



## PEDAGOGICAL AND PSYCHOLOGICAL FACTORS OF USING THE HERITAGE OF ASIAN THINKERS IN THE FORMATION OF ECOLOGICAL THINKING IN PRIMARY SCHOOL SCIENCE CLASSES

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<b>Received:</b> 8 <sup>th</sup> April 2022 <b>Accepted:</b> 8 <sup>th</sup> May 2022 <b>Published:</b> 20 <sup>th</sup> June 2022	This article is written about pedagogical and psychological factors of using the heritage of asian thinkers in the formation of ecological thinking in primary school science classes.
<b>Keywords:</b> ecology, environment, continuing education, concept, logistics, development, strategy.	

**INTRODUCTION.** Indeed, in our country, ecology and environmental protection are being developed as an integral part of the system of continuing education. In addition, the "Concept of Continuing Environmental Education" has been implemented, the content of environmental education is being improved and the material and technical base is being modernized. The Action Strategy for the Further Development of the Republic of Uzbekistan identifies "Prevention of environmental problems that damage the environment, public health and gene pool" as an urgent task<sup>1</sup>.

Research should begin with local and then global environmental issues. This is because if primary school students understand the state of the natural environment in the area where they live, the negative effects of human economic activities on nature, the causes of environmental crises, the concept of "ecological crisis" will disappear. They develop ecological consciousness, ecological thinking skills and the best human qualities such as patriotism and conscience.

The formation and development of ecological consciousness is based on the expansion of thinking skills based on specific goals. In other words, the environmental problem being studied in the first place - the problematic setting of events - gives the expected results. The main purpose of organizing the educational process on the basis of problem situations is to involve students in independent research activities while solving them, as well as to address environmental issues, to ensure the active participation of young people and to create a mood of indifference. 'to create an opportunity not to eat. Problem situations play an important role in shaping students' personal qualities and civic attitudes, which make them feel responsible for the future of the country.

Comprehensive study and discussion of environmental problems and the development of students' independent, free and critical thinking skills and ecological thinking, the beauty of nature, the feeling of caring for it and the correct formation of a personal outlook on life. - The use of interactive methods, such as discussions, roundtables, gives the expected results.

In the course of their research, primary school students analyze a wide range of popular science literature and data, consult with experts in the field of ecology, and summarize the results. At the same time, students will

<sup>1</sup>O'zbekiston Respublikasi Prezidentining "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida"gi Farmoni //O'zbekiston Respublikasi Qonun hujjatlari to'plami. -T., 2017

make a comparative analysis of the study of environmental problems around the world, in order to get acquainted with the work being done in the field of environmental education.

The only way to prevent environmental disasters is to protect nature and use all our natural resources wisely. However, it is difficult to achieve the expected results without forming an ecological mindset in the hearts of every student. It is important to instill in the minds of young people the idea that nature has its own rules, that all natural phenomena and changes are interconnected, and that man in general should have a right attitude to nature. Any environmental education should be aimed at respecting Mother Nature.

Given the fact that students' ecological thinking is the basis of their worldview, behavior, general culture, in particular, ecological culture, the content, forms, teaching methods, ways and means of teaching science in primary education corresponding development is one of the current problems of today.

**ANALYSIS AND RESULTS.** In our country, special attention is paid to the development of national values, national spirituality based on the rich cultural heritage, in which the upbringing of the younger generation is one of the urgent tasks of today. Among these tasks, equipping students with knowledge that will enable them to cope with one of the most important challenges of the globalization era - environmental threats - is of particular importance. There are two important ways in which Central Asian thinkers use environmental ideas to impart environmental knowledge to students:

- get acquainted with examples of national values that express environmental ideas;
- acquire knowledge and skills to take responsibility for improving the environment and conserve nature.

From the second half of the last century, the consequences of human impact on nature began to worry the general public, and it was decided to take large-scale measures to eliminate such negative conditions and prevent them. It focuses on the development of endangered plant and animal species and measures to protect them. The creation of "Red Books" in different regions of the world is one of these measures. The illegal use of rare plants and animals named in such books is prohibited by law. Reserves have been established and special "green areas" have been established to preserve and increase the number of endangered and endangered plants and animals.

Such actions are part of the efforts to preserve nature, to preserve the ecosystem, a large part of which is to draw the attention of all mankind to this problem, to encourage them to work together to protect nature in harmony. explanation gives the expected results.

