



IMPROVING THE PROCESS OF ENSURING INTERDISCIPLINARY INTEGRATION IN THE STUDY OF ENVIRONMENTAL CONCEPTS IN EDUCATIONAL CLASSES IN PRIMARY SCHOOL

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Article history:	Abstract:
Received: 21 st October 2021 Accepted: 20 th November 2021 Published: 27 th December 2021	Ecological education is based on ecological knowledge, but it also has its own characteristics. Ecological education works on the formation of a correct, rational attitude of man to nature, and sets itself the goal of forming an ecological culture in students. It is critical to ensure interdisciplinary integration in the study of environmental concepts in educational classes in primary school.
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Ecological science is modern plant ecology, zoecology, soil ecology, human ecology, etc. Ecology studies the living conditions or norms of one or more selected objects and helps determine the optimal standard of living. Work in this area provides us with environmental knowledge, but it is not limited to humanity. According to the requirements of the time, it is necessary to work in another direction. It's also a matter of environmental education. The system of ecological education and upbringing will be continued in kindergartens, general education schools, in the later stages of education and in labor communities. Here, real-life examples illustrate the current low level of environmental literacy in families. For example, many people now graze their livestock in gardens, orchards, and even on fruit and ornamental trees. After all, in the past, a special herd was kept for the animals of our people. Or those who have wealth, who take turns herding. To do this, the animals were grazed on separate pastures, not where they are now. Or when you go on a family vacation, the grass is not plowed, broken glass and food scraps are not left on the hills. No trees, no plants, no animals. Successful completion of this task requires teachers to have in-depth knowledge in their field, high environmental culture, creativity, and training based on pedagogical technologies. Only a teacher with such qualities should cultivate a well-rounded person who has a deep theoretical knowledge of environmental education, knows the secrets of natural processes, understands its socio-economic and spiritual significance, and has a conscious attitude to nature. A variety of manuals, media, textbooks, and extracurricular activities are important resources for teacher teaching. Educating students to respect nature is not just about learning. The course is limited in time, and many important environmental knowledge cannot be taught to students. Extracurricular activities are not limited in time. Developing students' environmental knowledge in extracurricular activities can be effective. In educating primary school students in a spirit of respect for nature, extracurricular activities are a continuation of what students have learned in the classroom, complementing their content and integrating it into a whole process. Extracurricular activities are an additional and free form of learning that allows students to expand their creative activities. Study tours are important for exploring the world around us. Travel lessons are an important tool in educating students about the environment as a form of learning. In the process of observing nature, cognitive activity is formed, students' understanding of the interaction of animate and inanimate nature, the flora and fauna is expanded. Communicating with nature makes students feel good. Students will enjoy the green grass, the birdsong, the butterfly flight, and the variety of trees and plants. The purpose of the trip is to study the species of trees, plants, insects and birds in the garden. Extracurricular activities with students include: field trips, mornings, extracurricular activities, hobby clubs, and more other work will be done. These activities stimulate students' interest in learning about nature under the guidance of a teacher. Extracurricular activities in science provide an opportunity to expand, deepen and clarify the knowledge gained in the classroom, to stimulate interest in the study of nature, to develop students' activity and attitude to respect for nature, to organize this time. Extracurricular science activities are also important in educating primary school students in the spirit of respect for nature, as they affect students' behavior. They shape the material worldview and work culture, develop curiosity and independent observation skills, foster a sense of community and a love of nature. Extracurricular activities in science are one of the tools for the full development of the student's personality. The content of extracurricular activities. Extracurricular activities in science include a variety of activities related to the study and respect of nature, the cultivation of plants, and the care of animals. These lessons should not repeat the lessons and should be based solely on the knowledge gained in the lessons. Focus students' attention on nature, as well as on the school's living space and learning area; socially useful work on street and school landscaping, bird protection, and agricultural pest control.

