

**REPUBLIC OF UZBEKISTAN
MINISTRY OF PUBLIC EDUCATION**

**SAMARKAND REGIONAL REGULATORY AND
TRAINING CENTER OF PUBLIC EDUCATION
WORKERS**

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**EDUCATION OF PRIMARY SCHOOL STUDENTS IN THE
SPIRIT OF ECOLOGICAL VALUES IN THE
EXTRACURRICULAR PROCESS
(monograph)**

**SAMARKAND REGIONAL REGULATORY
AND TRAINING CENTER OF
PUBLIC EDUCATION WORKERS**

**Discussion in the scientific-methodical council
Recommended for publication
(Protocol №8, October 2020)**

Rahimkulova M.B. Educating primary school students in the spirit of environmental values in the extracurricular process. Monograph. - Samarkand: 2020. Page:117

This monograph is devoted to the problem of educating primary school students in the spirit of ecological values, discussing the content, form, methods and means of ecological consciousness and culture formation in the younger generation and the ecological upbringing of primary school students in the period of social and scientific development.

The monograph is intended for researchers, teachers and students of general secondary and secondary special education institutions engaged in educating the younger generation in the spirit of our ecological national values in the system of continuing education.

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INTRODUCTION

The building of a democratic legal society has begun in independent Uzbekistan.

In accordance with the Decree of the President of the Republic of Uzbekistan Sh.M.Mirziyoev dated April 21, 2017, the system of public administration in the field of ecology and environmental protection has been improved. The State Committee for Ecology and Environmental Protection of the Republic of Uzbekistan has been reorganized and has been entrusted with the huge tasks of improving the environmental situation, collection, storage, transportation, utilization and recycling of household waste. The need to strengthen state control in the field of prevention of environmental pollution was stressed. For example, in industrial cities such as Andijan, Angren, Bukhara, Navoi, Fergana, Almalyk, Bekabad, Chirchik, Tashkent and Nukus, the level of air pollution with dust exceeded the sanitary norm by an average of 2.7 times. Therefore, the officials of the State Committee for Ecology were tasked to develop a National Concept of Environmental Protection based on international experience. [03.02.2018 held a meeting on environmental issues. <https://nuz.uz/uzbekiston/29988-shavkat-mirzиеev-ekologiya-masalalari-byicha-yilish-tkazdi.html>]

The comprehensive development of a society based on humanism is closely linked with the level of compliance of the individual with the requirements of this development, the level of mental, physical and spiritual culture. In the address of President Sh.Mirziyoev dated December 28, 2018, there is a wise saying: "Education and upbringing begins in the cradle". Only enlightenment leads man to perfection and society to progress. Therefore, the state policy in the field of education should be based on the principle of continuing education, that is, education should begin in kindergarten and last a lifetime "[25]. Because economic poverty in life, one of the main conditions for

overcoming spiritual poverty is the formation of a whole person, in which it decides humanity, self-awareness, unity of words and deeds, consciousness and activity.

Today, tomorrow the socio-economic and spiritual life of the republic is in the hands of harmoniously developed youth. It should be noted that Uzbekistan is a young country in terms of both age and average age. Therefore, our state pays great attention to the formation of the younger generation as a perfect person. In particular, the stability, prosperity, peace and strengthening of our state are inevitable. This is the content and essence of the people's policy pursued by the leadership of the republic to form a healthy generation, strengthen families, social protection of motherhood and childhood, restore our national values, love for the traditions of our spiritual ancestors.

“The problem of environmental security has already gone beyond the national and regional framework and has become a common problem of all mankind. [4.112]. Ecology is one of the most acute social problems of our time. Its solution is in the interests of all peoples, and the present and future of civilization depends in many respects on the solution of this problem”. [4.115]

Indeed, the establishment of the International “Ecosan”, the Republican Youth Educational and Methodological Complex “Bioekosan”, the charitable foundations “For a Healthy Generation” and the establishment of the Badge “For a Healthy Generation”; The Laws “On Education”, “On Nature Protection”, “On Physical Culture and Sports”, “On Health” are a sign of the state's concern for the formation of a perfect man.

This means that the task of creating decent conditions for every child, every household and every member of society, protecting the peaceful life of our children and the stability of our country has always been and will remain at the center of our state policy. It is also important at all stages of the education system to achieve self-awareness, national consciousness, national pride and the formation of important aspects of spiritual maturity, such

as moral, religious, artistic, aesthetic, economic, ecological. In particular, the education of every citizen, including young people, from an early age to be ecologically literate, love for nature, the formation of a conscious positive attitude to the environment has become a requirement of the times of independence. As stated in Article 50 of the Constitution of the Republic of Uzbekistan: "Citizens are obliged to be careful with the environment" [1]. Damage to the environment is also legally prohibited. In particular, Article 54 explains: "The owner owns, uses and disposes of the property at will. The use of property must not harm the environment, violate the rights and legally protected interests of citizens, legal entities and the state" [1].

As noted in Article 4 of the Law of the Republic of Uzbekistan "On Nature Protection": In the process of implementation, the following rules should be followed:... compulsory ecology student in all types of educational institutions" [2].

Because it is impossible to raise the level of spirituality of members of society without cultivating a conscious attitude to nature and the environment. Environmental illiteracy and lack of culture is a social tragedy. Since environmental literacy is a necessary quality for everyone, doing this work at the primary school age will lead to the expected result.

As noted by the First President of the Republic of Uzbekistan I.A.Karimov: "Ultimately, it is necessary to develop and implement a long-term strategy and program to address the Aral Sea crisis on the basis of sustainable development, prevention of declining living standards of the people living in the region, ensuring a decent life for the younger generation" [4.129]. It is also a call to improve the ecological environment of our region on the basis of ecological education of young people.

Deteriorating environmental cleanliness, demographic problems, deteriorating drinking water quality, and the failure to equip young people with adequate environmental knowledge,

skills, and abilities in educational institutions are leading to the birth of physically weak and disabled children. Thus, in modern conditions, the protection of the environment, the creation of an ecological environment for human habitation is a universal problem, and the level of ecological culture, education and awareness of young people plays an important role in its positive solution.

The school is a key center for environmental education of young people. Environmental education is carried out at all stages of general education schools, in the study of certain subjects, as well as in the process of extracurricular socially useful work of students, practical activities of students.

