

ON THE DEVELOPMENT OF ENVIRONMENTAL EDUCATION IN SECONDARY SCHOOL

*Urozov Abduxolik Nurmatovich, Sultanov Boymurod,
Taylanov Nizom Abdurazzakovich*

*Teachers Jizzakh State Pedagogical Institute of Uzbekistan
e-mail: urazov@mail.ru*

Annotatsiya. Maqolada ta'lim tizimiga ekologiya muammosi o'rganilgan. Fanlararo integratsiya talabalarning mustaqil ijodiy qobiliyatlarini oshirish, ularning dunyoqarashi va ilmiy tafakkurini oshirish va shakllantirish, pirovardida butun ta'lim jarayonini takomillashtirish vositasi sifatida ko'rsatilishi ko'rsatildi.

***Kalit so'zlar:** ekologiya, fizika, kimyo, matematika.*

***Abstract.** The problems of the environment and man's environment are relevant at the same time. In addition, the impact of human society on the environment is significant. Only joint activity of people, carried out on the basis of a full understanding of the laws of nature, can save the planet. Man must understand that he is a part of nature, and depends on the existence of other living beings. To understand the importance of human activity, environmental education should begin at preschool age.*

***Key words:** environment, environmental education.*

***Аннотация.** В данной работе изучена проблема экологии в образовательной системе. Экологическая интеграция представлена как средство повышения самостоятельных творческих способностей студентов, повышения и формирования их мировоззрения и научного мышления и, в конечном итоге, улучшения всего учебного процесса.*

***Ключевые слова:** экология, школа, интеграция, физика, химия, математика.*

INTRODUCTION

Teachers have always played an important role in nature as a means of educating and nurturing preschool educators. The world of life is a real source of knowledge, a way to develop the child's consciousness, a means of affecting the senses. Russian teacher K. D. Ushinsky proposed "introducing children to the world of nature", which was to convey the useful and important features of a living being, to form children's communicative skills. Environmental education in preschool education has been of particular importance since the middle of the last century. At the same time, methodists and teachers had the main method - the

formation of children's knowledge of the worldview around the school. In the 70s and 80s of the 20th century, the development of environmental education among children in preschool education continued. At the end of the twentieth century, new teaching methods emerged and Methodists and teachers turned their attention to environmental education for preschool children. The content of preschool education has become more complex, new theoretical knowledge has been introduced into it. New educational standards have been devised that contribute to the mental development of preschool children.

Theoretical substantiation of the importance of the existence of formal education.

The theory of environmental education received maximum tension at the end of the last century. A new field of education would not have been possible without constant environmental education. In the Russian Federation, a special concept for continuous environmental education has been developed, in which the primary link in the system is the field of preschool education. This period is characterized by the emotional feelings of children in nature, the collection of ideas about different types of life. Forming the main foundation of ecological thinking for 5-6 years is to create the first components of ecological culture. Authoring programs created by psychologists and teachers are aimed at shaping children's aesthetic attitude to the reality and nature around them.

According to the authors of the methodology, they are ecological education and upbringing of children who teach them to feel the environment, to appreciate the living world. The program involves the joint activities of preschool children and adults in kindergarten, family, children's studio. As you know, preschoolers expand their horizons, develop moral and aesthetic qualities. The ability to understand the beauty that exists in nature makes children's environmental education a success. There are two main themes in the program: "Man", "Nature". The "Nature" section describes the four kingdoms that exist on Earth: plants, minerals, animals, and humans. The theme of "The Man" is about children who are dedicated to culture, about national heroes who have left a good mark on the earth.

The program "Our home is our nature" environmental education and upbringing of preschool educators is also possible within the framework of program "Our home is nature". This understanding of the place of the ordinary person is aimed at forming a creative, active, humane first-year student of 5-6 years old with a unified view of the nature of the environment. Such environmental education of preschool children helps children to learn more about relationships in nature, to acquire basic environmental knowledge. Teachers teach their rooms to be healthy, to be environmentally friendly. The program aims to develop the basic skills of preschool children in everyday life and qualified and safe behavior in nature, the practical participation of children in environmental work in the region.

The program has 10 blocks. Everyone has their own upbringing and training components, which develop different skills: alertness, caring, the ability to see beauty. More than half of the program is related to inanimate nature: soil, air, water. The three blocks are entirely dedicated to wildlife: plants, ecosystems, animals. The program has sections on the interaction of nature and man. The methodology of environmental education is also supported in the form of changes in the development of the developing environment at DU, and there are specific recommendations for conducting classes. The author pays special attention to the risk of waste produced by mankind. Special attention is paid to environmental myths and unusual stories about wildlife for children's interest in lessons.

The second part is dedicated to the ecological development of preschool children, and the second part is dedicated to the professional development of kindergarten teachers. The program has a full theoretical basis, environmental education methods are applied. Particular attention will be paid to hands-on activities to engage children in caring for plants and animals. Children who conduct various experiments to determine what conditions are present for the growth and development of plants. They learn about the structure of the solar system, the laws of nature. Environmental knowledge, according to the author's idea, should become a love of nature, a resident of our planet. Environmental education of schoolchildren is gaining popularity in many regions of the Russian

Federation. Thanks to the joint work of ecologists and teachers, there are techniques that take into account the social and natural conditions that allow the preservation of national traditions.

