



**DIDACTIC REQUIREMENTS FOR THE FORMATION OF
PRIMARY INVARIANT AND VARIATIVE CONCEPTS ABOUT
NATURE IN PRIMARY CLASS STUDENTS**

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ABSTRACT	KEYWORDS
<p>In the article, methodological-didactic bases, principles, laws, psychological-pedagogical possibilities of forming the first invariant and variable concepts of nature in elementary school students, previous ideas on the formation of the first invariant and variable concepts of nature in elementary school students, formation of the first invariant and variable concepts of nature in students information about the different levels is given.</p>	<p>primary class, invariant, variable, didactic principles, understanding, natural sciences, efficiency, innovation, function, method, relevance, pedagogical process, lesson, integrative education, pedagogy, relevance.</p>

In educating students to be nature lovers, we should first learn the goals and tasks of general education. In general education, we should use the materialistic point of view on the elements of nature, its riches, animate and inanimate nature, and teach young people to fully understand its secrets, learn and use them wisely.

Educational, educational and developmental issues are solved in order to activate the students' cognitive activity and develop them into mature individuals in all aspects while studying the materials on getting to know the world around them. Pupils are introduced to the life of the society on the example of their village and city. In this way, students' first invariant and variable concepts of nature are formed. The role of introducing them to nature, events in nature, flora and fauna is incomparable. First graders are taught "World around us" instead of "Natural Science" lessons. [1-62 b]

In the 1st-2nd grades, the first concepts of "Natural Science" are introduced by taking the lessons "The world around us". In the process of passing each lesson, this lesson should be directly connected with other subjects. For example, the most elementary concepts, the rules of behavior in nature, that you should not pluck flowers, and that you should not break tree trunks, can be transferred to etiquette lessons using folk pedagogy materials.

In the 3rd grade "Natural Science" lessons, the surrounding nature, objects in it, soil, water, air, minerals, as well as flora and fauna, health and nature protection are introduced and understood. For example, about minerals, it is said that it is a state support. It makes up a significant part of the national economy. However, improper use of them can also lead to shortages. For example, gas reserves may run out as a result of wasting natural gas.

Furthermore, it should be said that today, environmental problems are often caused by ignorance of environmental laws and non-observance of them. For this reason, maintaining a healthy natural environment depends to a large extent on the awareness and practical compliance of students with environmental legislation. [2-70 b]

In particular, the formation of the first concepts of nature in primary grades is carried out during classes and extracurriculars. In extracurricular time, environmental education is formed in the process of taking students to nature, to nature museums, and holding sabbaticals, conversations, and breakfasts. Elementary school students get the first concepts of nature from the lessons "The world around us", "Natural science". They learn to love nature, to respect plants, to care for animals. They will also have information about natural resources.

Topics related to the formation of the first invariant and variable concepts of nature among elementary school students are included in the natural science lessons. In addition, it can be said that it would be appropriate if these textbooks include topics that instill the first concepts of nature and convey them to the minds of students using our national ceremony. If examples of environmental education reflected in our national ceremony (stories, narratives, riddles, proverbs in hadiths, wisdom) are given, the level of knowledge of students will be higher. [3-276-278]

It is worth noting that childhood is the first carefree stage of human life. Children have an emotional-emotional approach to understanding the environment and the events taking place in it. As a result of this, a personal view, quality and independent attitude that represents the essence of events is gradually formed in them and remains in their psyche. Taking into account the strong educational potential of nature, organizing a trip to the heart of nature together with the family, in turn, helps children to observe, aesthetic enjoyment of the surrounding natural environment, a sense of empathy, to form the rules and manners of how to behave in the heart of nature, and their healthy, spiritual and intellectual development.

When forming the first rules of a healthy lifestyle in a child, parents should diligently teach, relying on life examples, that protecting the environment, keeping it clean, not polluting water, air and soil, and using them sparingly is the legal and human duty of each of us. [3-89 s]

In primary education, in addition to acquiring basic knowledge about animate and inanimate nature, students should be educated in the spirit of love for the motherland, that the individual and nature are independent values, the importance and place of man in nature should be instilled in their minds, the preservation of water, soil and air, the beauty of the environment initial qualities aimed at understanding are formed.

Also, new pedagogical technologies of teaching are widely used to make the child's knowledge effective and to achieve certain results. The education and upbringing of the child in the course of the school takes an important place in their human development as a person. Interest in life, positive qualities, preservation of nature, the view that everything is important appear in students as a result of environmental education. For example, in the course of the lesson, various examples of folk oral creations, poems, songs are used to form the first invariant and variant concepts of nature among primary school students.

At the stage of general secondary education, students are introduced to information about the diversity of plants and animals, their place in nature, that they are a part of nature, and that they are related to each other and the environment. At the same time, ample opportunities are created for them to form ecological culture. In order to preserve human health, ecological qualities are formed by protecting the

cleanliness of the environment, introducing health measures, participating in holidays, festivals and festivals related to the national values of the Uzbek people. These qualities mainly consist of moral-ecological awareness, respect for ecological values and hard work. [4-110 b]

Elementary school students learn the first invariant and variable concepts of nature on the basis of a dialectical worldview, and the main qualities of the first concepts of nature are formed in them.

Studying the issues related to environmental protection in the relevant articles of the Constitution of the Republic of Uzbekistan and the laws related to the protection of land, water, air, plants, animals and natural resources of our country makes it possible to fully implement environmental education. Students' direct contact with nature in class and during independent work helps them to develop a sense of beauty, love, and responsibility towards nature. [5-110 b]

At the same time, to protect and preserve the spiritual values of the Uzbek people, which are considered one of the main sources of the first knowledge about nature, and the values related to the preservation of nature, environment and cultural heritage. Qualities such as personal responsibility, conscientiousness, devotion to duty, perseverance, and initiative are formed and developed, which are related to their reproduction and transmission to the next generation.

In particular, nature is sacred meat for all living beings on earth. Nature feeds them, clothes them, protects them from heat and cold. In turn, the living creature also loves nature. This love can be considered real only if it can be combined with the feeling of protecting nature and increasing its resources.

In the current era, there is a mismatch between man and nature, science and technology development and the environment, society and ecology. All this puts the question of further improvement of ecological culture. [6-265 B.]

In fact, environmental education begins with feeling and loving nature with all its beauty. Man's forces of nature - cold and heat, drought, fires, various disasters - have changed the attitude towards him. It gradually turns into a conscious attitude. His love for nature became richer, and his attitude towards it began to form an integral part of personal culture.

A person's self-respect allows him to preserve his honor and reputation. And this is the process that comes to him through the realization of his national identity. The personal dignity of a person is one of the social characteristics arising from national values, and it is a noble force that takes him to the top.

In this respect, values are a great resource that ensures social freedom and spiritual purity of a person. The increase in his useful and effective aspects for himself and the people around him improves not only himself, but also the spiritual and moral qualities of the people around him. [7-110 b]

During the years of independence, as a result of the restoration of national values, honoring the dignity of a person opened a wide way for the development of his knowledge, culture and internal abilities. increased. The most noteworthy aspect of these is the strengthening of family-school cooperation and its effectiveness. [p. 8-23]

Everyone can enjoy nature. But this does not mean love for nature. Love for nature begins with understanding it, understanding its beauties, and entering into a relationship with nature. In turn, it teaches not only enjoyment, but also a good understanding of it, as a result of which a person feels his identity and gets nourishment from loving nature.

Acquaintance with nature in the comprehensive education of students has its own educational and educational features. This process can be implemented by various means, methods, and ways. For example, children can be introduced to nature through excursions, observations, and walks.

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