

## Pedagogical Fundamentals of Improving the Creative Approach in the Formation of Ecological Concepts in Primary School Students

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**Abstract:** This article deals with environmental issues, environmental protection, environmental culture, environmental education, environmental education, improving the creative approach to environmental education in primary school, the development of universal moral and environmental values in the education of a responsible attitude to the environment, the moral nature of ecology and modern content, innovative thinking and application of new approaches to the educational process, with a special focus on ensuring the effectiveness of environmental education.

**Keywords:** ecology, creativity, ethical activity, environment, conservation, environmental knowledge, creative approach, environmental education, primary school students.

Today, nature protection has become a global problem of the world community. In particular, a comprehensive study of environmental issues will increase students' ability to think independently, freely and critically, as well as their ecological culture, sense of beauty, conservation and the formation of a personal outlook on life. They will have to build knowledge of proportionality, natural balance and, on this basis, an ecological culture, as well as carefully plan and carry out educational work on ecological issues among students.

The basis of ecological culture, of course, covers all links of the ecological education system, from preschool to higher education. Because, as a result of ecological education focused on specific goals, it is possible to increase students' ecological knowledge, to cultivate in them the qualities of a conscious attitude to nature. It should be borne in mind that environmental education is carried out systematically and consistently in interdisciplinary relationships [1].

The essence of environmental education is the definition and implementation of its main tasks. Today, formation of scientific and practical skills on the interaction of animate and inanimate nature, environmental problems and ways to solve them, the state of the environment in which we live, to cultivate values of ecological character, ecological behavior and activity, willpower and success in achieving ecological goals, the environment surrounding scientific abilities, the desire to actively protect in practical activities are requirements of the age. It also includes the ability to organize and reason for environmental situations, to choose alternative thinking in solving environmental issues, to understand people's attitudes to the natural and socio-cultural environment from their characters and behavior, to confirm the necessary opportunities to solve environmental problems. The formation of trust is of paramount importance to the protection of the environment, the development of the desire to be a personal participant in their practical work [3].

Indeed, the foundation of a serious relationship with the environment is taught in the primary grades. Therefore, the outcome of economic education depends on the first stage of school education. New psychological-pedagogical research allows us to review previous notions about the limited learning activities of young school students. This lays the groundwork for changing and updating all components of primary education.

Defining a goal that meets the age characteristics of primary school students and meets the requirements of the course is a key issue of such an update. Memory is of great importance in the cognitive activity of a student. She during this period has, mainly, a visual-figurative character. The material is unmistakably remembered interesting, specific, bright. However, elementary school students do not know how to dispose of their memory and subordinate it to the tasks of learning [11]. It should be noted that the ecological-cultural attitude to nature is not a phenomenon that occurs spontaneously. Man's material attitude towards nature as a part of spiritual

culture is the result of the historical development process of ecological heritage under the influence of the socio-cultural environment that surrounds man.

Preservation and development of ecological material and spiritual heritage is based on the interests of general social development and is reflected in the complex "Nature-Society-Man" as a historical basis that ensures their balance [2].

In general, the spiritual, material heritage of cultural history was the basis for the development of ecological culture. Therefore, the creative, historical study of the history of general culture in the context of environmental interests is the methodological basis of the directions of ecological culture.

The following tasks should be performed to improve the understanding of ecology in primary school students on the basis of a creative approach:

1. Acquisition by students of scientific knowledge about the integrity of nature, the relationship between society and nature, the acquisition of environmental knowledge, skills and competencies that form the basis for the formation of a conscious attitude towards nature.
2. Understand the importance of nature and its components in the broadest sense, to distinguish between renewable and non-renewable resources.
3. Measures taken for the economical use of natural resources, protection of the environment, landscaping and reproduction of natural resources, the formation of motives for active participation in socially useful work.

Here it is methodologically necessary to know the concept of ecological heritage and to distinguish creative i.e. creative change as a special form of attitude. On the one hand, the assessment of natural heritage within the framework of social, economic, spiritual interests cannot be independent of environmental values. On the other hand, these interests are related to the need to develop ecological material and spiritual heritage and are manifested as a motive for its existence.

Experiences of respect for nature in primary school students, the development of aesthetic feelings about it, interesting and interesting conversations about nature, flora, fauna, seedlings, vegetables, flowers separate special broadcasts in the media on how to transplant and care will also yield positive results.

Introducing students to the world of natural flora, their useful properties, the need to protect these resources, starting from primary school education, will bear fruit. At the same time, scientific concepts from ecology are generalized in all subjects taught in primary education, especially in the teaching of a number of subjects, such as science, mother tongue, education, mathematics, music. At the same time, they learn about environmental concepts and their content in extracurricular and extracurricular activities, such as club activities, field trips, and in their daily activities. It is also good for the teacher to use the unique national education of each nation in the ecological education and upbringing of students.

Therefore, the purpose of the formation of concepts of environmental education in primary school students is to form a responsible attitude to the environment, rational use of natural resources, keeping the environment clean, not destroying water, surface and underground resources, protection of flora and fauna. Is to formulate principles such as. Elementary school students are distinguished from children of other ages by the sharpness of their perception, curiosity, goodwill, confidence, the brightness of their imagination, the strength of their memory, and the clarity of their thinking.

The leading role of the student in the educational process gives the opportunity to solve the following pedagogical tasks:

- to enable the student to the emergence of a need for the assimilation of knowledge and data about the future profession;
- the formation of a conscious approach in relation to the choice of profession;
- formation of skills of independent activity;

- implementation and improvement of students' independent thinking skills, analysis of the essence of theoretical and practical knowledge, conclusion, generalization in this regard, as well as their implementation in their practice [5].

Today, the development of all people to be environmentally literate has become a requirement of this period. Because environmental literacy prevents global environmental problems. Environmental literacy can be visualized in the following sequence:

The concept of primary ecological imagination-ecological education - ecological education-ecological education-ecological consciousness-ecological culture-ecological literacy [6].

Indeed, the purpose of teaching primary school students in the classroom on the basis of a creative approach is to form concepts of environmental education in the teaching process. Achieving this goal is a complex and multifaceted process that will be addressed through the abandonment of consumer relations with nature and the responsibility of the younger generation for the natural and artificially created environment in the environment.

In the formation of concepts related to environmental education in primary school students, imaginative processes such as comparison, synthesis, abstraction, generalization and conclusion are the product of creativity.

The concept of creativity (Latin, "sreate" - creation, "sreative" - creator, creator) means creativity when translated from English. It is really about creating new, (unique) more polished material and spiritual connections.

Creativity can be described as: the pursuit of creativity, a creative approach to life, constant self-criticism and analysis. Based on modern dictionaries of psychology and pedagogy, a teacher's creativity can be defined as the level of perception, communication, a particular type of activity, creative approach, knowledge in his thoughts.

His creative approach to the formation of ecological concepts in primary school students emerges and develops in his creative work. Creativity is seen in a student's creative aspirations, creative ability, creative purpose, direction, and self-control in their creative activities. It means that he is becoming a mature, growing person with his self-activity, self-control [8].

The emotional environment needs to be taken into account in the formation of concepts of environmental education in primary school students. This is because the reader tries to acquire knowledge about the natural environment and its riches, the mysteries of nature, flora and fauna through his interests [7].

The influence of the natural and social environment that surrounds a person in the formation of personality is great. The importance of the natural environment in the formation of concepts of environmental education in primary school students is a leader. Cognition begins with the perception of the environment and is generalized in thinking. Nature, environment, flora and fauna serve as an important tool in cultivating emotions in the student's personality. In elementary school students, emotional emotion is matched by their moral - environmental, emotional. Therefore, it is important to nurture students' emotions [4].

Understanding, knowing, feeling the connection between natural phenomena is an important law in the formation of concepts of environmental education. As a result of the student's knowledge of the interaction and interaction between natural phenomena, it will be possible to form concepts of environmental education and to awaken a sense of conscious attitude to nature [10].

The formation of concepts of environmental education in the process of teaching the above-mentioned subjects to primary school students is a dialectical knowledge that interprets the harmony of nature and society (man) as a natural-historical, evolutionary, social problem. Man not only relocates different species of plants and animals, factories and plants, but also radically changes the climate and ecology of the place where he lives. But at the current stage of development of society, environmental problems are interpreted as a topical social problem that does not depend on the system[12].

Therefore, the formation of concepts of environmental education in the teaching of natural sciences in primary school is related to the conduct of moral, prudence, thrift, hygiene, agriculture and animal husbandry in the decision-making of universal and moral-ecological values in educating students to a responsible attitude to the environment. it is important to rely on their ideas in the context of education. For example, if a person plants a

sapling or a crop and people, birds and animals enjoy its fruits, it is also a charity for that person, writes Abdullah Muhammad ibn Isma'il al-Bukhari. This fertilizer emphasizes that students can help take care of every seedling planted in the school without breaking it.

Today, in the process of education, the formation of concepts of environmental education in primary school students has become an urgent need. The deepening ecological crisis is having a negative impact on the development of our country. For example, farming and animal husbandry are becoming more difficult due to unfavorable natural factors, the living conditions of the population are deteriorating due to the deterioration of the environment and drinking water quality, and the incidence of various diseases is increasing [9].

Although the main cause of such an ecological crisis is natural processes, but they are caused by an anthropogenic factor - human activity. Therefore, it is not appropriate to assess this crisis as a purely natural-historical, gradual process or to link it to water shortages[13]. If this problem is analyzed on the basis of the dialectical unity of social, economic, political and cultural knowledge, an important aspect of it that has not yet been considered is the lack of formation of the necessary concepts of environmental education in primary school students.

In this regard, it would be correct to assess the ecological crisis in our country, first of all, as a tragedy of "environmental ignorance." In the current market economy, the acceleration of socio-economic development, improving the welfare and living standards of the people in many respects depends on the efficiency of agricultural production.

Based on the components and phenomena of nature described in primary education, as well as the attitude of man to nature, the content and form of concepts related to environmental education, which should be mastered by students, were identified. It was noted that the identified concepts of environmental education are related to other concepts. Improvement of environmental concepts in primary school students on the basis of a creative approach was analyzed on the basis of the above-mentioned specific feature requirements.

Also, a creative approach to the formation of environmental concepts in primary school students emerges and develops in his creative work. Creativity is manifested in a student's creative aspirations, creative ability, creative purpose, direction, and self-control. It means that he is becoming a mature, growing person with self-activity, self-control.

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