Students' environmental knowledge, skills and abilities, love for nature are effectively realized in the extracurricular process, especially in the primary school age. Because primary school students have a different interest in natural and social phenomena than adults; pays special attention to creating a comfortable environment for studying, playing and working; interest and love for the flora and fauna are strong, and desire to befriend and communicate with them is strong; as well as they are distinguished from others by the strength of their ability to enjoy the beauty of the environment, to enjoy every wonder of nature, and to be inspired.

In the family, at school, in public places, they clearly express their negative attitude towards those who are cruel to the flora and fauna, to nature, to those who disturb the cleanliness of the environment.

Students of this age also try to master their scientific knowledge through life examples and the representation of natural phenomena. Therefore, ecological education of primary school students in the extracurricular process based on their needs, wants, interests and feelings is of great scientific and pedagogical importance.

In recent years, a number of scientific and pedagogical studies have been conducted on the problems of environmental education and upbringing of secondary school students. In particular, in the course of our research, we referred to the scientific work of pedagogical scientists on environmental education and upbringing.

The scientific and pedagogical bases of the formation of the whole school students are studied not in the context of environmental education, but in terms of the general theory of education. This conclusion was made by I.S.Makarenko, O.S.Bogdanova, D.M.Grishin / theoretical foundations of ideological and moral education /, G.N.Filonov, E.I.Monoszon / general theory of education /, T.N.Malkovskaya, A.V.Zasimovsky / activation of the social orientation of the individual / and others.

The problem of ecological education of secondary school students is also the subject of research for psychologists. Therefore, in determining the psychological aspects of the chosen topic, we relied on the views of psychologists A.A.Badalov, M.G.Davletshin, G.B.Shoumarov, E.Goziev and others.

The ideas of A.S.Makarenko, V.A.Sukhomlinsky, A.K.Munavvarov and other well-known scientists on the comprehensive development of the student's personality directly helped to reveal the essence of the chosen problem.

In carrying out scientific research, Eastern thinkers A.R.Beruni, Abu Nasr Farobi, Abu Ali ibn Sino, Mahmud Kashgari and others, we have relied on the idea of the perfect man, promoted in the rich cultural heritage of the great representatives of mysticism, Ahmad Yassavi, Bahovuddin Naqshbandi, Imam Ismail Bukhari, at-Termizi and others. Also, the pedagogical heritage of the representatives of our national pedagogy has played an important role in the ecological education of primary school students based on the principle of nationalism. /I.Gaspirali, M.Bekhbudi, Abdulla Avloni, Abdulkadir Shakuri/.

In carrying out the research, we also appealed to the views of pedagogical scientists of the republic. /N.Shodiev, S.R.Rajabov, S.Sh.Shermuhammedov, S.Temurova, S.Nishonova, O.Musurmonova, D.Shodiev, etc./

Although there is no special research work on the system of ecological training of primary school students in the process of extracurricular activities in the country, there are scientific researches devoted to revealing the essence of some aspects of educating secondary school students in the spirit of ecological values. Among the works carried out in this regard are E.Turdikulov /problems of ecological education of students in teaching natural sciences/, Sh.Avazov /ecological education of high school students in the process of local lore/, M.Hoshimova /ecological education of teenagers in the study of geography, biology/ research work is important.

All researchers have studied environmental education as one of the components of the educational system and have conducted research work mainly on the problems of environmental education and training in the study of specific subjects of secondary school students. However, at the present time it is necessary to consistently implement ecological education of spiritually mature youth, to put into practice the scientific and pedagogical development of concrete ways to form a conscious attitude to environmental protection in the classroom and extracurricular activities. Also, due to the lack of special scientific research on the education of primary school students in the spirit of ecological values in the extracurricular process, primary school teachers need science-based pedagogical conclusions, ideas and recommendations on the organization of ecological education of primary school students.

Thus, the education of the builders of our great future state from an early age as ecologically literate is a pressing problem in the conditions of independence, the lack of special research on the education of primary school students in the spirit of

environmental values in the extracurricular process, the complexity of putting this issue into practice led us to choose “Educating primary school students in the spirit of environmental values in the extracurricular process” as our research topic.

2. Formation of ecological consciousness and culture in the conditions of social development and development of scientific technology - on the basis of ecological education.

There is a sharp turn in the socio-economic and cultural life of our country. The comprehensive development of a society based on content, democracy and humanity is closely linked with the level of compliance of the individual with the requirements of this development, the level of mental, physical and spiritual culture.

One of the main conditions for overcoming economic poverty and spiritual poverty in life is the formation of a holistic personality, in which humanism, self-awareness, unity of words and deeds, consciousness and activity are ensured.

An active builder of society must be a person who has developed in all respects: physically, mentally, spiritually, morally, aesthetically, ecologically, economically and culturally. The purpose of shaping man is to arm his senses, his perception, with all-round, deeply available riches. The development of a person's consciousness, activity, thinking determines his attitude to material and spiritual wealth, social lifestyle, social and economic system. If a person has a creative and positive attitude to these issues in society, has a direct practical impact on their development, their worldview will manifest itself as a comprehensively developed person who has developed moral and spiritual maturity, formed national consciousness and faith.

A person manifests himself in various activities, in the process of which his behavior, norms of behavior, attitude to the environment are formed. The moral and spiritual qualities that must be formed in a person also depend on the requirements of society, scientific and technological development. In particular, the formation of ecological culture in winters of all ages is one of the current problems of the XXI century. The fact that the global

environmental situation has a direct negative impact on the fate of mankind requires the equipping of all age groups, including secondary school students, with environmental education, increasing environmental literacy.

Indeed, the intensification of the relationship between nature and society: the rapid growth of humanity on the planet; pollution of the environment due to the intensive development of industry, the national economy due to scientific and technological progress, the disappearance of some natural resources, fauna and flora; striving to live in the city, and etc; requires special attention to environmental education of young people at all levels of the general education system.

The objectives of environmental education and upbringing are to provide students with scientific knowledge about nature; understanding the multifaceted values of nature necessary for society and humanity; rules of personal hygiene, adherence to cleanliness and the formation of skills and abilities; teaching the rules of dealing with the environment; developing the need to love nature; to love, care for nature and consciously contribute to its beauty and reproduction; and also it is to form a sense of being inspired by the beauty of nature. At the heart of the implementation of these tasks is to achieve the elimination of environmental illiteracy among young people, to foster a cultural attitude to nature.

