Methods of Forming the Environmental Communicative and Legal Literacy of Primary Class Students

Khuzhamurodova Khosiyat Panjiyevna, Abduraimova Nilufar
Termiz State Pedagogical Institute, Master's students of elementary education

Abstract: The article describes the formation of environmental competence among elementary school students, the formation of environmental legal literacy among elementary school students in interactive ways, the process of developing personal legal literacy qualities, the formation of environmental legal literacy in the classroom and extracurricular environmental activities.

Keywords: environmental education, project, education, place in education, in the classroom and outside the school, environmental education, legal literacy, education, interactive methods, practical content.

INTRODUCTION. Education is an integral part of social and cultural development of society. Based on this, its main socio-cultural functions can be determined. They are effective in mastering the socio-functional role, aimed at solving the tasks of socialization and culture improvement of the teacher through the transfer of knowledge, special experience and general fragments collected from humanity, as well as norms and rules of social and cultural adequacy in relation to society. Knowledge and skills to act.

Inculturation of a person in the process of education and upbringing forms him as a "fruit" of social culture, introduces into his mind the ability to evaluate and adopt behavioral stereotypes and skills, cultural models, as well as the ability to acquire, use and apply these cultural values, social models that conform to cultural norms, rules, and traditions. A culture taught to interpret educates the "consumer". It forms an individual that meets the needs of society[1].


RESEARCH METHODOLOGY. Theoretical and experimental investigation of the formation of environmental legal literacy in elementary school students in interactive ways.

ANALYSIS AND RESULTS. Of course, our educational system has all the opportunities to improve the scientific, cultural and spiritual maturity of the growing generation, and to solve the problems, first of all, to rely on proven achievements, positive experience and deep historical traditions. necessary. There are cases where some pedagogues perceive the removal of ideology from the pedagogical process as freeing them from the task of educating young people. Based on this, the issues of love for the Motherland, respect for the law, love for nature, and the formation of manners are methodological.

Student education is the main indicator of the effectiveness of the education and training process. The rise and development of civilization in the city of Earth is deeply connected with its value, dignity, people's manners, inner world, purity, purity, beauty of the heart of faith [7].

Ecological culture should occupy one of the main places in educating the growing generation.
based on the formation of personal qualities in accordance with the ideal set by society. We should not put all the responsibility for its formation on the shoulders of teachers, this is the work of teachers at all levels and levels, because we believe that education is a whole process, and it is necessary to divide it.

According to the results of the survey conducted during the experiment, most teachers expressed the opinion that the formation of ecological culture has nothing to do with the teachers of the literature class, this task belongs only to the teachers of natural sciences.

The spread of technology is unjustified cruelty not only to animals and plants, but also to humans. Through literature classes, it is possible to reduce the priority given to the consumer attitude to public and personal life by educating students in qualities such as compassion, self-control, and creativity, and by strengthening the fundamental foundations of morality in them. This is the development of appropriate technologies that stimulate the development of the emotional environment in students. Acquiring these values will help teenagers to achieve the science of living together with nature, themselves and other people, as well as ways to teach teenagers and involve them in practical environmental activities.

Many scientists around the world are actively discussing the problem of forming students' moral attitude to nature [8]. The task of the school is to try to help the student to establish the right relationship with the natural environment.

That is why the pedagogical technologies used in the formation of environmental education have a multi-plan character. But they are related to the common goal of developing a sense of unity between nature and man in students, forming the need to preserve and increase its resources.

In the structure of didactic games, the following structural elements are distinguished: didactic task, game rules, game actions, the end or end of the game.

The didactic task is determined by the purpose of teaching and educational impact, is formed by the teacher and reflects his educational and educational activities.

Game rules are determined by cognitive content, game tasks and game actions. They have moral requirements regarding the relations between the students and their compliance with the norms of behavior. With the help of rules, the teacher manages the game, the processes of cognitive activity, and the behavior of students.

Actions are the basis of the game. The more diverse they are, the more interesting the game will be for students, and the more successfully cognitive and game tasks will be solved. Play moves are related to the game plan and follow from it.

Conclusion - immediately after the end of the game. It can be to identify the students who performed the game task better, to determine the winning team, etc.

Ecological didactic games include two relatively independent blocks:

- games for the development of aesthetic perception of nature (development of the sense of beauty in nature, emotional attitude towards it);
- games to form the moral and evaluation experience of preschoolers' behavior in nature [9].

It is appropriate to play games in the natural environment for better development of aesthetic and emotional perception of nature. Didactic games give the best educational result if they are conducted with a small group of students (5-7 people). It is recommended to use games aimed at developing a positive attitude towards nature, as well as games to enrich ecological ideas.

Role playing is an inherently reflective activity. The main source that feeds the student's game is the world around him, the life and activities of adults and peers.

The main feature of a role-playing game is the presence of an imaginary situation in it. Imaginary situations consist of plots and roles that students take on during play, and involve specific uses of objects and objects.
Acquiring knowledge about nature with the help of a role-playing game that evokes an emotional response affects the formation of the right attitude to the objects of the flora and fauna. Environmental knowledge that causes an emotional reaction in students enters their independent game activity, becomes its content, faster than the knowledge that affects only the intellectual side of the student's personality [10].

If the conversation in the class is based on specific knowledge obtained during the observation process, the presence of analog toys is appropriate. They are especially effective when direct contact with the animal is not possible. Pupils are happy to hold a toy fish, bird, rabbit in their hands, because there is no opportunity to get such live animals. And, conversely, if there is a live pet dog in the classroom, they don't care much about the toy puppy.

The requirements for the toy are as follows: it must be recognizable - regardless of the material and type of execution, it must show the specific species-typical characteristics of the structure of an animal or plant. The toy should be aesthetic - meet the requirements of modern design, evoke positive emotions in the student.

CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS. Elementary school students should be involved in the practical activities possible for them on the protection of local natural resources. Recently, innovative methods are widely used. The analysis of methodological and scientific literature showed that modern technologies of environmental education of young schoolchildren have been developed and are not sufficiently reflected. In any case, the idea of caring for nature is especially relevant today. Games help open the human heart's ability to sensitively feel the world around us, to strive for goodness and beauty.

The games are designed to help the student to figuratively and clearly explain the nature of environmental problems, the reasons for their emergence, to meaningfully perceive the world around us and the changes in it. They are also aimed at forming a careful attitude to nature, increasing cognitive interest in the lessons of the surrounding world.

REFERENCES: