



CREATIVE APPROACH TO FORMING ECOLOGICAL CONCEPTS IN PRIMARY CLASS STUDENTS

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Article history:	Abstract:
Received: 17 th August 2022 Accepted: 17 th September 2022 Published: 21 st October 2022	In this article, it is written about the pedagogical and psychological foundations of the creative approach to the formation of ecological concepts in elementary school students. The article consists of the specific features of improving the creative approach to the formation of ecological concepts in elementary school students, the choice of forms, methods and tools and their implementation.
Keywords: primary class, student, ecology, concept, creative, pedagogy, form, method.	

INTRODUCTION: Today, nature protection has become a common global problem of the world community. In particular, during the past period, along with the reform of all spheres of world society, creation of ecologically stable living conditions for people has become the priority of every state policy. In this regard, universal and regional ecological danger, its causes, coordination of relations between man and nature, society and nature, prevention of ecological destruction are among the important problems of today.

ANALYSIS AND RESULTS: Improving elementary school students' concepts of ecology based on a creative approach in the form of classroom and extracurricular activities, such as roundtable discussions, excursions, debates, creative contests, meetings, social and useful work (greening) and organization using methods such as conversation, observation, organization of practical activities, encouragement ensures creativity in students.

Also, the use of ethical conversation, discussion, conference, seminar and debates in the process of organizing creativity in the formation of concepts related to ecology among elementary school students gives its positive results. Establishing the correct attitude towards nature in students, instilling love, and achieving environmental cleanliness is an important step in the way of solving environmental problems. Ecological education is an educational process aimed at providing students with theoretical ecological knowledge in a consistent, systematic and continuous manner[12].

High moral perfection, selfless work for the country's freedom, prosperity and people's well-being, being demanding towards oneself and others, being able to cultivate self-willed qualities, aspiration, initiative, organization, creativity and independent thinking ability. qualities such as having can be recognized as the main principles in the life of our country. The fundamentals of the national independence idea and ideology appear as a supporting factor in the spiritual and moral education of students[2].

From this point of view, it is significant that the concept of environmental education has been developed in our country and the adoption of this document has created an important social, cultural and legal basis for ensuring the environmental safety of the population.

In particular, a person realizes the diversity, structure and characteristics of the world through his sense organs. Intuition is a mental process that reflects certain features of objects and events and creates a creative approach. Sensory organs: can perceive some features of the world through sight, hearing, smell, skin sensation and taste. For example, he sees a mountain, hears the neighing of a horse, smells a flower, feels the sweetness of honey through his sense of taste, and sees the color of an apple[5].

Some features of the surrounding objects and events are perceived as a result of being organized and combined into integrated images. Weaknesses of perception in elementary grades appear at the initial stage of education. Perception of space, time and movement in children of primary school age is carried out with the help of the teacher during the educational process[8]. Through his senses, he can perceive some features of the world: color, taste, smell. As a result of the arrangement of some of these features, he perceives the universe as a whole. Perceived things and events are embodied in a person's imagination. For example, when one hears the word apple, one imagines its quality and taste[13].

Imagined reality is summarized in thought. Reality is directly reflected in the form of concepts, judgments and conclusions. For example, an apple is a fruit, it is different from other fruits, there are apples in all seasons of the year.

In the processes of perception, memory, imagination and thinking, a person not only learns about reality, but at the same time reacts to one or another things in life, and feels about them in one way or another.

Changes in the student's surroundings and in himself are of great importance for deep human emotional experiences. When the student experiences the interaction of living organisms with the external environment, emotions are felt to a certain extent, and they also have external signs. For example, expressive movements of faces, meaningful movements of hands and body, posture, tone, expansion and contraction of pupils. Changes in appearance are manifested in the student's emotional states such as interest, joy, surprise, suffering, anger, hatred, disgust, fear, shame[6].

It is certainly necessary to take into account the emotional environment in improving the creative approach to the formation of ecological concepts in elementary school students. Through his interests, the student tries to acquire knowledge about the surrounding natural environment and its riches, secrets of nature, flora and fauna.

The natural and social environment that surrounds a person has a great influence on the formation of personality. The importance of the natural environment is the leader in the formation of concepts of environmental education among primary school students[14]. Cognition begins with the perception of the environment and is summarized in thinking. Only when the teacher pays attention to the study of the laws of nature, taking into account the cognitive processes of students, he can give effective results in the formation of concepts related to environmental education in the child.

