



PEDAGOGICAL CONDITIONS FOR THE FORMATION OF A CULTURE OF PRESERVING NATURE OF STUDENTS DURING TRAVEL

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Article history:	Abstract:
<p>Received: April 20th 2021 Accepted: April 30th 2021 Published: May 31th 2021</p>	<p>Travelling and walking are the foundation of physical education classes. Therefore travelling and walking contain more hours in the school curriculum than other sports. As the different exercises included in the program are more easily perceived and mastered by children through a variety of actions. Travelling and walking are one of the most active forms of human activity. As a complex and interesting phenomenon, it attracts the attention of people of different professions. This article highlights pedagogical conditions for the formation of a culture of preservation of nature of students during the process of travel.</p>
<p>Keywords: Travelling, walking, hiking, school curriculum, students, formation of culture of preserving nature, exercises, trip</p>	

INTRODUCTION

As travelling and walking play a crucial role in adult life, travelling to the mountains and valleys, forests, riverbanks and lakes are important for human health today. The theory of travelling and walking is also necessary for the development of pedagogical science. From this point of view, when students perform didactic tasks, along with improving the technique of travelling, walking, they develop moral qualities through travelling and walking plots in the physical education classes of 7-9 grades. It is recommended to conduct trips; walks mainly in the concluding part of the lesson in grades 7-9 as travelling and walks integrate lessons. Particular attention should be paid to travelling and hiking [3]. There are mostly simple and moderately complex trips and walks for children at this age. If the children are adequately prepared, it is more complex, i.e., trips and walks are organized and conducted in teams. Through these exercises, students are given the opportunity to inculcate moral qualities and develop a sense of responsibility. This increases the responsibility of participants in travelling and hiking.

MATERIALS AND METHODS

Traveling and hiking requires a sufficient amount of agility, ingenuity, and strong, physical fitness as it is a fun, impressive team, and at the same time perfects these qualities. Physical education classes often consist of various trips and walks.

The teacher makes physical exercises fun with the help of travel and walks; Students in grades 7-9 will be able to develop a variety of movement skills. As students participate in trips and walks, their movements become more active and orderly.

If the teacher sets the task of developing movement skills of students of some type of nature, some lessons may consist of trips that help to accomplish this task [4]. It should also be kept in mind that conducting travel and walking lessons requires students to have some eco-movement skills. It is advisable to conduct travel classes in the last ten days of each academic quarter. It allows the teacher to determine what eco-skills the children have to acquire in the sport. When conducting trips and walks, the teacher should keep in mind that the age characteristics of students in grades 7-9 are characterized by faster growth of their organism, and therefore the trips and walks in the classroom should be gradually complicated and purposeful.

During travel and walks, students should not engage in excessive physical activity and the teacher should treat each of them appropriately.

The volume of travel and walks used in grades 7-9 depends on the educational tasks. The trips and walks in these classes will be meaningful both in terms of organization and conduct. In the main part of the lesson, some exercises (focusing on birds, flowers) can be included in the preparatory part of the lesson to prepare students to study an eco-object in any complex direction.

According to the developed methodology, lessons on travelling and hiking are held at the end of the quarter, after the assessment of the pre-holiday inspection standards. It can be used at the end of the main part of trips and walks to achieve a more thorough lesson, as well as to reinforce the skills acquired and increase the workload given to students.

Curriculum requirements set specific goals and objectives for students in grades 7-9. In such circumstances, it is natural for travel and hiking to take the lead in physical education classes and other physical education classes. Although travel and hiking are included in the training, it is intended to improve and strengthen the motor skills acquired in various sports. [1] This means that it must be carefully monitored during travel and hiking. It goes without saying that the lessons included in the lesson should consist of exercises that help to master one or another element. The task of the trips and walks in the concluding part of the workout is to reduce muscle strain, relax the respiratory organs and blood circulation a bit to improve rest and mood. Trips to the slopes, forests, riverbanks, and lake shores will help you complete the tasks in the concluding part of the lesson. Well-chosen trips and walks are an important condition for educational success in grades 7-9. [2] It is necessary to determine the main tasks of the training, taking into account the composition of the participants, their age, as well as their physical fitness in preparation.

The teacher needs to know exactly how the lesson will be conducted when choosing trips and walks. If the trip is to take place in the winter, a more active route should be chosen that activates the students and distributes the physical pressure evenly [5]. If the trip is held in the spring, then the work will be done depending on the season. Most importantly, it is necessary to follow anthropogenic and natural ecofacts during seasonal walks.

