



# METHODS AND MEANS OF FORMING A POSITIVE ATTITUDE OF STUDENTS TO THE ENVIRONMENT IN THE EXTRACURRICULAR PROCESS

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<b>Received:</b> 6 <sup>th</sup> January 2023 <b>Accepted:</b> 6 <sup>th</sup> February 2023 <b>Published:</b> 11 <sup>th</sup> March 2023	This article discusses the implementation of environmental education through educational activities, educational activities outside the classroom and school, their types, similarities and differences. Detailed information is also given about various educational activities and extracurricular activities.
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**INTRODUCTION.** Extracurricular activities are a component of the school education process and one of the forms of students' free time. Extracurricular and extracurricular activities have a wide range of opportunities to develop a person in all aspects and prepare him for active life. These activities are organized on a voluntary basis according to the children's interests. Pupils choose activities that interest them in the classroom and extracurricular activities, and take part in them on their own initiative.

Determining the organizational work, content and purpose of school and extracurricular institutions requires taking into account all aspects of our day. These educational activities outside the classroom and school are characterized by the fact that they are aimed at determining the stages of personal development. In order to positively solve this problem, the following should be included in the system of extracurricular and extracurricular activities:

- relying on unique traditional means of forming mutual respect between teachers and students;
- it is necessary to recognize the adult personality as a high social value in education, to respect the uniqueness and uniqueness of every child, teenager and young man, to take into account the social right.

Circles that fully cover extracurricular activities can be of several types:

- a) scientific circles;
- b) circles of skilled hands;
- c) carpentry circles;
- g) sports club;
- d) circle of artistic amateurs.

**ANALYSIS AND RESULTS.** In secondary general education schools, these activities are organized by the head of the class and the organizer of educational activities. The head of the class closely supports the leaders of the circle. He invites his students who have the same interests and aspirations to join a club.

Activities organized outside the classroom and school complement educational activities in the life of students. They help them to form their worldview correctly and to achieve moral maturity. It creates the ground for the close connection of theoretical knowledge with practice and production. The tasks of the organizers who lead the classroom and extracurricular activities are also multifaceted. The duties of the organizer of extracurricular activities include:

- control planning and implementation of extracurricular educational activities;
  - organizing students' multifaceted activities outside the classroom and school with the help of the pedagogical team, students' organization class activists;
  - providing methodical support to teachers, class leaders, parents, student organizations, class activists while directly guiding the direction of classroom and extracurricular activities;
  - participation in the most important educational events held in general schools and inter-schools;
  - extensive use of educational and cultural institutions and the power of the public in organizing students' free time;
- In this regard, three main aspects of activity of organizers can be seen: organizational, methodological and administrative.

**These are often interrelated.**

The following activities can be included in the organizational activity of the organizer:

- analysis of achievements and shortcomings in the field of educational work;
- determining the goals and tasks of educational work;
- planning educational, mass-political activities and determining their content, forms and methods;
- grouping of educational activities outside the classroom and school, identification of managing persons.

It is difficult to achieve the intended goal without clearly planning the educational work in the school, without determining its content, form and methods, without putting it into a certain system. The educational effect of extracurricular activities depends to a large extent on the level of organization of the educational process and how students organize various activities as a team member. Extracurricular activities are not limited to the compulsory program, but the youth unites various students voluntarily. He carries out work on the basis of their initiative, makes them interested in science, brings them into the environment of the cultural life of the people.

Extracurricular activities are the most important factor in the formation of social activity, social consciousness and moral habits in a person. This activity includes the work of the scientific community, literary and school theaters, readers' conferences and discussions on various topics, lectures and conversations on political, moral, scientific-popular and labor topics, social and useful work, political information, festive evenings and mornings, includes circle exercises. According to its content, students' extracurricular work is a means of thinking and attitude. Because the information obtained in extracurricular activities is perceived, processed, and new knowledge is created on this basis.

Students take part in extracurricular activities, interact with different people, and face different tasks. Therefore, the more diverse the extracurricular activities of students, the richer their relationships, the wider the range of relationships and the more effective their spiritual growth. In educational activities outside the school, students learn to work in a team, feel the joy of social work, join production work, get used to obeying public opinion and fighting for the honor of the team. Extracurricular activities are determined according to the spiritual and physical development of the participants and age characteristics. This process is also affected by the conditions of the school where they are studying.

Although the tasks of all schools in our country are the same, they have their own characteristics, and these characteristics are clearly visible in cultural and national conditions. It is advisable for educators and class leaders to use the following work methods in their educational work outside the classroom and school. Educational work requires the pedagogue to use all his abilities, to constantly search. Because the future generation should be educated, organized, harmonious, true citizens of our Motherland.

Forms and methods of extracurricular activities.

Public organizations organize various extracurricular activities with students with the help of teachers. Extracurricular activities are very diverse according to their content: socio-political, scientific, socially beneficial, physical education and health activities. Extracurricular activities are organized in three different forms: public, group and individual forms.