Elementary classes have certain opportunities for students to play an important role in the formation and strengthening of environmental awareness and behavioral qualities in the formation of environmental thinking and culture. Therefore, the focus on introducing students to the ecological views of Central Asian thinkers in elementary school science classes will yield positive results. Creating knowledge in the minds of primary school students based on the ecological heritage of the great Central Asian thinkers will develop their ability to take responsibility for the environment and nature.

Environmental education of primary school students is a problem of national importance, the solution of which depends on a scientific and pedagogical approach to the problem and the identification of effective ways. Therefore, it is necessary to pay special attention to ensuring the systematic and continuous provision of environmental education to students in secondary schools.

The research initially focused on assessing the level of theoretical development of the selected problem. The results of the study show that since the 70s of the last century, the state of the environment and nature in the world, the negative impact of socio-economic development on the ecosystem, their prevention and elimination of emerging environmental risks. began to be put on the agenda as one of the most pressing issues. Therefore, to date, dozens of studies have been conducted in the field of natural sciences to ensure environmental sustainability, conservation of nature, and environmental cleanliness, and they have achieved positive results.

The impact of the subject on the environment and nature is important in overcoming the overall environmental risk. The positive nature of this impact requires the promotion of environmental knowledge among the population, including young people, the formation of ecological thinking in them, the education of environmental culture. Research in the field of pedagogy to meet the needs of this field differs in its weight from the research in other areas.

A distinctive feature of the research is the identification of pedagogical conditions for the use of the heritage of Central Asian thinkers in the formation of ecological thinking in primary school students. Since the ecological views of Central Asian thinkers are an important methodological basis for research, we are also interested in the extent to which they have studied the rich cultural and educational heritage left in the fields of philosophy, pedagogy and sociology.

Ensuring that Asian thinkers and their rich spiritual and enlightenment heritage are studied in the following main areas in various disciplines:

- Philosophical views of Asian thinkers - ideas that illuminate the relationship of material existence, object and subject, the basis and structure of social society, social laws and their impact on personal development;
- Legal ideas of thinkers - the state, its types and history of formation, the content of socio-legal relations between the state and the citizen, the laws of jurisprudence, inquiries and lawsuits based on them, the rights of the individual. 'nests;

- Theories that prove the enlightenment-scientific views of thinkers, the formation of the system of scientific knowledge, the rationale for the classification of sciences, the role of knowledge in personal development, the role of cultivating positive personality traits, the basis of cultural and spiritual development;

- Spiritual and moral views of Asian thinkers - spiritual and moral qualities, the peculiarities of their possession, the decisive influence of the social environment on the formation of the spiritual and moral image of the individual, the spiritual and moral qualities opinions confirming that ownership is a criterion for human maturity;

- Psychological theories of thinkers - about the person, his cause, the main subject and object of social relations, his ethno-psychological characteristics, their passage on the basis of specific psychological laws, the content of interpersonal relationships, etc. scientific hypotheses;

- Pedagogical views of thinkers - the individual, the unity of his physiological, physical and mental development, the factors that ensure the formation of the individual as a person, the role of education and upbringing in the development of the individual, the essence of the educational process 'The content of animal relations, the scientific basis of the results of pedagogical influence.

A study of the sources shows that ecological knowledge has a long history and that the spiritual heritage of our ancestors has been a guide for generations for centuries. The ecological views of Asian thinkers are of great scientific and practical importance even in today's context of deteriorating environmental conditions. During the study period, the focus was on introducing elementary students to their rich spiritual heritage.

**CONCLUSION/RECOMMENDATIONS.** In the current context of increasing environmental threats and challenges, one of the most important conditions for the formation of ecological consciousness and ecological thinking is the effective use of the ecological heritage of Asian thinkers in the process of imparting thorough environmental knowledge to primary school students.

1. Muhammad al-Khwarizmi, Imam Ismail al-Bukhari, Imam Isa al-Termizi, Abu Nasr al-Farabi, Ahmad al-Farghani, Abu Rayhan Beruni, Abu Ali ibn Sino, Yusuf Khas Hajib, Amir Temur, Alisher Navoi, Umar A number of works by Asian thinkers, such as Khayyam, Mahmud az-Zamahshari, Mahmud ibn Muhammad ibn Umar al-Chaghmini, and Zahiruddin Muhammad Babur, reflect ecological views.

2. The role of nature in human life, the role of social relations, man's attitude to nature and the environment, important geographical objects, their properties, the interdependence of ecosystem elements, natural phenomena, their environment. the situation in the past and other issues.

3. The views on ecology reflected in the works of Asian thinkers, in their essence and content, play a special role in imparting thorough knowledge to primary school students in science lessons.

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