

## THE ROLE OF THE TEACHER IN PROVIDING ENVIRONMENTAL EDUCATION TO PRIMARY SCHOOL STUDENTS

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### Abstract

The article is written about the pedagogical foundations of environmental education for elementary school students. In order to achieve the above results envisaged in the process of continuous environmental education, only the improvement of the lessons of this process, the newest technologies, modern methods, forms and tools of natural sciences are discussed in this article.

**Key words:** nature, society, student, environment, ecological education, pedagogue.

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Ecological education is one of the important directions of the educational process, and by achieving such goals as the formation of a positive attitude of the child to the environment, the conscious understanding of the role of natural elements in human life, and the acquisition of a wide and bright vision of the world, science didactic results such as the understanding of integrations, the development of real imaginations, and the increase of learning and learning activity are envisaged[13].

**Analysis and result.** According to the accumulated experience, the first roots of ecological education, which is considered the fundamental basis of ecological culture, begin to form in the first decade of human life[10]. However, the ecological upbringing of the child in the family is often spontaneous and does not have a systematic appearance, and principles such as consistency, coherence, and awareness are not followed[12]. "Environmental education in the family environment is considered as a component of general education and is conducted more on the basis of national traditions and values. That's why we believe that the initial stage of environmental education corresponds to the period of primary education " [2, S.77-83.].

Environmental education of elementary school students is based on their knowledge of their neighborhood, ecological knowledge specific to the geographical areas where they live, natural science, geography, elementary local studies, and their positive-emotional attitudes towards nature. , based on family values, ecological values and national values. In the pedagogical aspect of the concept of ecological education, its conceptual components are as follows:

- basic environmental knowledge as necessary[9];
- to be able to apply existing environmental knowledge in practical situations, i.e. to have the skills of environmental behavior;
- to have an idea about local and local environmental problems;
- being able to describe the connections between local environmental problems and social lifestyle;
- harmonization of environmental education with national and local values [3, S.25-27 ].

Based on this, the improvement of extracurricular and extracurricular mechanisms in organizing the environmental education of elementary school students as a process becomes a scientific-pedagogical problem. the provider also becomes a means of pedagogical influence that expands his ecological outlook[8]

Thus, the following aspects of organizing environmental education of elementary school students become important as important educational mechanisms:

- formation of a positive attitude towards nature in the child by combining family education and knowledge about world landscapes;
- formation and continuous development of emotional-emotional ethical-ecological views in the child during direct acquaintance with the components of the environment, representatives of nature;
- formation of the initial components of environmental culture in the child through the formation of basic environmental knowledge related to local environmental problems, elimination of local environmental factors[7];
- to create conditions for primary school students to directly interact with nature and environment by organizing local history excursions to natural objects and historical monuments outside of school hours;
- achieving the priority of positive attitude to nature and environment in the formation of the child's personality through the means of folk pedagogy and family pedagogy;
- enrichment of the content of educational subjects that form the content of primary education with topics related to ecological and environmental protection;
- to ensure the priority of topics aimed at forming a positive attitude towards the environment in the development of the content of extracurricular activities and educational hours dedicated to natural science topics [4, S. 57-59. ].

However, at present, a number of contradictions can be observed between the processes and realities in the field of environmental education of elementary school students. In particular:

- inconsistencies between the declarative establishment of eco-cultural procedures in school textbooks and the negative actions committed against the environment (that is, aggression committed by adults against nature during the child's extracurricular time)[6];



- the limitations of the opportunities for the student's interaction with the external environment of the lessons organized in the classroom for the perfection of the visual view of the world presented to the elementary school student;

- that there are no structures to influence the formation of the ecological worldview by various educational institutions in order to fully ensure the continuity of the child's personality development process[13];

- some shortcomings in the implementation of educational work based on rational thinking for the emotional-symbolic perception of the environment and nature of young students [ 5, C.7].

an ecological worldview is the final result of a person having an ecological culture. In such conditions, the main task of the teacher should be to determine the content of primary environmental culture formation in them based on the age, individual and psychological capabilities of primary school students. At this point, it is necessary to dwell on the concept of ecological culture and the mechanisms of its formation[5].

## Conclusion

So, what should we understand by "ecological culture"? What are the structural, conceptual connections and commonalities between the concepts of ecological culture and ecological education, ecological thinking and ecological consciousness? Generally speaking, ecological culture is a conscious awareness of the need to solve issues related to nature and the environment with ecological knowledge, skills, and, most importantly, a strong sense of responsibility.

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