

About Innovative Methods of Teaching Natural Sciences in Elementary Grades

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Abstract: In this article, the methods of organizing elementary science lessons based on innovative technologies are scientifically and theoretically analyzed.

Keywords: Primary education, children, spiritually mature, moral, pure people, ecology, humanity, nature, plant world, animal world, land, water, etc.

Keeping the balance between man and nature is one of the urgent problems in the conditions of rapid development of science and technology. This issue finds its expression in the policy of our independent state, and it also envisages ensuring harmony with the surrounding environment and society. In primary education, the method of introducing children to nature plays an important role in bringing up children as spiritually mature, moral and pure people. Its purpose is to prepare children of primary school age for social life at school, to treat nature with care in the process of introducing them to nature, to be kind to the Motherland, to carry out ecological education, to have perfect knowledge of nature. is to educate young people.

Therefore, the development of effective forms and methods of introducing children to nature among young people remains the demand of the day. Ecological culture is formed as a result of a conscious attitude to the environment. This, in turn, means proper participation in the prevention and elimination of damage to nature, rational use of natural resources, and 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. The task of the method of introduction to nature is to familiarize students with the methods of introduction to nature, forms of work, as well as the knowledge of pedagogues, psychologists and thinkers about the importance of nature in the human condition, and to provide theoretical knowledge. "Make questions" style.
1. This method is carried out in three stages. Its use in more practical, seminar and self-study sessions will have a good effect. It can also be given as homework on the topic during lectures.
 2. stage. The teacher instructs each student to compose 5 questions on the topic, and emphasizes that each student will ask himself the question he composed. Taking into account that the student will answer the question he has created, he tries to create an easier question and for this he reads the topic several times (composing an easy question is not easy either!). As a result, he learns the subject to a certain extent.
 3. stage. The task is a little more complicated, that is, the teacher asks another student to ask the question that one student has made. It clearly shows the pairs of students, that is, whose question will be asked from

whom. The student, knowing the answers to the five questions that he made, also knows the answers to the five questions made by the second student, on the same topic. each student learns the answers to 10 questions.

4. stage. The best questions created by the students are selected and answered in the form of a discussion with the participation of the group. In order to increase the students' activity, they are encouraged. The method of "composing a sentence with the participation of basic expressions". The teacher explains the topic and the summary of the topic in general. Then the main phrases on the topic are written on the board and the students are given the task of composing sentences on the topic with the participation of the main phrases. In order for the students to work independently, they are given handouts and are allowed to use the lecture texts. Pupils (small groups) who have made the most correct sentences on the topic will be encouraged. Then, the sentences made by the students are summarized in small groups. The most correct and meaningful sentences are selected, they are systematized (sentences with one base phrase, two base phrases, sentences with the same meaning, etc.). The process of integrated organization of education is organized through these interactive methods. and gives positive results in education.

The program aims to provide children with mental, moral, physical, aesthetic and ecological education in accordance with their age, psychological and physiological characteristics. In order to fulfill this task, the National Law on Education, the National Program for Personnel Training, and the State Program for Healthy Generation can be used as a basis. The "Child of the Third Millennium" program includes the education of children up to seven years old and develops the inculcation of certain aspects of education and upbringing in kindergarten. The main tasks of the program are as follows: It is possible to develop interest in plants and animals from the first age group of primary school students, accustom them to be kind to animals, create ideas about water and its use, rain and snow, hot and cold weather. To inform elementary school students about the universe and natural phenomena. Creating an idea about natural phenomena such as earth, sky, sun, moon, stars, air, water, clouds, heat, fog, wind, lightning, thunder;

- a close introduction to living nature - flora and fauna, beautiful trees (willow, sycamore, maple, mulberry, larch, juniper), fruit trees (apple, cherry, apricot, peach, etc.), field plants (cotton, onion, beetroot, sunflower, wheat, etc.), to introduce the names of bush plants (namatak, raspberry, mullein, etc.) and to teach them to distinguish between each other;
- to educate children to enjoy the beauty of nature, to teach them not to harm plants (not to break tree branches, not to trample grass, not to pollute the environment, etc.);
- familiarization with domestic animals, teaching them to care for them, familiarization with wild animals (using trips to the zoo, watching pictures, cartoons and other TV shows), animals (monkey, tiger, shyer, wolf, fox, bear, elephant, elk, deer, deer) to learn to say their names.
- to continue to introduce flowers, to teach them to say their names correctly, to distinguish their color and characteristic features, to teach about indoor flowers, to teach them to name some of them, to teach them how to take care of them;
- to teach to say the names of domestic animals (cat, puppy, cow, sheep, goat, horse, etc.) and their children, to form an idea about which domestic animal is fed with noma, their characteristics (walking, to teach pronunciation;
- to introduce the name, size, color, how they make sounds, feeding of birds (sparrows, warblers, pigeons, parrots, nightingales, swallows, crows, etc.); - introduction to the skeleton of animals such as fish, frog, snake, turtle, hedgehog, chicken, duck, goose;

- introducing the seasons, their names and characteristics, to form an idea about the structural structure of plants (root, trunk, leaf), to provide information about the changes of plants according to the seasons;
- create an idea about the sprouting of buds of trees and bushes, the writing and flowering of leaves, and the growth of grass;
- teaching to participate in plant care and harvesting;
- flowers that grow in the garden (carnation, rose, chamomile, nasturtium, gulkhairi, basil, praying mantis) and in the room (sabur-aloe, humanjir-cactus, etc.) and teaching them to distinguish between each other;
- introduction to domestic birds (such as parrots, quails, canaries, sables, peacocks), teaching them how to take care of them;
- providing more information about domestic poultry (chickens, ducks, geese, turkeys), teaching them how to take care of them;
- to provide information about animals such as fish, frog, snake, scorpion, dragonfly, ant, beetle, worm, grasshopper, butterfly, mouse, rat, to form the right attitude towards them depending on whether they bring benefit or harm, to animals show sympathy and learn from them to reward oneself;
- providing information to children about the economic, ecological and natural needs necessary for human beings, paying attention to the formation of initial economic concepts in children, market economy, money, goods, selling, buying, providing preliminary information about concepts such as thrift, extravagance, uvol, quality, price, business, businessman, barter.

The science of the method of introduction to nature is a part of pedagogy, because all types of education are carried out through introduction to nature. Children are introduced to nature in a way that takes into account their young characteristics and physiological structures. At the same time, their interests, abilities, needs, character traits, and talents are taken into account in different age groups. The structure of the child's organs - higher nervous system, internal organs, body structure, age-related changes are important in introducing nature. It can be seen that this course is directly connected with the science of children's physiology.

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