Public forms: Mornings, school parties, children's parties, tours, merrymakers and resourceful circles, walks, class and school museums, exhibitions of children's work, etc.

**Club activities:** each club in the school should have its regular working days and hours. There should be strict discipline in the club: members of the club should come to classes without delay, fulfill the club's tasks promptly, and take care of the club's material resources. Individual work outside the classroom: each student is helped to develop their inclinations and abilities. Studying outside the classroom is very important in this work.

The school has an extracurricular program for each grade. It is very important for the teacher to know what the student is reading and how he perceives what he has read. Therefore, the teacher's guidance for reading outside the classroom is to promote the best books and develop a correct and deep understanding of the textbooks read in students. There are many types of individual tasks, including growing plants, flowers, and vegetables. If the opportunities and interests of each student are taken into account in the individual tasks, they help to develop children's abilities and talents. The teacher is engaged in determining the cultural needs and maturity levels of children in the educational process. Planning extracurricular activities with individual teachers, groups or the whole class in accordance with them. Extracurricular activities are organized taking into account the age and interests of children, with their voluntary, active and independent participation. District, city, country and republic, as well as palaces and houses of schoolchildren are the most common non-school institutions.

They work under the guidance of public education authorities. The work of the children's library of the non-school institution is noteworthy. Children's libraries serve students of grades I-VIII of schools, as well as children of preschool age who can read books. The entire work of the library is aimed at providing good education to children, helping students in learning the basics of science, cultivating the culture of reading in children, forming and strengthening the skills of independent learning. As an example of the work of many non-school institutions, it can be concluded that non-school institutions provide significant support to the school and family in the educational work with students. The teacher finds out what kind of institutions exist in the school in the place where the population lives, starts the work to be done in cooperation with them, takes into account the interests of the students and sends them to the circles. In planning the educational work with the school children, it also includes the support that can be received from non-school institutions. It is necessary to adapt the educational work plan of the school to the plan of children's institutions. The educational work plan of the school includes forms and methods of work with students outside the classroom and outside the school, and their rational implementation.

The organizer of extracurricular and extracurricular activities makes a general plan of the school's educational work and coordinates the work of school teachers, extracurricular institutions, and organizations that support the school in providing comprehensive education to students. Above, we got acquainted with various forms of extracurricular activities. Based on the purpose of our research, we think about the possibilities of educational activities in the implementation of environmental education. Educational activities outside the classroom are organized in order to consolidate, develop and provide additional information to students. Educational activities outside the classroom form personal qualities of students, increase their attitude to nature and its objects, and arouse interest.

Out-of-class educational activities educate students morally and spiritually, and create positive ideas about the world of nature, animals, and plants. The process of forming environmental culture and providing environmental education to students is carried out in educational activities outside the classroom through conversations, discussions - events, going on trips, parties, and holiday events. Each of these organized educational activities is distinguished by its own characteristics. Before organizing each educational work, depending on the topic, a number of goals and tasks are determined.

a) Conversation is a unique way of educating students and is organized on a specific topic. Conversations often take the form of a story, a question-and-answer, creating a problem situation. Organization of ecologically educational conversations expands students' thinking about nature and its things.

They are taught to love nature and enjoy the beauty of nature. Conversations about ecological education are organized in primary classes on topics such as "Let's respect nature", "Nature and man", "Ecology and man", "The island is asking for help", "Birds are our friends". Through such conversations, he encourages some children, who look at nature with a mood of indulgence, mischievousness and disdain, to be vigilant.

The need to discuss the actions of ants who catch insects and harm them, the behavior of students who destroy birds' nests, trample and pull plants is emphasized. In conversations, the unique and national education of our people is appropriately used in providing environmental education to students. In our national education, 4 things - earth, water, soil and air are considered sacred. Students will be informed about this during the interview. It was not for nothing that our fathers and grandfathers said that "water" is a gift of nature, a source of life. They valued every drop of water like a gem and created a garden.

**CONCLUSION.** The teacher gives understanding and information about these things to the young generation during the conversation. During the conversations, students will learn that keeping nature clean is a civil and human duty of a person. Goodness and decency are important educational criteria for students. The teacher must add his positive research and opinions to the conversation.

In conclusion, it can be said that these educational activities outside the classroom and school are aimed at determining the stages of personal development. In order to positively solve this problem, the following should be included in the system of extracurricular and extracurricular activities:

- It is necessary to recognize the growing human personality as a high social value in education, to respect the uniqueness and uniqueness of every child, teenager and young man, to take into account the social right.
- Relying on traditional means of nationalism.
- Forming relationships of mutual respect among pedagogues.

Extracurricular and extracurricular activities complement and expand the educational process of students during free time, provide students with an opportunity to gain independent knowledge, improve their positive abilities, initiative. In extracurricular activities, science teachers conduct training with students who are interested in their subject and develop interesting works of students. In general secondary schools, these activities are organized by the head of the class and the organizer of educational activities. The head of the class closely assists the leaders of the circle in organizing activities outside the classroom. He invites his students who have the same interests and aspirations to join a club. It is taken into account in which club they are engaged.

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