When traveling and hiking, it is necessary to pay attention to the following *pedagogical conditions*:

- Determining the composition of travelers;
- Talk to parents of travelers;
- Necessary sports equipment, tools, for example, balls made of rope, wool, tape, rubber with a diameter of 8 cm (rubber balls are stored in a cool place to avoid loss of tension at high temperatures); 1 m long sports sticks, ropes, belts, flags, felts, hammers, first aid kits, eye pads for each student to avoid eye pain;
- The route should be flat, free of thorns, stones, broken glass, unnecessary objects and always kept clean;
- There should be no strangers on the track during the training. Because they become the imagination of children and distract them and force them to overdo it;
- It is necessary to use natural objects and things on the route. In addition, the following rules of environmental hygiene must be observed when traveling:
 - a) clothing worn during travel should be light, not difficult to walk;
 - b) bathing after a trip in the summer;

The instructor may select assistants to distribute and install the equipment, monitor compliance with the rules of walking during the trip, and take the results into account. The assistant is the future organizer of the trip. The instructor should be fair to the participants of the trip. In conducting field trips, it is advisable for students who have gained experience in travel to assist the teacher. Students who are in poor health and temporarily exempted from physical education classes may participate in the trip as much as they can. Sometimes children who are more undisciplined or overactive are also assigned as assistant teachers in order to improve (manage) their behavior. The trip should be completed without waiting for the children to get tired, depending on how much the action affects them. How long the trip will last depends on the number and age of participants, the nature and speed of the trip, the amount of technical equipment, weather and conditions of the route.

RESULTS AND DISCUSSIONS

It is important to know how to organize and manage a trip, its purpose, meaning and significance of the rules, depending on the excitement of the traveler. Students' adherence to travel rules should always be the focus of the teacher. Because following the rules of eco-travel is of great educational importance. The teacher should record the mistakes of the travelers without haste and thoughtfully, and compel each traveler to abide by the general eco-rules.

Particular attention should be paid to the prevention of mistakes and rudeness made by travelers. Especially in group travelers, it is important to carefully monitor that the conditions are the same for all participants. The most important condition for a successful trip is caution, solidarity, sensitivity, discipline and strict adherence to them. How students behave during travel depends more on the physical education teacher. Travels begin with a conditional gesture (command, whistle or applause, wave of hand or flag). The teacher points out that after all participants are satisfied that they have understood the content of the trip and settled in a more comfortable place. "Conditional boundaries should be set in advance, and the necessary guidelines for travel and walking should be provided and placed in accordance with the rules of travel and walking. The leader carefully monitors and directs the trip and the movements of the travelers." It also explains some of the rules and techniques in addition during the trip. Corrections, and comments should be made in a way that does not interfere with or interrupt the trip. If most travelers make the same mistake, it is possible to stop the trip to give appropriate guidance or to show how the rules of walking are followed. The teacher must accustom children to follow the rules of walking consciously and clearly. This habit plays an essential role in teaching them discipline, helping children to develop a sense of duty and responsibility for their actions, self-control, and resilience.

When guiding a trip, it is necessary not only to keep students interested in the results to be achieved, but also to give them a sense of enjoyment and enjoyment of the trip. Trying to establish a friendly, proper relationship between travelers should teach them to help each other. Each student works together with their team to achieve a goal on the trip. Conscious discipline helps to make travel better, improve the mood of travelers. As a result, the trip is fun and productive.

A sustainable eco-discipline can be achieved by educating students in the spirit of being critical of their own behavior on the trip, helping each other impartially, and not having a negative impact on the environment. Sometimes travel discipline is violated because the teacher is unable to explain the trip logically and accurately. Students break the rules, argue with each other, shout, call, and hurt animals and birds because they don't understand the content of the trip well enough. Travel makes all sorts of mistakes and is rude to each other. The supervisor can easily correct these errors by dropping them on the students again.

Children's travel discipline will also depend on proper guidance of the trip. Therefore, when a discipline is violated, the teacher should first look for the reason for the mistakes made in guiding the trip.

Every trip requires objective and fair arbitration. If the observance of the established rules is not carefully monitored, the trip loses its educational value.

The supervisor should closely monitor the progress of the trip, monitor each traveler as much as possible, and provide practical assistance. Only then will the outcome of the trip end well.

It is an essential task of the teacher to correctly determine the actions to be performed during the trip. Before embarking on a trip, it is necessary to make a clear plan, taking into account the nature of the work to be done and the mood of the travelers. Children get very excited about doing the exercises on the trip. Therefore, the teacher should not only act on the mood of the students, but also take into account their age, readiness, health, the specific situation. The teacher should monitor the children's condition and behavior separately. The specific norm of actions to be taken is determined by the methodology of the trip, taking into account the conditions under which it is carried out. If the situation the children are in is dangerous, they need immediate help. It is not possible to prolong a trip; it is not good to finish it before the appointed time. Organizing trips based on the student's area of residence gives good results. It is necessary to take into account the seasons, especially the safety of the student, when organizing trips such as hiking, exploring small mountains and forests.

CONCLUSION

In conclusion, it can be said that the completion of the results of the trip is of great educational importance. At the end of the trip, the teacher evaluates the actions of individual students and the trip in general and summarizes its results. Special attention should be paid to children who follow the rules of travel. Travel analysis helps to better understand its rules and resolve disagreements during the travel process, as well as allows the teacher to determine how the children spent the trip, what they liked and what to do next. The teacher writes information about the travelers in this notebook while observing the trips and analyzes their mistakes and successes through these notes. This work will improve the methodology of teaching travel and change it depending on the circumstances.

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