shilin have identified effective ways to develop environmental education and upbringing of primary school students.

The importance of nature in the minds of students in the research of foreign educators and psychologists L.Hell, D.Ziegler, V.Williams, A.Lenhart, D.Fallows, K.Merga, A.Perrin, F.Roberts, G.Foehr, V.Rideout, conducted research on the application of methods and tools in the process of raising environmental culture.

However, the lack of research on the mechanism of improving the pedagogical aspects of environmental concepts on the basis of an animated approach for primary school students requires the need for scientific research in this area.

## CONCLUSION

As a result of the organization of lessons in primary school on the basis of modern teaching aids, visual aids and interactive games, students' attention to nature on the basis of independent thinking, changing attitudes to water, soil, flora and fauna and strengthening and developing environmental knowledge and skills.

The organization of experimental work in a certain order and on a program basis not only ensured the effectiveness of this process, but also provided theoretical knowledge and practical skills and competencies in teaching primary school students to observe the environment.

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