The following important rules are required for the implementation of the goals and objectives of environmental education: ensuring the unity of scientific and emotional perception of nature, the environment; consistency, continuity, interdisciplinary communication; to have a local approach to environmental problems, based on national characteristics and capabilities; directing activities to a specific goal. Based on these rules, it is expedient to form a sense of responsibility for the environment in primary school students.

At primary school age, a child changes socially, physically, and spiritually. At this age, the child develops critical thinking, is critical of the opinion of adults. Performs assigned tasks thoughtfully. The questions that interest them become more complex, completely changing in terms of their behavior, attitudes, relationships with adults. They also increase environmental experience and knowledge, and their inner world is qualitatively improving. Therefore, this period is a peculiarly complex period.

The more students of this age interact with adults, the more they learn to think, to imagine, to interact with nature. Otherwise, the child may be indifferent to the aspirations, passions, curiosity, work in the environment, natural phenomena, flora and fauna.

Another characteristic is their desire for independence. So, it is necessary for teachers and parents to consult with these children on some issues of environmental phenomena. It is advisable to treat them politely, recommend reading and studying works of art that have a positive effect on the mood, increase the level of environmental knowledge, travel in nature, beautify the yard, school, maintenance, involvement in various clubs. During this period, attracting them to more socially useful work, striving for it, cultivating interest play an important role in environmental education.

Elementary students are no longer young children, they are very interested in everything around them. Eventually there will be a great deal of interest in active, both physical and mental labor. It is necessary to learn how to manage this activity, to teach children to work with together.

This period is a hot period in student activity. He will have a strong sense of duty, an interest in himself and his friends' inner world, in nature, in social events, in the environment.

During this period, students try to gain a broad knowledge of the origin of life on earth, the origin of man, human life in

different countries, customs, animal and plant life, nature and society.

Working with primary school students is a complex process, the main reason being that the teacher does not know and understand the changes in the child's inner world, and the teacher does not adapt to the requirements of the child's level of development. Therefore, the teacher should take into account the following in the formation of environmental awareness and culture in primary school students:

- -changes in the physical and spiritual development of the child's life and activities;
- -the child's perception of experiencing these changes, his own assessment of his emotional and mental state;
- the degree of independence, ability, readiness for life, attitude of the child to natural and social phenomena as an adult;
- it should be noted that the child's emotional sensitivity, not mental calm.

Environmental education and upbringing as an integral part of the general educational system is aimed at shaping students into spiritually mature people. One of the important criteria of spiritual perfection is the formation of the student's personality, ecological culture. At the heart of the formation of the ecological culture of the individual are such concepts as love for the flora and fauna, the riches of nature and society, diligence, cleanliness and cleanliness [60]. Ecological culture is also based on a conscious attitude to the environment, adherence to national ecological values, restoration and transmission from generation to generation, the widespread use of universal ecological values in practice, making the preservation of natural beauty a daily necessity. These notions of ecological culture require the formation of the child from an early age. Because the interaction between man-nature-society is the content of a person's life. Environmental information plays an important role in achieving this goal.

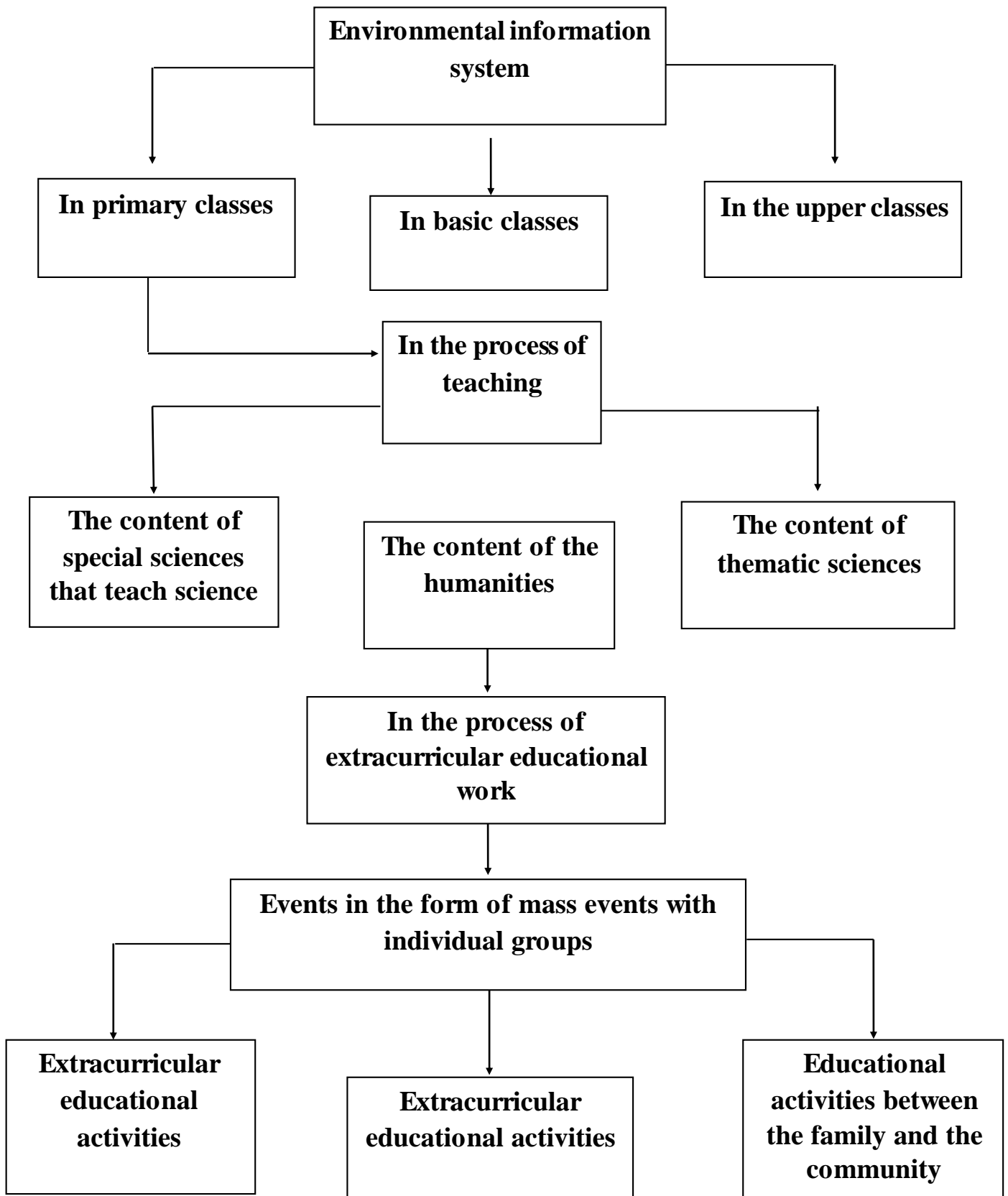
Environmental education means that students know the scientific basis of the interaction of nature and society in various activities, acquire practical skills and abilities. An important role in cultivating the ecological consciousness of the student is played by the formation of a system of scientific knowledge, attitudes and beliefs that provide him with a sense of civic responsibility for the environment.

