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IMPROVEMENT OF METHODOLOGICAL PREPARATION OF FUTURE EDUCATORS FOR THE FORMATION OF ECOLOGICAL LITERACY OF CHILDREN

Abstract: Ecological upbringing is certainly formed on the basis of ecological knowledge, but it also has its own characteristics. In this article highlights of improvement of methodological preparation of future educators for the formation of ecological literacy of children.

Key words: ecology, ecological literacy, educator, education, methodological preparation.

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Introduction

The ecology question was first introduced into science by the German scientist Ernest Gekkel, who means "roof" or "house". The science of ecology is the current plant ecology, zooecology, soil ecology, human ecology, etc. The science of ecology studies the living conditions or norms of one or more selected objects and helps to determine the optimal level of living. Work in this direction will bring us ecological knowledge, but in this way humanity will not be limited. According to the demand of the period, it is again demanding to work in another direction. If it is also a matter of ecological upbringing.

Ecological education works on the issue of formation of a correct, rational attitude towards nature in a person and sets itself the goal as the formation of an ecological culture in students. The content of environmental education includes environmental consciousness, environmental emotions (relations with nature, people, life). Thus, environmental education plays an important role in the life of a person, in society, in the motherland.

The formation of environmental education will be necessary not only to acquire environmental knowledge, but also to form ecological relations. To environmental relations:

Attitude to life.

Educate a sense of integrity.

Educate a sense of responsibility.

It is possible to include such components as feeling the beauty of nature.

Not only today, but also our ancestors took a deep responsibility for environmental education. For example, in order not to pollute the environment, separate pits were dug to throw out garbage, dump garbage, the toilet was dug in a remote place from the waters of the ditch, shade, Springs, cut down trees that were only dried up for various needs, suffering animals, breaking the nest of birds, counting on sin.

The system of ecological education and upbringing is continued in kindergartens, schools of general education, in the later stages of education and in the labor communities. Through life examples in this place, the low level of environmental literacy in families at the present time is respected. For example, now a lot of people are becoming more and more engaged in the cultivation of their goods, in gardens, even on fruit and landscape trees. After all, in the past our people have kept a special herder to their dependent animals. Or those who have property they're alternately grazing on the herd. For this, as now, the animals were grazing not on the land they encountered, but on separate separate slopes. Or when going out to family holidays, the grass-oats were not paid, in the countryside there were no glass fractures, the remains of food were not thrown away. No harm

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has been done to trees, to the world of plants, to animals. The content of the preparation of environmental training includes:

- Environment and its impact on the spiritual world of the individual;
- To determine the nature and its significance;
- Cooperation of school and family in the development of love for nature;
- To increase their interest in landscaping the courtyard of their county, town, village and school, and even in the care of plants in the classroom;
- Environmental protection, in this children's functions;
- Examples of parents in the protection of nature;
- Restoration of national traditions and traditions in environmental education of young people, attention to them.
- In the family, in school, to teach respect for nature, plants and the animal world, to take care of animals and birds.

From the history of mankind it is known that a healthy society creates only a healthy environment.

Ensuring a bright future of Uzbekistan is reflected in the law "on education", the national program of Personnel Training. In this regard, one of the tasks facing primary education is to formulate a conscious attitude of students towards the environment.

Successful solution of such a task requires teachers to have in-depth knowledge in their field, have a high ecological culture, be creative, conduct training on the basis of pedagogical technologies.

A teacher of such qualities should educate a harmonious person who has deeply mastered the theoretical knowledge of environmental education, knows the mystery of the processes in nature, understands its socio-economic and spiritual significance, is in a conscious attitude towards nature. In order for the teacher to be educated, various guides, media, textbooks, extracurricular activities are an important resource.

Educating students in the spirit of respect for nature is not only part of the course process. The lesson is limited in time, in which many important environmental knowledge cannot be taught to students. And extracurricular activities are not limited in terms of time. The development of the environmental knowledge gained by the students in the course of the lesson in extracurricular activities gives an effective result.