Nature, the environment, flora and fauna serve as an important tool in the education of feelings in the personality of the student. In elementary school students, the emotional feeling is combined with their moral - ecological, feelings. Therefore, it is important to educate students' emotions[15].

Understanding, knowing, and feeling the connection between natural phenomena is an important principle in the formation of concepts related to environmental education. As a result of the student's knowledge of the interaction and influence between natural phenomena, it will be possible to form concepts related to environmental education and awaken the feeling of conscious attitude to nature[7].

Today, it is the demand of this time that students of primary school age become ecologically literate. Because environmental problems in the world can be prevented through environmental literacy. There are a number of problems that can be influenced based on a creative approach to ecological concepts, the following can be cited as the main ones.

If this problem is analyzed on the basis of the dialectical unity of social, economic, political and cultural knowledge, then its important aspect, which has not been noticed so far, is manifested in the lack of formation of concepts related to the necessary environmental education among students of junior school age. From this point of view, it would be correct to assess the environmental crisis in our country as a tragedy of "Ecological ignorance".

In the conditions of the current market economy, acceleration of socio-economic development, improvement of people's well-being and standard of living are directly dependent on the efficiency of agricultural production.

However, due to the lack of understanding of environmental education in the majority of students, local and natural features and laws of nature protection are not paid close attention to in the production process. In it, there is almost no thought about the negative impact of technology abuse and technology disruption on the environment[8].

Communicating with nature is of great importance in the moral development of a person. Love for nature, preservation and protection of all its riches motivates to improve the creative approach in the formation of concepts related to ecological education. Ecological education is a student's conscious attitude to nature. Concepts of ecological education are the product of this conscious attitude.

The goal of teaching students knowledge about nature is to preserve the components of nature and to educate the moral development of a person in relation to nature. What can be understood by the surrounding nature? Surrounding nature is the vitality of plants for humans, diversity of animals, clean water, fresh air, seasonal changes in nature, mother earth, minerals, fertile soil, weather, human labor, etc. A person should feel all this. If the surrounding nature is altered to a certain extent, the result is an opportunity to create environmental problems[9].

Discussion is the first way to develop logical-scientific thinking, and the second way is to find, apply, plan and develop methods for solving educational and hypothesis problems. to attract students, the third way is to determine cause-and-effect relationships, to explain the observed phenomena to the properties of the body, to engage students to work with models, to draw conclusions according to the fourth way - induction and deduction methods is to create abilities and develop them.

The effect of the curiosity of students on the effectiveness of the lesson differs in rural, district and urban areas. For example, the work of people in the village is different from that in the city, or the nature of the village may be different from the nature of the city. Living beings live under the influence of various phenomena of the external environment. In particular, environmental factors also affect living beings. We all know the abiotic, biotic and anthropogenic factors of ecological factors. Among the environmental factors, the anthropogenic factor forms environmental problems through its influence on nature and its components[10].

Also, it is necessary to develop a system of special ecological knowledge for primary school students in the natural sciences, the implementation of which consists in requiring the student to draw conclusions using the deduction method. As a result, the use of the considered methods in the process of teaching natural sciences to students allows to ensure the successful formation of scientific thinking in students[11].

CONCLUSION/RECOMMENDATIONS: The theoretical-methodological basis of improving elementary school students' understanding of ecology based on a creative approach made it possible to draw the following conclusions:

1. The future of the new Uzbekistan, which founded a legal, democratic, humane society, was systematized through the importance of the level of improvement of the concepts of environmental education based on a creative approach among schoolchildren of young age who are well-rounded in all respects.
2. In the process of teaching natural sciences to elementary school students, the results of improving ecological concepts based on a creative approach are analyzed, the research goals, tasks, correctness of scientific hypotheses are based on the psychological characteristics of students, didactic principles and It was found that ecological knowledge can be learned based on a creative approach, showing that it depends on the pedagogical skills of the teacher.
3. At all stages of human history, a well-rounded person should be educated in order to prevent the ecological situation. It is considered appropriate to start such processes from the primary school age. It was determined that the level of psychological and pedagogical preparation of students should be taken into account when improving the creative approach to ecological education.

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