In ecological education, emotion, attitude and thinking are the main mental processes in the formation of a conscious attitude to nature.

In particular, it includes the following leading ideas and concepts in its content:

- the relationship between society and nature;
- the specificity of the laws of nature (emergence, formation, development, extinction or other transformation);
- changes in nature in the process of labor;
- interaction of nature, environment;
- ecological consciousness, thinking, leadership in the formation of the ecological culture of the student of activity.

The education of ecological consciousness and culture in secondary school students has a complex and unique system, which is carried out in interaction and interaction with each other. We tried to express this process through a table. (Table 1)



The success of ecological education of the student's personality depends on the effectiveness of the form and content

of the educational process, which is organized on the basis of strong interaction, consistency between all links. Also, the effectiveness of environmental education and upbringing in a secondary school depends on the environmental information, skills and competencies provided at the grassroots level (primary school).

The influence of the natural and social environment that surrounds a person on the formation of a person is great. The ecological consciousness and thinking of the primary school student is formed under the influence of the natural environment

- the family environment

- the school environment. The interaction of the natural environment with the social environment affects the development of the student's environmental awareness and culture. This plays an important role in environmental education.

The formation of ecological consciousness and behavior in the child's personality occurs as a result of the influence of several factors. For example, social relations to the phenomena of nature and society, the educational activities of schools, families, public organizations, the specific environmental requirements and needs of each period.

Among the above factors in the formation of environmental awareness of young people, the educational activities of the school play a key role. All educational work in the field of ecology in the school leads to the formation of an ecological culture through the behavior and feelings of the student. Lessons are an important tool in shaping environmental awareness and culture in primary school students. It also lays the foundation for extracurricular activities.

In the course of the lesson, the growth of the student's mental ability, logical thinking, intelligence occurs. As a result of studying the knowledge accumulated by mankind in the process of education, the student also acquires high moral norms. An in-

depth study of the mysteries of science leads to the formation of his scientific worldview.

In the example of the natural sciences, ie in mathematics, natural sciences, environmental studies, a system of knowledge and imagination is formed, people, animals, plants learn about life, the interdependence of nature and society.

On the basis of the humanities (history, native language, reading, literature) they learn about social and economic formations, the course of social life, moral concepts, the spiritual world of winters and so on.

Without the unity of experience and theory, the formation of a scientific worldview, as well as the successful implementation of environmental education in the educational process is impossible.

A theory is a collection of knowledge about nature, society and being, and the laws of their development. Experience is the criterion that determines the validity of a theory. As a result of successful application of theoretical conclusions in practice, the accuracy, validity, viability of the conclusions in practice is confirmed.

Only if students combine theory and practice in education will they be able to properly understand the events being studied and the nature of the laws governing the development of nature and society.

The implementation of the unity of education and upbringing in the formation of ecological consciousness of students in secondary school is an important pedagogical process.

The spiritual world of a person is manifested through his psyche. The only means that connects it with the external world is feeling (perception), and its source is a material and cultural being. Cognition is a mental process that results from exposure to the environment.

Each winter has its own social experience, level of knowledge and awareness, level of thinking and imagination, and different perceptions of events and happenings in the environment.

Attitudes, beliefs, imagination, thinking play an important role here.

In the process of perceiving the environment, the student acquires emotional knowledge of the things around him, various situations, events, social and natural phenomena, the character of people, their feelings, moods, thoughts and actions. Through such information, the reader gets a common idea of existence. Therefore, perception of the environment is an important factor in the formation of environmental consciousness and culture in primary school students.

Environmental perception should come from the nature of science-based ecological sciences and focus on strengthening the social function of the learner - this is the guarantee of its practical outcome.

Indeed, without an ecological-aesthetic perception of the environment, it is difficult to use its important educational potential, it is impossible to enjoy it without understanding the phenomena of nature. It is impossible to bring up a spiritually mature person without pleasure and emotion.

The complexity of students' understanding of the laws of nature and society in the process of extracurricular activities is based on the fact that the beauty of nature and society directly affects the individual consciousness and behavior of the student in connection with deep spiritual, emotional and moral-ecological experiences. The logic of cognitive activity of a teacher of natural sciences in the process of in-class and out-of-class educational work - at all stages of education - is the most basic and the first place is the perception and mastery. Therefore, in the process of studying the laws of nature and society, students acquire theoretical knowledge and the ability to evaluate the phenomena of nature, the attitude of mankind to it.

In elementary school students, emotional feelings are matched by their moral environmental feelings. That is why cultivating students' emotions plays an important role in

cultivating their personality. Thus, nature, the environment, flora and fauna are important tools in nurturing the emotions of the student's personality. Therefore, the primary school teacher is required to pay special attention to teaching the student to find ways to solve life problems in the essence of natural and social phenomena.

Cognition is interdependent, selective, subjective, and tends to depend on what the reader is most interested in. The presence of curiosity accelerates the acquisition of knowledge about nature and society that must be mastered by the student. At the same time, the activity of the cognitive process also has an effective effect on increasing the interest in the learner. In the process of studying natural phenomena, the teacher uses effective methodological methods, various tools, creating a problematic situation in the process of educational work has a practical impact on the perception of nature by primary school students. But such a methodical system does not always provide the same interest and love for nature and the environment. It is natural for some students to remain indifferent to the study of natural and social phenomena. This situation indicates the existence of the principle of interdependence in perception. It is based on the existing knowledge, experience, understanding, imagination and the laws of perception based on them, the relationship of perception with the richness of perceptions in the mind of the reader. These peculiarities of perception can be schematically explained as follows:

To feel - to perceive - to imagine

The nature of perception is determined by the sensory organs. Cognition begins with feeling, but perception also depends on the sum of perceptions, on the formation of interdependence. As a result of the lack of interdependence, the reader sees natural phenomena, encounters them, but does not see them as a whole in the content, listens to them but does not hear, does not participate in the development process. Therefore,

it is natural to achieve effective results in the formation of ecological culture in the personality of the child only if the teacher pays attention to the study of the laws of nature, taking into account the specific capabilities, interests, desires and preferences of students.

