

Environmental Education in Primary School

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Abstract: This article is about teaching ecology and its development in primary school.

Keywords: Educational programs, environmental education, ecological culture, environment, methods of environmental education.

The state educational standard for primary general education imposes certain requirements on the results of students mastering the basic educational program of primary general education. Personal results of mastering the basic educational program of primary general education should reflect the formation of a holistic view of the world in its organic unity and diversity of nature. Subject results of mastery include the formation of a respectful attitude towards nature, mastery of the basics of environmental literacy, elementary rules of moral behavior in the natural world and people, and norms of health-saving behavior in the natural environment.

The universality of environmental education and training is determined by the federal law “On Environmental Protection”. Currently, the basics of ecology are taught in all preschool, school, secondary specialized and higher educational institutions.

The Approximate Basic Educational Program for Primary General Education states that students will master the elementary norms of adequate natural and cultural behavior in the natural environment, determine the nature of the relationship between man and nature, and find examples of the influence of these relationships on natural objects. All of the listed planned results of development in the aggregate represent environmentally literate behavior of students in nature. From this we can conclude that it is necessary to develop environmentally literate behavior in nature among children of primary school age.

FROM. Skovorodkina reveals the term “Ecological education” as the purposeful development in students of a high level of ecological culture, which includes knowledge about nature and a humane, responsible attitude towards it as the highest national and universal value.

The author highlighted the main tasks of environmental education in primary school:

1. development of environmental consciousness of children;
2. formation of environmental culture;
3. development of readiness for active environmental protection activities;
4. formation of environmentally responsible behavior.

In the course of such education, the student masters environmental culture, which is considered as “the personal responsibility of each individual for the state of the environment...”, and is a regulator of his conscious behavior in the world around him. In turn, environmental culture is based on environmental consciousness, which implies a system of ideological attitudes and positions regarding the environment. But due to the intensive development of science and technology, the emergence of ever new devices, installations, consumer products, etc. There is a need not only for environmental consciousness and behavior, but, above all, for the development of environmental vision and foresight, forecasting. Students need to develop environmental vigilance, the ability to assess situations in the surrounding life through the prism of ecology. It is also necessary to develop in younger

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schoolchildren the desire and ability to anticipate the environmental consequences of human activity, the creation and implementation of certain inventions.

Z.I. Skovorodkina identified the components of environmental consciousness:

- environmental knowledge;
- aesthetic feelings and environmental responsibility;
- ecological thinking;
- strong-willed aspirations of a person aimed at protecting nature, actively combating violators of environmental legislation.

E.N. Zemlyanskaya highlighted the basic requirements for methods and forms of environmental education in primary school:

- emotionality;
- saturation with sensory images;
- understandability;
- the ability to apply immediately in practical activities.

In addition, cultivating a value attitude towards nature and the environment will have a greater effect if it is accompanied by:

- specially organized, pedagogically thought-out perception by children of nature and the environment based on all senses.
- artistic and aesthetic activity of children, which consists in students designing the results of their creative activities.

Environmental activities of schoolchildren play a special role in environmental education. Its types are diverse:

- to protect the natural environment;
- to prevent and combat undesirable behavior in nature;
- to improve the natural environment;
- to promote and explain the ideas of nature conservation;
- on the conservation and use of aesthetic values of nature.

These types of activities can be organized both during lessons in the subject “The World Around us” and in extracurricular activities.

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