

## Formation of 3rd Class Students' Imagination and Concepts About Nature

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**Abstract:** Today, there is a growing need to implement large-scale reforms in the field of improving the teaching of natural sciences on the basis of multimedia tools, international assessment programs and improving the natural and scientific literacy of students in the classroom. In the UN agreement on education, science and culture "Import of materials of educational, spiritual and cultural content", creating broad conditions for the quality of education of learners worldwide, education It is of particular importance to carry out scientific and research work on the introduction of modern innovative technologies into the glue process. In this regard, achieving efficiency and increasing the role and influence of multimedia tools, conceptual study and analysis of existing problems determine the relevance of the topic.

**Keywords:** "nature", "nature and us", "media education", "methods", "educational technologies", "multimedia tools", "media".

In the formation of students' understanding of natural sciences, first of all, they are introduced to nature by connecting it with the life of society in the example of their villages and cities. In this way, students' first ideas and concepts about nature are improved. Step by step, taking into account the intellectual potential of students, these initial concepts are formed on the basis of media. The role of acquainting them with nature, happenings in nature, flora and fauna is incomparable. Students of the first grade are taught not "Natural Science", but "Natural" subjects. In this, the school gives students preliminary information about the world around them before giving them the first concepts of natural science. This process is carried out step by step in the adaptation of students to nature. It will be difficult for the student to master concepts that are given directly and have no structure in psychology. First of all, it is appropriate that he comes to school, in order to adapt to the school environment, he should be given concepts related to this environment and gradually connect those concepts to nature.

These concepts are based on the following topics: our school, our class; our neighborhood; student's agenda; personal hygiene; sun and weather, seasons; plant world; the animal world. At the same time, the student's knowledge is formed in several directions. Elements of some subjects are taught and concepts are given in the primary grade "Natural" textbook. Such concepts and knowledge are taught to students from the first grade and are expanded and deepened in the second, third, and fourth grades. In the first and second grades, the memory, thinking, observation, and imagination skills of students are in a rather narrow range due to their age. Accordingly, the imparted knowledge is limited to simple, vital absorption of textbook materials. They provide an understanding of the simple events that happen around the student, when students come to school, what the school is, the classroom and the lesson process.

Insights are given on how to react to this process, relationships with family and neighborhood. Instructions are given on how to move on the street. The student is given various pictures about why personal hygiene and daily routine are needed, and students' reactions to these questions are explained. Changes in nature, including the sun, the sun's influence on the weather, natural phenomena, air temperature, parts of the day; shadow, about orientation through shadow; by giving information about the months and pictures about the seasons, it is introduced in detail about what is done in these seasons.

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In addition, the classifications of plants, parts of plants and their growth, flowers and flower care, gardening and fruit cultivation are given, albeit briefly. Learners will be told about the study of some domestic animals and birds, the purpose of keeping them, wild animals and their classification, birds, insects and their structure, useful and harmful aspects. the things we use, the location of the rooms in the house, the appliances in the rooms, how we use the gas and electric appliances; about the first place to turn to in the event of an accident; about what the computer is, where it is used and its harmful aspects for children; our country: huge buildings, modern enterprises and educational institutions will be introduced.

About the nature of our country; about water, water sources, how water appears in nature; the first concepts about my city (village), nature and us, green pharmacy are presented.

In this way, passing the lessons, the given concepts are fully embodied in the minds of the students. Their interest in science increases. This, in turn, increases the effectiveness of education. School education is an important stage of a child's life. At this stage, he begins to form a person. Primary school teachers are the people who lead this process in the right way. Strong responsibility, potential, and knowledge are required from them in this regard. Therefore, in the 1st, 2nd and 3rd grades, in the teaching of "Natural Science" and in the 4th grades, students should be taught to preserve nature, rational use of its resources, concepts of human health, minerals and their state economy. Class hours are devoted to providing concepts such as the impact of

For example, the very first concepts, the rules of behavior in nature, that you should not cut flowers, and that you should not break tree trunks, can be connected to etiquette lessons using the materials of folk pedagogy. Behavior in nature is considered a small part of society a family process. In the course of the lesson, it will be shown how to behave in nature through scenes. At this point, we should appeal to our national education: the sin of spitting in water is grave, killing innocent animals is an unforgivable sin, and we should explain to them the ideas of humaneness. People should not only use nature, but also protect it. In the struggle for clean air, we need to explain with the help of examples that our "green friends" plants help us, that they trap toxic and useless dust in the air. , air, minerals, as well as flora and fauna, health and nature protection are introduced, concepts are given. For example, about minerals, it is said that it is a state support. It makes up a significant part of the national economy. But it is pointed out that the consequences of their improper use will lead to a shortage. For example, gas reserves may run out due to the waste of natural gas. In the 4th grade, environmental problems will be introduced in more depth. It is appropriate to organize independent works, exhibition contests, poetry and story contests for students on the topics "Ecology of our home", "Ecology of our street", "Ecology of our neighborhood" not only in classrooms, but also in schools.

Pupils should be given regular knowledge about concepts such as the "Red Book" and state laws dedicated to the protection of nature, as well as state laws dedicated to the protection of nature.

The use of media tools has a great effect on the formation of ideas and concepts of natural sciences in the students of the 3rd grade. Introducing students to the environment is based on children's observations.

Students remember science concepts learned through media more than those learned through traditional methods.

The reason is that teaching using media is interesting, effective, easy and convenient for students.

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