There is a process of interaction of spiritual culture between nature and the student, the more beautiful the nature, the more effective the effect on enriching the ecological world of the student.

In the process of perceiving nature, there is an interaction and holistic formation between the aspects of moral, aesthetic, artistic, economic, ecological and other spiritual culture. The richer the level of spiritual culture of the student, the stronger his inclination to perceive the phenomena of nature. Therefore, only an ecologically educated person is able to understand the essence and content of natural resources in a subtle and deep way.

Through cognition, the reader is able to gain a broad understanding of the individual, the universe, society, labor, happiness, love, and other important concepts.

The influence of spiritual culture on various aspects of student activity (scientific, moral, ideological, labor, religious, holistic spiritual life) is realized as a specific natural phenomenon or through the example of animals, plants.

From the observations it became clear that the perception of nature, the environment is formed on the basis of in-depth analysis of its comprehensive content, drawing conclusions. To do this, it is necessary to go out into the nature, to strive for the purity of the environment, to pay attention to the in-depth study of the peculiarities of the flora and fauna, the state of mind.

In the process of a holistic analysis of natural phenomena, the primary school student will have the opportunity to compare the attitude of winters towards life with their own attitude. Thus, the student also learns himself by knowing others, and character is formed.

It is well known that the role of the environment in environmental education stems from specific environmental educational opportunities. In this regard, special attention is paid to this issue in the environmental education of primary school students in the process of extracurricular educational activities. In the process of studying the phenomena of nature and society, the reader must experience both the heart and the mind the birth and development stage of the plant and animal world. Only then will it be clear that he has approached it from a whole ecological point of view. This is the highest level of perception of events and phenomena of nature.

From the above, it is clear that in order to understand nature and the environment, it is necessary to cultivate this cognitive activity in the primary school student.

In this case, the most important task of the teacher is to teach to understand the essence of life problems, to know the ways to solve them on the basis of the analysis of natural phenomena.

In the formation of ecological culture, the student is required to develop the ability to understand natural phenomena, to raise it to a higher level.

Therefore, the most important task in the formation of knowledge, skills and abilities of the student about natural phenomena is to improve the "direct observation of reality", the development of "figurative thinking". Only then can the student master scientific ideas and observations, emotions, experiences about nature, flora and fauna, environmental phenomena. Cognition consists of lower, middle, and upper joints, which are formed together, interacting.

Low-level cognition consists of the direct imagining of the means of education and the output of cognition. The middle link of perception is the spiritual perception of aesthetic and ecological events, that is, the result of a person's "inner" feeling.

Materials acquired directly and associatively at the higher level of perception are re-creatively developed as laws of a unified nature, based on the student's own views on existence, personal opinions, and experience. This process involves three interrelated informative, suggestive, thought-provoking situations.

Higher-level perception is the holistic formation of existing phenomena in the minds of two interrelated individuals and their relationship to nature and society in practice, it consists of the processes of changing a person's attitude towards the environment and their impact on the person to a certain extent.

Thus, ecological-emotional perception of natural phenomena is an understanding of nature and an independent expression of it. An elementary school student who has reached this level will be able to evaluate natural phenomena and the environment from their own point of view. The emergence of such an attitude towards nature helps to equip the student with environmental knowledge, skills and competencies. This, in turn, leads to the formation of high moral and environmental ideas in the student.

Confidence should be built into the formation of the ecological consciousness and culture of the child of primary school age. A great role in building children's confidence in natural phenomena is played by the restoration of national values, the improvement of environmental education, the care of the formation of a spiritually mature person, the development of worldview, instilling in them the spirit of active participation in society.

In the formation of ecological confidence in a child of small school age, it is important to study the history and current state of their country, the use of local lore materials for educational purposes.

Hence, the formation of environmental awareness and confidence plays an important role in shaping the culture of primary school age children. It is only when ecological consciousness and trust and faith are formed that humanity, love

for nature, flora and fauna, and other high spiritual qualities are formed. The formation of these qualities is manifested in their active participation in public life, interest in study, work, active work, creativity and initiative, care, cleanliness, love for flora and fauna.

Belief is unique to a person, and its level depends on a person's ability to think deeply or superficially, their worldview, and their level of knowledge. Therefore, faith cannot be forcibly accepted by any person, it can only be nurtured, formed, developed. Belief is the foundation of faith, and as it becomes a child's daily moral and spiritual need, faith is strengthened in man, especially honestly begins to understand the difference between filth, refrains from acting contrary to his conscience in relation to nature, the environment. This leads to the formation of a sense of humanity, patriotism, ecological consciousness and culture in the personality of the student.

In the process of ecological education, with the formation of ecological consciousness in the child, the norms of behavior are formed in him. On this basis, an ecological belief emerges. The strength of environmental beliefs often depends on the unity of environmental knowledge, perception, and environmental behavioral norms.

Knowing, understanding, feeling the interaction between natural phenomena is an important law in the formation of ecological consciousness and culture. The student learns to know the peculiarities of nature on the basis of knowledge of the interaction and interaction between natural phenomena, to have a conscious attitude towards it.

Based on the principles of nature protection, such as rational use of natural resources, keeping the environment clean, not destroying water and groundwater resources, while primary school students are given basic information about the laws of nature, this information is done on the basis of ecology and national economy, ecology and man, ecology and nature system.

In the process of formation of ecological consciousness and culture is carried out on the basis of the use of methods of analysis, synthesis, comparison in the process of lessons and extracurricular educational activities. In this case, it is possible to achieve a positive result, taking into account the possibilities of educational and extracurricular activities, the impact of wildlife on the psyche of the child, the environment in which the child lives, the ecological situation, the need for environmental information.

In the formation of ecological consciousness in primary school students through ecological values, first of all, the educational tasks of each educational activity are defined. It requires compliance with the following pedagogical requirements:

- clearly define the educational, pedagogical and developmental potential of each educational event;
- compliance of each event with the themes of environmental education in the field of natural sciences, labor education, fine arts, reading, mother tongue and other disciplines;
- environmental education content can be implemented on the basis of interdisciplinary, in-class and out-of-class educational interdisciplinary communication.

For example, in a fairy tale on the subject of "Nature and Man" in the 2nd grade at school, this issue can be defined as follows.

- 1) The educational task of the lesson is to study the relationship between indoor and wild flora, to form in the minds of students an understanding of the relationship between nature and society, to form an essential understanding of the role of environmental and cultural values in human spirituality; and the developmental task is to give students independent opinions about the flora of their homeland;
- 2) The protection of flora is the development of skills to accurately assess human activities in the field of environmental protection.

Educational tasks:

- 1) to arouse in students the need to protect the whole environment, not just individual plants and animals;
- 2) formation of moral and spiritual values in the personality of the student in the bosom of nature;
- 3) to realize that the love of work is the highest vital need of the Uzbek people, its national value;
- 4) to increase the need to work and show respect to the working people, to arouse interest in their profession;
- 5) to achieve cooperation in environmental education on the basis of the organization of nature corners in the school, in the family, the involvement of friends and family members in its care.

The success of the educational, pedagogical and developmental tasks of extracurricular activities with primary school students depends on the fact that in the process of ecological education the child's heart is not forced into the psyche, without questioning the spiritual world.

The internal order in the school affects not only the students' reading, but also their consciousness, culture, behavior. The school community's interactions with each other, the culture of dress, mutual support, trust, attitudes towards nature and society, cultural behavior, the tasteful aesthetic equipment of the corridor, the greening, cleanliness, tidiness of the school yard, the rules associated with the cultural life of the school affect the formation of a certain amount of ecological consciousness in the student. In turn, a sense of duty leads to the formation of qualities such as orderliness, discipline, diligence.

The spiritual health of the school community, the legitimacy of the work style, mutual respect between teachers and students, goodwill, demanding also play an important role in the formation of environmental awareness, some inappropriate behavior, indifference to the flora and fauna, will lead to the timely elimination of appearances such as disregard for environmental cleanliness. This leads to the student's thorough knowledge of

natural and social phenomena, the formation of ecological consciousness, and ecological culture in the process of this knowledge.

It should be borne in mind that the teacher, who intends to lead the student to spiritual maturity, must perform his actions with confidence, carry out educational work with determination on the basis of a plan. In this case, the teacher should demand from them in terms of opportunity, not to do things that the student could not do, otherwise it can lead to a loss of confidence in him.

Teaching primary school students to protect nature is one of the components of environmental education. The system of extracurricular educational activities requires attention to three aspects of educating primary school students in the spirit of nature protection.

1. Didactic knowledge - the acquisition of the necessary knowledge about nature, understanding of environmental laws, the interaction of biological, ecological, domestic and cultural aspects of nature protection, knowledge of the impact of humanity on nature, its ecological system;
2. The formation of an ideological worldview, the achievement of an objective, deep understanding of the laws of nature and society, the understanding of the dialectic of nature, the dialectic of the relationship between man and nature, to cultivate in students a sense of patriotism, a conscious attitude to the wealth of the people, the formation of a culture of behavior;
3. Involve students in ensuring and enhancing the beauty of nature, forming, deepening and strengthening their skills and competencies about nature.

Thus, the formation of environmental consciousness and culture in primary school students in the educational process is the basis of environmental education. Here it is:

- the emergence of moral and spiritual beliefs;

- the level of professionalism, knowledge and experience of the teacher;
- to take into account the age and individual characteristics of students in the formation of trust and belief in the educational process, on this basis to instill in them the basic knowledge, skills and abilities of the laws of nature and society;
- integrated implementation of educational, pedagogical, developmental features of topics in the formation of ecological consciousness and culture on the basis of didactic requirements; effective organization of interdisciplinary interaction; special attention to the perception of natural and social phenomena in the acquisition of environmental knowledge, skills and competencies is an important pedagogical condition of environmental education of primary school students.

3. The state and scientific and pedagogical basis of educating primary school students in the spirit of environmental values in the extracurricular process.

Environmental education is interpreted in the scientific literature as an integral part of an integrated education system. It is recognized that the basic and general concepts are love for the environment, an objective, realistic attitude towards society and natural phenomena.

The theory of ecological education was formed in accordance with the ideas of philosophy about man, his essence, the dynamic features of the formation of personality, ecological consciousness (perception, theoretical perspective, interest, ecological feeling, ideal, etc.) is interpreted on the basis of ecological thinking, the chain of ecological practice.

The following main tasks of environmental education require implementation: be able to accurately assess the environmental situation; a sense of the diversity of nature and societal values; sense of beauty; educational function of society and natural phenomena; development of personal talent in the child; formation of ecological education together with other structural aspects of education; to be able to apply environmental knowledge, skills and abilities in practice. Thus, environmental education plays an important role in the harmonious formation of the individual in all respects.

The formation of environmental knowledge, skills and competencies in the mind of the individual is based on the principle of step-by-step.

Conscious perception of natural and social phenomena is an important component of environmental culture. In this process, the understanding of the world, self-awareness, self-formation in the child's personality on the basis of the laws of knowledge of natural and social phenomena is the main basis.

The process of ecological perception of the environment ends with ecological interpretation. It reflects the mental and emotional experience of the student, the level of culture, the ecological ideal. Of course, in this case, the organization of consistent, goal-oriented, consciously perfect content, in terms of form and method, the organization of extracurricular and out-of-school educational activities that serve to form the student's interest, knowledge, skills and abilities.

Ecological activity plays an important role in the ecological education of the student's personality. We come into contact with it to a certain extent through natural and social phenomena through pure spiritual and practical ecological activity, which leads to a change in his consciousness and behavior, interests and inclinations, in his inner spiritual world.

Nature, the environment is an ecological object for it. The student, on the other hand, demonstrates its ecological ability by observing, perceiving, imagining and thinking, analyzing, evaluating, and putting its personal relationships into practice in the subject-ecological process.

In the process of environmental education, the student's ability to learn about ecology is improved. This plays an important role in the formation of intellectual-creative, aesthetic-artistic, emotional-practical abilities, the harmonious development of the whole.