Practical work in nature should be accompanied by observations and reading relevant books. Mass classes include film screenings, nature trips, mornings, exhibitions of student work, as well as events (harvest day, garden week, tree holding week, bird day, etc.). means to transfer. Group activities include young geographers, young naturalists, and circle work. Individual lessons, posters, albums; nature activities in the wildlife corner and school learning area; the selection of natural content materials for extracurricular reading and information corners includes an analysis of the journals of nature "Young Naturalist" and popular science books by students. All types of extracurricular activities should complement and improve each other in educating primary school students in a spirit of respect for nature. There should be some interest in completing an individual assignment or teacher's recommendation. The teacher identifies several students with similar interests and brings them together in a circle. Such associations should become the organizational center of extracurricular activities, which require a lot of preparation and a large number of participants. Educating students in the spirit of respect for nature should be diverse in terms of the organizational form, content, and methods of extracurricular activities. Its content is not permanent.

In educating children in the spirit of respect for nature, the teacher plans in advance the methods and techniques of extracurricular natural work, involving students in various activities. The success of extracurricular activities depends in large part on the correct choice of material for each lesson, the structure and methodology of its implementation, as well as the active participation of students in the planned activities. Individual work in educating primary school students in the spirit of respect for nature. Individual science work is done with students who are interested in learning about nature and have no inclinations or hych. The teacher's personality, his love and care for nature, and his ability to follow and engage students play an important role in developing students' interest in nature. How he organizes observations in 1st grade, how well he justifies the necessity and importance of this work, and how he organizes science teaching depends not only on the quality of students' knowledge, but also on the forms of extracurricular science work. Completion of individual assignments develops research skills, fills students' free time with useful and interesting activities. The content of individual assignments is determined by the interests of the students. Whatever the student is interested in - whether caring for houseplants, collecting stamps or postcards depicting animals and plants, creating a herbarium, conducting experiments and observations in nature - should be approved and supported by the teacher. One of the most effective forms of environmental education is extracurricular activities of great educational value. This allows students to significantly expand, implement and understand the knowledge gained in the lessons, turn them into a permanent belief, take different interests into account, easily individualize learning and apply a differential approach. Extracurricular activities on ecology and environmental protection. It can be used to work with elementary and high school students. In the lessons of the surrounding world, students are introduced to the basic laws of ecology to understand the principles of the balanced existence of nature and society. Conducting environmental weeks is of particular interest to children. Environmental Weeks are held to raise awareness of the value of wildlife by engaging them in the study and conservation of wildlife. Conducting thematic weeks activates students' cognitive interest in academic subjects. They provide an opportunity for students to apply the knowledge and skills acquired in extracurricular activities, forming a desire to actively participate in environmental activities. They develop team creativity, tolerance in relationships with peers, broaden the general outlook of students, contribute to the development of basic practical skills of human-constructive interaction with natural objects of the immediate environment. And, of course, they contribute to increasing students' environmental literacy. In order to improve the quality of biological preparation of students and increase the importance of phenological observations, seasonal and thematic naturalistic excursions in all classes should be conducted in a certain sequence in accordance with the theme of the curriculum. and extracurricular activities. In this direction, almost all naturalistic excursions should be comprehensive in order to open the minds of students to the processes in the system of man - nature - society. Kids will be amazed by the trips to the library, where they will be introduced to new products on the subject. Children should be offered an exhibition of books, magazines, newspapers. And it will no doubt attract the attention of young readers to books that talk about ecological problems, reveal the diversity of life on our planet, and show the beauty of the environment. None of the children will be indifferent. The topics of individual assignments are chosen according to the interests of the students, but the content of the assignments should be carefully thought out by the teacher in the organization and methodology of their implementation (object of study, observation or workplace is determined, plan is made). In order to complete the work and not lose interest in it, the teacher should provide regular assistance to students in completing individual assignments. To this end, field trips and labor education classes are used to educate primary school students in the spirit of respect for nature. Individual assignments should be reviewed, and students should be briefed on the results at the end of the assignment. It is important to keep in mind that the practical value of individual work can only be ensured when students understand the need to do it. Therefore, it is useful to listen to reports on the work done from time to time (in science class or in extracurricular activities). In this case, the results of each individual case will be the wealth of all students. Such reports stimulate interest in extracurricular activities, supplement and expand students' knowledge of nature education, and encourage them to participate actively in all forms of extracurricular activities.

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