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Formation Of A Conscious Attitude To The Environment In Primary School Students On The Basis Of Competency Approach

Fariddun Izatulloyevich Ochilov
Lecturer, Department Of Primary Education, Chirchik State Pedagogical Institute Of Tashkent Region, Republic Of Uzbekistan

ABSTRACT

The article is based on the formation of students who are creative, active, have a conscious attitude to the environment, love nature and care for its riches.

KEYWORDS

Competency approach, the world around us, natural sciences, natural resources, natural processes, practical activity, conscious attitude.

INTRODUCTION

As you know, the competency approach in Uzbekistan began to take effect in the second decade of the XXI century. The content of competencies that help to understand the environment includes practical actions that serve to express the landscape of material existence. The ability to understand the role of nature in everyday activities and lifestyles, to be conscious of it, to understand the beauty of nature, to carefully preserve its peculiarities are developed.

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A distinctive feature of the learning process based on a competency-based approach is that students learn to apply knowledge independently and apply it in practice. In addition, students will be given theoretical information about the origin of this knowledge. This requires students to learn the concepts and knowledge needed to solve specific tasks on their own. Under this approach, the learning process becomes routinely research-based. In this case, the students' learning activities are practical. Thus, the main goal of the competency-based approach is to form students who are well-developed, experienced, creative, active, able to have a conscious attitude to the environment, love nature and preserve its riches. [3]

- In order to effectively organize the educational process in the subjects "The world around us", "Science", it is necessary to choose its content, forms, methods and techniques. When choosing assignments, it is important to keep in mind that they can help students develop specific competencies. For example:
- Tasks that help students to understand the problems in the environment, to develop the ability to solve them;
- Clear and understandable assignments that help to develop students' competencies;
- Analysis of methods and techniques used in the performance of tasks;
- Interpretation of the results obtained based on the problem;
- Tasks that serve to formulate and record the final solution to the problem. [3]

Nowadays, the various problems that arise in nature require the formation of a conscious attitude to the younger generation. In particular, it is important to instill intolerance in students about the negative aspects of clean water, such as pollution of natural resources, destruction of plants.

Cruelty to nature is causing environmental degradation today. The growing needs of people make it necessary to introduce students to natural sciences in the primary grades in order to be more careful with the use of natural resources (water, air, soil, energy). [1]

Preservation of natural resources is an important task and duty of every person. Because the individual is an important force that regulates the positive relationship between nature and society. Science competencies play an important role in developing primary school students' ability to conserve natural resources. Therefore, they are required to have knowledge of the interactions in nature, the laws of nature, and events. Students should have a clear understanding of the change of day and night, living things, the adaptation of plants to natural conditions, the dynamics of their development, the proliferation of animals and plants, and the causes of extinction. It is also important that they can clearly visualize the living nature. Students are also interested in the fact that natural phenomena take place in a certain place and time. It is important that they understand that certain conditions are necessary for any living organism to survive, and that these conditions must be created by man. Explaining to students that the removal of animals from their habitats is dangerous to their lives in the world around them and in science classes will help them develop a valued attitude towards the blessings of nature.

The study of the relationship between animate and inanimate nature, the acquisition of clear knowledge and understanding of it, forms in students a conscious attitude towards nature. Elementary school students also need to learn that nature's change by man should not compromise its integrity.

Positive changes in nature are also determined by the influence of human factors. Man's involvement in natural processes through

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productive activities allows him to improve the connections between certain parts of the body: the plowing and mixing of the earth, its interaction with atmospheric air, energy, and moisture also improve communication between natural objects.

Knowledge of the interrelationships of natural resources and their interdependence expands students' understanding of natural sciences. This knowledge, in turn, contributes to the formation of certain competencies.

The materials presented in the lessons "The world around us" and "Science" should include concepts and information about the nature of the environment. Such concepts and information include water, air, land, and wildlife. [1]

All natural resources are interconnected. In this process, students need to be taught that human beings play an important role in the conservation and reproduction of natural resources. Man uses natural resources to develop his activities and create material wealth. That is why natural resources are the basis for human life, activity, material and spiritual creation. In our holy books, the Avesta, the Holy Qur'an, and the Hadith, natural resources are revered as a great blessing. There is advice on how to take care of it. The Avesto, for example, provides advice on how to keep water and the environment clean. Our ancestors, realizing that water and the environment play an important role in human life, put forward the idea of its conservation. It is said that it is the duty of every human being to treat water and the environment wisely and to keep it clean. [2]

Respect for nature is one of the age-old values of our people. Such rules are instilled in the minds of children from an early age, and as they grow older, they rise to the level of faith. As a result of educational activities, “Drink water, but do not pollute the spring. Do not spit in the well where you drink water, but do not spit in the well. ”

Our ancestors, through their many centuries of experience, have taught us that clean water, fresh air, and flora are essential for human life. They planted green gardens. There are stories and tales about the conservation and wise use of water and fresh air. On this basis, young people were educated about nature and its conservation.

Parents and educators have repeatedly told young people that neglecting and caring for nature can have serious consequences. Even today, in the lessons "The world around us" and "Science" it is necessary to effectively use such advice created by our ancestors.

One of the main goals of the lessons "The World Around Us" and "Natural Science" is to teach students natural sciences based on historical, national and universal values, to develop their practical activities, to form ecological, aesthetic and moral skills.

The knowledge of nature is comprehensive and interesting for primary school students, who, in addition to the lessons "The World Around Us" and "Natural Science", also study Reading, Mother Tongue, Mathematics, Fine Arts. rgatiled. In each subject, natural sciences are presented to students on the basis of interdisciplinary connections.

Based on the findings, we came to the conclusion that in choosing the science that is taught to students in the lessons "The world around us", "Science" should be based on certain principles. Because knowledge and understanding of nature is comprehensive. Communicating them to students requires the use of specific methods, based on certain principles [5]. Including:

- The scientific knowledge provided to students is appropriate for their age and the content of the curriculum;

- No additional time is required for students to master the selected learning materials;
- The knowledge, concepts and illustrations included in the syllabus and textbook should be of interest to primary school students;
- Ensuring that the teaching materials have a scientific and practical orientation;
- Orientation of natural and scientific knowledge and concepts in the textbooks to the students' understanding of regional and universal problems; [4]
- Clear and understandable scientific knowledge, illustrations provided to students;
- The knowledge provided to students is presented in accordance with environmental and economic, spiritual and moral standards;
- The formation of spiritual, moral and aesthetic culture in the educational materials provided to students;
- The scientific knowledge provided to students helps to easily master the content of the subject;
- The knowledge and concepts provided should help students decide on a conscious attitude towards nature and its resources.

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