Ecological relations are an important stage in the process of ecological education of the student. The principle of man's attitude to nature, social and other circumstances shows that man's attitude is manifested in a sense in relation to his needs. Therefore, an important rule in environmental education is the practical activity of the individual's environmental attitude to the environment.

In educating primary school students in the spirit of environmental values, environmental values are one of the components in terms of content. Spiritual values according to the

definition of pedagogical scientist O.Musurmonova "Spiritual and spiritual actions that arise on the basis of the spiritual needs of man, tested in practice, embodied the spiritual world of a people in its form and content, framed for centuries as a source of shaping the spiritual culture of the people" [60].

Ecological values are an important source in the formation of ecological consciousness and culture of the student, and consist of natural and social phenomena, norms of behavior, which are valued and carefully preserved by mankind. The essence of ecological values is the love of mankind for plants, water, air, land, wildlife, nature and society, the conscious attitude to the environment.

Underlying environmental values is a set of ideas that influence the formation of students' environmental culture. Ecological values, like other aspects of spiritual values, are influenced by the ecological and content of primary school students. We have classified this system as follows. (Table 2)

Table 2
According to the content

Natural resources	Inanimate nature	Ethical characteristics related to environmental cleanliness
<ul style="list-style-type: none"> • Plants • <i>Animals</i> • <i>Water</i> • soil • <i>Minerals</i> 	<ul style="list-style-type: none"> • <i>The sun</i> • <i>Moon</i> • <i>Mountains</i> • <i>The weather</i> 	<ul style="list-style-type: none"> • <i>Hard work</i> • <i>Love for nature</i> • <i>Cleanliness</i>

Material ecological values serve as an important tool in shaping the ecological culture of the student's personality. Historical monuments, gardens, flower beds, mountains, melons, flora and fauna, underground and surface resources, water are considered material ecological values.

Spiritual ecological values are the norms of behavior that arise in the spiritual world of man in relation to natural and social phenomena, material ecological values, and are the criterion of ecological education of the student's personality. Both types of environmental values are interrelated and have a direct impact on the formation of the student's environmental culture.

According to the scope of implementation, environmental values differ from each other in the breadth and value of the content and essence, the degree of educational impact on the environmental culture of mankind.

Universal ecological values consist of a set of advanced ecological ideas, formed as a result of the positive attitude of all peoples, nations and nations to the phenomena of nature and society.

Universal ecological values are in the interests of all peoples of the world and have educational significance for all regions. The educational ideas put forward in it are used and put into practice by each nation based on its national characteristics. In the content and essence of universal ecological values, there is a feeling and need for love for nature, care for the environment, diligence, cleanliness and beauty, promoted by this or that nation. Therefore, every nation will enjoy such comprehensive values within its own needs.

We think that the idea of the pedagogical scientist O.Musurmonova on the formation and development of spiritual values also applies to the formation and development of ecological values according to their nature. That is: national ecological values - universal ecological values - complement and enrich each other in the form of national ecological values. For example, all

peoples love and care for plants, especially flowers, as their ecological value. In particular, the Uzbek people are martyrs of beauty. Therefore, love and respect for flowers, which are universal environmental values, is first and foremost a national, universal human environmental value. In this way they enrich, shape and develop each other. National ecological values express the ecological views, ideas, beliefs, lifestyles, aspirations and future goals of a nation or people towards nature and society.

Universal and national ecological values can effectively influence the formation of an ecological culture of an elementary school student only if they become a daily necessity. As natural and social phenomena are diverse, ecological values are also diverse in content, each of which to some extent influences the formation of the ecological culture of the primary school student.

Natural resources (plants, animals, water, soil, minerals) are an important environmental value for all peoples. These bring food, air, clothing, shelter, raw ashes for industry, and other material and spiritual benefits to humanity. As long as an elementary school student learns about plants, he or she will first learn about their species, the need to care for, nurture, and love them. This process rises to the level of environmental value.

Elementary school student in class and out of class time acacia ornamental and fruit trees (maple, willow, elm, poplar, apple, cherry, beech, almond, walnut, plum, apricot, pomegranate, fig, peach); birds (sparrows, nightingales, crows, quails, swallows, storks, hawks, etc.); poultry (chicken, goose, duck, turkey, etc.); fish (salmon, whale, shark, carp, sturgeon, etc.); insects (mosquitoes, gnats, bees, bees, beetles, butterflies, ants, etc.); shrubs (roses, nectarines); creepers (creepers, squirrels, etc.); agricultural crops (corn, wheat, barley, cotton, flax, rye); melons (carrots, onions, tomatoes, cucumbers, beans, beets, potatoes, cabbage, watermelons, melons, hazelnuts, eggplant, radishes); to build the process of growing flowers (tulips, roses, basil, daisies, bushes, roses, etc.) in the family, on

the school plot, participation in this process is nurtured in the spirit of love for work. Active participation in the beautification of the environment, landscaping, they develop a sense of compassion and love.

Therefore, the pursuit of beauty in them creates a feeling of love for the animals in nature. Understands the need to maintain the purity of the environment.

Water, which is needed for all seasons, is an ecological value. Water plays an important role in human health, the survival of nature, the environment, the cleanliness of housing. Contaminated water is a source of spreading diseases dangerous to human health, adversely affecting the technological process in the industry. It is a necessary mineral for the human body. Because 70% of human weight is water. Therefore, water is the source of life. It also plays a cleansing role in ensuring the ecological stability of cities and villages, houses, keeping them clean, maintaining the climate, landscaping, recreation and recreation areas. It also plays a cleansing role in ensuring the ecological stability of cities and villages, houses, keeping them clean, maintaining the climate, landscaping, recreation and recreation areas.

Primary school students believe that water is an important environmental value of the national pedagogy "Do not spit to water", "Don't throw dirty things in the water", "Don't waste water", "A watery hand is a rich hand, a waterless hand is a wretched hand", "Water is the source of life", "What water does not clean", "The reward of water", they understand through examples such as "If you want to drink water, dig a ditch". In introducing them to inanimate nature, it is important in environmental education to understand the difference between the weather, the attitude to water is the attitude to the Motherland.

Soil, on the other hand, is an important ecological value and a means of human nutrition.

The sun is the life source of living nature as an important ecological value. The plant world, the soil, the fauna, which enjoy sunlight, receive the light necessary for human existence. The radiance of the sun, the pure fresh air, the radiant natural resources, the mysterious industries, the beautiful scenic mountains encourage the reader to be inspired by beauty, to love it.