Any training that involves the environment involves the use of certain methods. The upbringing and all-round development of preschool children is done in different ways. The most effective way is to introduce children to nature. Interest in all natural phenomena: snow, rain, rainbow. The teacher should develop a habit of observing natural phenomena. His work is tasked with developing a love for observations and skills for caring for animals and plants. The teacher emphasizes the importance of caring for living organisms and not harming plants and animals. The essence of observation is to acquaint natural objects with a sense of visual, affective, fragrant, auditory perception. Through teaching, the teacher teaches children to distinguish different signs of natural objects, to orient them in relation to animate and inanimate nature, to distinguish between animals and plants.

Management refers to the teacher's activities aimed at the continuous and active study of children's natural phenomena. The purpose of follow-up is to develop skills, additional education. In many preschools, the environmental focus comes first, which directly confirms its importance and significance.

REFERENCES

1. Borisenko, N.F. On the basics of intersubject communications. Soviet pedagogy. - 1971. - N. 1.
2. Gokhvat B.A. On some ways of implementing intersubject communications in training. New research in the pedagogical sciences. 1973. N. 8.
3. Davydovsky, G.P. On the connection between the teaching of physics and chemistry. Physics at school. 1973. N. 5.
4. Taylanov, N., Toshpo'latova, D., & Urazov, A. (2020). ПАЛЦЕОБРАЗНАЯ НЕУСТОЙЧИВОСТЬ В СВЕРХПРОВОДНИКАХ. *Физико-технологического образование*, (1).

5. Orozov, A., & Taylanov, N. (2020). THE PROCESS OF MAGNETIC FLUX PENETRATION INTO SUPERCONDUCTORS. *Архив Научных Публикаций JSPI*, 1-7.

6. Тайланов, Н. А., Урозов, А. Н., Жуманов, А. Х., Атамуродов, С. Ф., & Уринов, Х. О. (2019). О критической температуре сверхпроводящего фуллерена C₂₈. *Молодой ученый*, (11), 13-15.

7. Тайланов, Н. А., Худойбердиев, Г. У., Жуманов, А. Х. У., Абдуалимова, З. Г. К., Щерназаров, Ф. У. У., & Зокирова, М. У. К. (2019). Об инерции вихревой материи в сверхпроводниках. *Вопросы науки и образования*, (33 (83)).

8. Тайланов, Н. А., Худойбердиев, Г. У., & Урозов, А. Н. (2020). МОДЕЛИРОВАНИЕ ЛАБОРАТОРНОЙ РАБОТЫ ПО КВАНТОВОЙ ФИЗИКЕ. In *ОБРАЗОВАНИЕ, ВОСПИТАНИЕ И ПЕДАГОГИКА: ТРАДИЦИИ, ОПЫТ, ИННОВАЦИИ* (pp. 118-120).

9. Тукмаков, Д. А., & Уразов, А. Н. (2020). Численное исследование влияния начального объёмного содержания дисперсной компоненты смеси на истечение запылённой среды в вакуум. *Международный научно-исследовательский журнал*, (6-1 (96)).

10. O'razov, A., Dehqonova, O., & Mamatmuradova, M. (2021). ABOUT INTEGRATION OF DISCIPLINES IN PHYSICS EDUCATION. *Физико-технологического образование*, (5).

11. Dehqonova, O., Qurbonov, M., & Taylanov, N. (2021). THE MATHEMATICAL CONCEPTS IN PRACTICAL TRAININGS ON PHYSICS AT SECONDARY SCHOOLS. *Физико-технологического образование*, 4(4).

12. Taylanov, N. A. (2001). On the stability of thermomagnetic waves in type II superconductors. *Superconductor Science and Technology*, 14(6), 326.

13. TAYLANOV, N., BEKMIRZAEV, R., HUDOYBERDIEV, A., SAMADOV, M. K., URINOV, K. O., FARMONOV, U., & IBRAGIMOV, Z. K. (2015). Dynamics of magnetic flux penetration into superconductors with power law of voltage-current characteristic. *Uzbekiston Fizika Zhurnali*, 17(3), 126-130.

14. TAYLANOV, N., ESHBEKOVA, S., AKHMADJANOVA, U., & AKHMEDOV, E. (2015). Blow-up instability in II-type superconductors. *Uzbekiston Fizika Zhurnali*, 17(4), 214-217.

15. Taylanov, N., Urinov, S., Narimanov, B., & Urazov, A. (2021). THERMODYNAMIC POTENTIAL OF THE BOSE GAS. *Физико-технологического образование*, (2).

16. Taylanov, N. A. (2011). Blow-Up Instability in the Mixed State in Type II Superconductors. *The Open Condensed Matter Physics Journal*, 4(1).
17. Bekmirzaev, R. N., Sultanov, M. U., Holbutaev, S. H., Jonzakov, A. A., & Turakulov, B. T. (2020). Multiplicity outputting of hadrons in cc-interactions at the momentum 4.2 a gev/c with different collision centralities. *ACADEMICIA: An International Multidisciplinary Research Journal*, 10(10), 900-907.