Extracurricular work in educating its students in the spirit of respect for nature is a continuation of the knowledge that students receive in the course of the lesson, and they complement the content and combine it into a single whole process.

Extracurricular activities are an additional and free type of education that allows students to engage in creative activities.

Educational trips are of great importance in the study of the world around us. Travel lessons as a form of Organization of educational work is an important tool in the environmental education of students. In the process of nature observation, cognitive activity is formed, the pupils' perception of the interaction of living and inanimate nature, as well as the plant and animal world.

Communication with nature evokes beautiful emotions in students. Students will adore green lawns, bird walks, butterfly shoots, trees and the diversity of plants.

The purpose of organizing trips is to study the species of trees in the garden, the way of life of plants, insects, birds. The following is an important factor in effective travel:

- accuracy of travel purpose;
- correctly selected object;
- the organization of the trip according to a certain plan;
- clearly developed teaching assignments that serve to direct the attention of students towards the object under observation;
- to ensure that teaching assignments have a problematic feature;
- to encourage students to act freely, independently in the process of observation;
- to achieve a particular level of activity of each student;
- the presence of conditions that allow them to consistently monitor their activities.

In the process of travel, the knowledge that students receive throughout the year is strengthened and the activity of phenological observation increases;

There are a number of ways to introduce readers to environmental concepts during travel: conversation, story, travel, questions and answers, observation, conclusion.

Below is an idea of a travel lesson conducted with educators as an example.

Theme: What is nature? We and nature.

In the introductory conversation of the teacher, the following questions are solved:

1. What is the importance of the environment in human activities?

1. Why do we respect nature and call it "Mother nature"?

How do you behave yourself, so as not to harm nature?

An understanding is given about the fact that the branches of plants and plantations do not break, do not give insects and birds Azores.

Homework: write an essay about your impressions of travel.

On the basis of travel lessons, students should love the beauties of nature, get aesthetic pleasure from them; in-depth study of the relationship between nature and society, as well as the consequences of the

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impact of human activities on nature; should focus on educating students in the spirit of nature honors.

An unconventional lesson in the process of travel: role-playing, action-playing, observation methods are used. Such a lesson increases the interest of students in the environment. They are brought up in the spirit of a conscious attitude to nature.

In extracurricular times with students, various classes are conducted: travel work, fairy tales, extracurricular studies, mugs of interest and other works. This work will arouse the interest of the students to know their nature under the guidance of the teacher. Extracurricular activities in the field of natural science provide an opportunity to expand, deepen and clarify the knowledge acquired in the lessons, to arouse interest in the study of nature, to develop students' activity and attitude to the care of nature, to organize this time. In educating primary school students in the spirit of respect for nature, extracurricular studies are also of educational importance because they influence the behavior of students. They nurture a vision of the material world and the formation of a culture of labor, interest in knowledge and the development of independent observation skills, a sense of community and love for nature. Extracurricular work on natural science is one of the means of comprehensive development of the personality of the reader.

In the field of natural science, there are various classes that are associated with the study and care of nature, the cultivation of plants, the care of animals. These exercises should not be repeated lessons and should be based only on the knowledge gained in the lessons. It is necessary to draw the attention of students to the observations on the nature, as well as on the living corner of the school and the field of educational experience; to organize social and useful work on the landscaping of the nursery and the school, on the protection of birds and the fight against agricultural pests. Practical work in nature should be accompanied by observations and reading of related books.

Mass training implies the demonstration of films, the transfer of trips to nature, the organization of fairy tales, the spectacle of the work of students, as well as the holding of events (harvest day, garden week, tree-growing week, bird's day, etc.).

The group includes young geographers, young naturalists, works of the circle. Individual sessions include the release of wall gazettes, albums; live nature corner and school educational-experimental field, works in nature; analysis of the selection of materials in the content of natural science for extracurricular reading and information corner to the journals "young naturalist" on the nature, scientific-popular books of students.

