

# ENVIRONMENTAL EDUCATION IN PRE-SCHOOL AND PRIMARY CLASS CHILDREN IS THE GOAL OF EDUCATION

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## Abstract

In this article, the main goal of environmental education is to form a conscious attitude to the environment and its problems in preschool children, as well as the knowledge, skills and abilities to find optimal solutions to them. In this sense, the article analyzes the purpose of environmental education in preschool educational organizations.

**Keywords:** ecology, culture, education, environmental education, disaster, crisis, music ecology.

## Introduction

Ecology as a special field of science appeared in the 19th century. At that time, it was only part of zoology and looked at the relationship of animals, communities with each other and with the environment. The word "ecology" itself was coined by the German naturalist Ernst Haeckel. Defined as the science of living organisms and their interactions with the environment. Translated from Greek, "ecology" is the science of home, dwelling ("oikos" - home, "logos" - science). Now this direction is called biological or classical ecology. Of course, ecology is not an easy science. But in order to understand this and work meaningfully in the field of environmental education, you must first remember the four laws formulated by the American scientist Barry Commoner in a popular form:

These laws basically determine our existence, although we often do not question it. Information about the environment is increasingly added to our lives, but we do not always have enough information to evaluate it correctly. Sometimes ordinary information about the amount of various emissions into the environment or a warning about the increase in air pollution on quiet days cause panic and give rise to various rumors that are not related to the real situation. . At the same time, we live near sources of environmental damage, unaware of their effects on our health, grow vegetables near highways with heavy traffic pollution, swim and fish in rivers near sewage pipes. , we will grow our garden. the amount of pesticides, we ourselves create garbage dumps near our houses and do many other things that should not happen under any circumstances. At the same time, we believe that only the government can influence the environment, but not ourselves, and nothing depends on us. This point of view is mainly related to the fact that for a long time there was no place for ecology in most educational institutions. In addition, it is precisely the attitude of consumers to nature, the desire to conquer and improve it with your own will that has been cultivated. It is very difficult for adults who have been



brought up in such positions to change their attitude towards the environment. Hope for the young generation, we have to educate it anew.

With the development of society, ecology has become more and more socially important, and in our century it has gone out of the scope of natural sciences. In the middle of the twentieth century, ecology became widely popular among all people, regardless of specialization. It has become a science that helps people to survive, to make their living environment suitable for existence. Unfortunately, society realized this when the negative consequences of people's attitude towards nature were already visible, when there was almost no corner of nature left on the planet, when the condition of the habitat had a negative effect on the health of many people. 2017-2021 implementation of the tasks defined in the action strategy on the five priority directions of the development of the Republic of Uzbekistan, contributing to the solution of environmental problems in the territories of the republic by introducing the educational system, increasing the environmental literacy of the young generation, forming and developing environmental consciousness and environmental culture, environmental In order to effectively organize the education and training process, the Cabinet of Ministers made several decisions, among them, in accordance with the laws of the Republic of Uzbekistan "On Education" and "On Nature Protection", defining the main principles of the development of environmental education in the continuous education system, and consistently applying them to the educational process step-by-step implementation and, on this basis, raising the effectiveness of environmental education to a new level.[1]

Taking into account the relevance of environmental problems in the world, it is of particular importance to create conditions for preschool children to understand the basis of their personal culture as the center of relations for improving the system of ensuring integrity in environmental education.

Preschool and primary school age is a period of human development called childhood, which is not adapted to social life, because it is at the stage of physical, emotional, moral, aesthetic, and spiritual formation of society. Due to these features, this layer of society requires special attention and attitude from all social institutions that contribute to the formation of a person to nature, society and their inner world. From the point of view of education, it requires the organization of a holistic pedagogical process based on the unity between the organization of preschool education and the primary class of the school.

The students of MTT will strengthen their ecological knowledge based on the integration of the knowledge they have acquired in the kindergarten when they enter the primary class. This, in turn, forms children's awareness of the environment and its problems, as well as the knowledge, skills and abilities to find optimal solutions to them. To achieve this goal, a number of tasks have to be solved.

- Teaching kindergarten students and elementary school students to save and consciously protect their living environment and resources while providing environmental education.
- Formation of ecological culture.
- Establishing MTT, school, neighborhood, family cooperation.

We should pay special attention to the following aspects in the formation of environmental education and upbringing of MTT students and primary school students:



- environmental pollution is harmful to human health;
- teaching to know the consequences of fire damage to nature and fire prevention measures;
- formation of knowledge, skills and competences about rational use of natural resources, not to break a branch of a tree, human use of its fruit.

Formation of ecological literacy. In this case, it is effective to use real-life examples in the education of primary school students and primary school students.

- to form ideas in the minds of children and students about the consequences of finding grass when going out for recreation and the impact of broken glass on society, nature and people's health;
- to inculcate in the minds of children and students the harmful effects of intolerant attitude towards trees, plants and animals on nature and society;
- to carry out ecological education - upbringing in all educational activities, in the teaching of natural sciences;
- conducting environmental education in extracurricular activities and excursions and trips;

Continuity allows children to establish interactions between their development, education and education at different levels with different educational organizations; it helps to improve the important competences of the child based on the preservation of all the positive circumstances accumulated over the years; this ensures the formation of a complete, full-fledged person who feels oneness with the whole world. As we can see in the table the coherence of ecological education in preschool and elementary school children, the coherence between all types of education (for example, natural geography, botany, zoology, physics and other natural sciences), the content of the next type of education partially repeats the previous one, and is organically connected in terms of content to its next one. we should continue improving the types of education. Also, teaching natural science in kindergarten by inter-topics, inter-subjects or inter-subjects in educational activities lays the groundwork for children's future knowledge at school.

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