

## The Issue of Formation of Environmental Competences in Primary Grades

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**Abstract:** This article presents a scientific and theoretical analysis of the methods of forming environmental competences among elementary school students.

**Keywords:** Anthropogenic knowledge, environment, protection, problems, universal importance, animal world, plants, water, land, air, etc

At a time when the problems of environmental protection are becoming universally important, and the negative consequences of mankind on the natural environment are being re-examined, it became known that the formation problems of introducing children to nature at all levels of the population are directly related to changes in human consciousness. liq. Due to the fact that the natural balance is disturbed, and the care of the members of the society towards nature has become weak, the environment is causing great damage. It is an important task of today to treat mother nature with a perspective, to leave it to the future generation. Because the more ruthlessly a person treats nature, the more nature will respond to the person in the same way. To the extent that ecological culture is formed in the mind of each person, the society will also develop to that extent.

Ecological culture is formed as a result of a conscious attitude to the environment. This, in turn, consists of appropriate participation in the prevention and elimination of damage to nature, the rational use of natural resources, and the development of ecological literacy. It covers the following components:

- feeling that humanity is a part of nature;
- understanding and thinking about nature as a place of birth, living and development of mankind;
- to have a system of natural and anthropogenic knowledge about the harmony of nature and society;
- to be able to enter into a conscious relationship with the natural environment, to have the knowledge and skills to assess its conditions;
- such as preserving the natural environment for future generations.

According to these ideas, the components of nature: atmosphere; hydrosphere; lithosphere; biosphere; near space; The development of children's knowledge of nature on the basis of the set of knowledge about the sun and its system is an important scientific and pedagogical problem. Children's right to nature envisages the development of knowledge, the formation of positive feelings, views and actions towards nature in them, which are in harmony with local, national and universal human values. The development of children's knowledge about nature serves as the basis for preserving nature and prolonging its life.

The basis of comprehensive education of children is to form a scientific outlook in them. The role of natural science in the implementation of this task is great. It is necessary to introduce children to nature from the kindergarten age. According to this, one of the most important tasks for educators who educate young minds in kindergartens is that children can see the beauty of nature, love it, and have a correct understanding of the events that occur in nature. should be, moreover, it should consist of education in the spirit of rational use of

the resources created by nature. The importance of this field in raising the young generation to become mature specialists, mentally and spiritually mature people who love and honor their Motherland is incomparable. Nature, events and laws of nature play an important role in the development of a child's personality. As children get acquainted with these things, they will be formed intellectually, morally, physically, and the views of the scientific world will be embodied, and they will be brought up in the spirit of preserving, protecting and protecting their nature. Man is a product of nature. Man has been brought to perfection by nature. Therefore, it is necessary to respect nature, treat it properly, and contribute to the beautification of nature.

The comprehensive development and upbringing of young children is carried out on the basis of various factors. The most effective way is to introduce preschool children to nature. The reason is that a person grows in the bosom of nature from childhood and matures. It is necessary to teach the child to enjoy nature and to have the right attitude towards nature from infancy. In the process of teaching this course, students will get acquainted with the scientific and pedagogical activities of pedagogic psychologists who contributed to the discovery of the methodology of introducing nature. They study the thoughts and scientific works of Eastern thinkers, about the place of man in nature. Students will get knowledge about the world of plants growing in the nature corner, the animal world, and will acquire the skills and abilities of their care. One of the most urgent problems nowadays is the environmental problem. For this reason, attention is paid to environmental education in kindergartens. In the methodological science of introduction to nature, a great place is given to teaching students about the methods of ecological education, brief information about the Red Book, and the unique flora and fauna included in the Red Book. The method of introducing children to nature in kindergarten is diverse, in which children's characteristics and understanding of nature are taken into account, from elementary concepts to the most complex concepts of nature suitable for children and to learn about the events that occur in nature. . In pre-school educational institutions, without being limited to such unique forms of introducing children to nature, each educator should find and apply methods suitable for his/her living conditions, by summarizing existing experiences, developing new forms of work, and changing existing ones.

Every teacher should be creatively inquisitive, observant, take inspiration from nature, and take a bold step forward. Today's student is tomorrow's expert. Therefore, the demands placed on current students are even greater. Because our life is constantly developing, new aspects are opening in the field of science and technology, education and training. In conclusion, the following can be included in the methodological foundations of education and upbringing in the development of knowledge of nature: 1) Taking into account the age of children, enriching and expanding the content of knowledge about nature, and taking into account interdisciplinary relations at all stages of the educational system, looking at it as a component of acquired scientific knowledge and their practical application; 2) development of the structure of practical activities in the field of environmental improvement in pre-school educational institutions and the use of information means; It is also necessary to coordinate the activities of scientists and pedagogues today in the field of activating pedagogical ideas and developing practical work in the field of training a young generation with a high ecological culture. Nature is a great place for humanity to live, a source of blessings, and it is the duty of every person to protect it, in this regard, the people has its own national-historical traditions. These traditions have been constantly developed and enriched. It is known from the past that nature is a priceless value for mankind. Nature, place of birth, living, growth and activity. Man lives, grows and develops together with nature.

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