All types of extracurricular activities should complement and improve each other in educating their students in the spirit of respect for nature. Particular

interest in the performance of an Individual task or teacher's recommendation should be aroused. Having identified similar interests in several pupils, the teacher combines them into a circle. Such associations should remain the organizational center of mass extracurricular activities, in order for them to pass successfully, various preparatory work and a large number of participants are needed.

When educating students in the spirit of nature care, they should be diverse in terms of organizational form, content, transfer techniques of extracurricular work. Its content somehow does not become permanent. It depends on the composition, age, interest and need of students, the natural death of the school, the seasons, rooms and equipment. The approximate list of works that primary school teachers should use is as follows:

- observations in nature, identify the causes of natural phenomena;
- trips to the museum of local lore (the museum of nature), to places where fossil riches are obtained, to fields and fields with the painting of collected materials;
- collection and painting of natural material, collection, herbarium, make-up, model making;
- drawing up a map of the surrounding nature of the school and the plan of the place where you approach it;
- reading scientific-popular natural science literature, articles published in "Young Naturalist" magazines as a team;
- to organize a lively nature corner, observe plants and animals and conduct experiments on them, as well as conduct experiments and observations on the plot that the school took;
- filmography in the content of natural science, aperture, imaging of diaposites;
- acquaintance with the achievements of the national economy;
- in public events (holiday, fairy tale, etc.) participation;
- conversations on the protection of nature, the benefit and importance of plants and animals in a person's life;
- social-useful works aimed at the care of nature, protection of greenery, carrying out and caring for trees and shrubs, collecting seeds, fruits of foreign and cultural plants, fighting against pests of weeds, fields, melons, gardens, forests, protection of useful animals;
- equipping the room of natural science, the corner of the country, views, the corner of nature;
- preparation of simple visual weapons from natural material, organization of the spectacle of the work of pupils;
- collection of material for posters and albums;
- wall gazettes "About Mother nature", "Care about nature", "About nature axis" and the release of similar news;

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- news angle and literature collection for additional reading on extracurricular reading topics.

Individual works in the upbringing of future educators in the spirit of nature care. Individual studies on natural science are conducted with students who know nature and have an interest in the absence of inclinations. The personality of the teacher, his love for nature and careful attitude to it, the awareness of being able to follow and be interested in the students play a big role in the formation of interest in nature in the students. Its not only the quality of knowledge of the students on how to organize observations in the 1st class, how much this work is necessary and important, how to establish the teaching of natural science, but also the forms of working with natural science at extra-curricular times are also linked.

Carrying out individual assignments form the skills of the research work, which will fill the leisure time of the students with useful and interesting work. The content of Individual assignments is determined by the interests of the students. What would not interest the reader - whether it is the care of plants in the room, the collection of mark depicting animals and plants, the establishment of herbarium, the laying of experiments in nature and the conduct of observations - it should be approved and supported by the teacher. The topics of Individual assignments are chosen depending on the interests of the students, but the content of the assignments should be carefully thought out by the teacher of the organization and methodology of their performance (the object of study, observation or work place is determined, a plan

is drawn up). In order for the work to be completed and interest in it not to be lost, it is necessary that the teacher regularly provides assistance to the students in the performance of individual assignments.

For this purpose, educational travel and labor education lessons are used in educating future educators in the spirit of nature care. It is necessary to check the performance of individual tasks, and at the end of the work it is necessary to describe its results to the readers. It should always be remembered that the practical importance of individual work is ensured only when the students understand that it is necessary to carry out it.

After all, it is necessary to realize that a person can protect nature with his kindness, help him in this. Only then will the environmental disaster be taken over, humanity will survive this danger. In order to solve environmental problems, it is necessary to formulate the ecological culture and outlook of young people in the system of continuous education. Our goal is to contribute to the beauty, freedom, cleanliness and prosperity of our country. Proceeding from this, it is a very important task for all of us to find an ecological culture and a worldview. In fact, it is necessary to realize that each of these tasks is our high human and spiritual duty, to preserve nature, its resources and to make rational use of them our vital skills. Children are considered a growing younger generation, and the fate of our country depends on them. It is the duty of each of us to absorb the need to be kind to nature, attentive to it.

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