As a result of the interaction and influence of animate and inanimate nature, the first concepts and ideas about the relationship between society and the laws of nature are formed. This is an important factor in fostering an environmental culture in primary school students.

Educating primary school students in the spirit of nature conservation is an important value, which requires from the student such moral and spiritual qualities as diligence, love of nature, keeping the environment clean.

"Nature protection in two directions - the first, the implementation of practical measures for environmental protection, secondly, to develop a theoretical basis for the use of nature". [61.6]

Today, in the human world, the environment is polluted and the state of natural resources is deteriorating. Humanity is increasingly realizing that if the environment and natural resources are no longer protected, enriched and restored, then not only for our survival, but also for future generations. Because everything a person needs to live comes from nature, including food, clothing, building materials, industrial raw materials, and more.

So today is the time to learn the basics of nature conservation in high schools as well. In carrying out this task, first of all, teachers and educators have a very responsible task. First of all, the teacher must have a good understanding of the interconnectedness of natural phenomena, the impact of man on nature. Therefore, the issue of nature protection in schools should

be the content of extracurricular educational work, as well as lessons.

At the same time, the teacher works in three main areas:

- Education of primary school students in the spirit of environmental values in the classroom;
- to provide in-depth knowledge of the basics of nature protection and efficient use of natural resources to primary school students in the process of extracurricular activities;
- to ensure that primary school students acquire an independent knowledge of nature conservation.

Knowledge, skills and abilities in the field of nature protection in primary school students are combined in the above three areas. The content connection between classroom and extracurricular activities is an important factor in educating primary school students in the spirit of environmental values.

In our view, this interaction encompasses three areas such as cognition, evaluation, and activity.

Interaction, which serves to develop the intellectual activity of the student, requires the provision of unity of the content of environmental information. The essence of this interaction is to develop, deepen, improve the knowledge acquired during the course, to enrich and strengthen it through the press, media, life events, exhibition tools.

What environmental knowledge can students acquire during extracurricular activities? From our research, it can be concluded that in the classroom, such as in the primary grades ("Introduction to the environment", "Natural sciences", "Labor", "Textbook" (2,3,4), "Mother tongue" (2, 3,4)) are able to obtain the first general information about a living organism. Students will learn about natural phenomena that surround humanity, their place and role in improving the environment; general understanding of land, water, air, animal, plant, climate resources; that water is the source of life; family ecology, parent and child ecology; ecology of fruits, medicinal plants, procedures

for their use; compliance with the requirements of nutrition, dressing procedures, traffic, pet care, transport, walking, cycling; that labor is a vital human need, care for flowers, and other ecological concepts.

The interaction of in-class and out-of-class activities serves to form important moral and environmental values in students. The student theoretically studies the information given in the textbook, methodical manuals, participates in the process of its discussion. In the process of extracurricular travel, hiking, and club activities, the student has to make a decision on his or her own. Theoretical knowledge acquired during the course will be able to be put into practice through independent actions.

In educating primary school students in the spirit of environmental values, the values of the seasons and family ethics have a significant educational impact.

The ecological values of spring serve to cultivate in the reader the following ecological imagination and feeling.

Spring. The days get hotter and the snow starts to melt. Under the influence of rain, the environment is very clean, the air is clear. The tree began to produce leaves, and the earth wore a blue coat of various grasses. The flight of swallows and sparrows beautifies nature. Tulips, cream, purples open. Their beauty is a source of pleasure. There is a change in human life and mood. Warm clothes (coats, boots, hats) are taken off and lighter clothes are worn. Animals also begin to heal themselves in the sunlight. The farmer plows the land and begins to sow. Trees and shrubs will be planted in the streets and yards, flowers will be planted in the flower beds. Excess branches of the trees are cut and shaped. In the villages, cows, calves and goats are taken out to pasture. There are also drastic changes in the lives of children, such as shoulder pole, chillak, sight, ball stone, cockfighting, hashar, who interacts, folk games, football, volleyball, basketball.

With the mood of spring, the following ecological values are instilled in the minds of students: heaven, earth, water, and air

are sacred; environmental cleanliness is a guarantee of health; care of trees, plants, animals - a universal value; national traditions, customs - a vital necessity; the pursuit of beauty, its careful preservation is an aesthetic and ecological value.

Summer is the season with the highest temperature of the sun. In summer, the plants grow, ripen, ripen quickly from sunlight. Labor boils. Wheat, corn, tomatoes, cucumbers, melons, watermelons, bell peppers, vegetables, greens ripen sweetly from sunlight. The animal world draws itself from sunlight to shady cool places. Apples, apricots, pears, peaches, cherries, cherries and other fruits are also ripe. For insects and various nebulae, summer is the season of living, flourishing. Trees, plants, melons are pollinated by wind.

Environmental values related to the summer season that should be inculcated in the minds of primary school students: not to destroy ripe fruits and vegetables, to prevent wastage; storage of wet and dried fruits for the winter; follow the rules of storage of wet fruits; adherence to cleanliness in the consumption of fruits; to treat plants and animals with love; care for the blessings of summer, love for nature, efficient use of water; summer rest, use of sunlight to promote health; appreciation and glorification of peasant labor; understanding the positive effects of wind in nature.

Autumn is as hot as summer. The days get shorter and it gets darker early. Growth in the plant kingdom is stunted, the leaves of the tree turn yellow, and from October onwards they begin to fall off.

Fruits and vegetables are harvested. The treasury begins. The fallen leaves are buried in the ground to become fertilizer without burning. If burned, it pollutes the environment, the human body can get sick from toxic air. As the temperature drops, some of the insects die, and the rest hide in shelters from the cold. Birds, on the other hand, fly to warmer climates (swallows, lizards, blue crows, cranes, geese, ducks, storks). They are replaced by frost-

resistant sparrows, spruces, terns, locusts and blackbirds. Birds that come for the winter need the help of children. Feeding them, making special nests, hanging donkeys on the trees is a testament to each student's love for the animal world. Elementary students are asked to look at the values associated with the autumn season: make the most of every minute of the day; preparing trees and land for hibernation; keeping the environment clean from hazardous waste; caring for birds that come for the winter; construction of measures to protect pets from the cold; they need to cultivate in themselves the need to grow houseplants, diligence, and so on.

Winter stands out from other seasons with its snowy, rainy and cold days. In winter, the trees, some insects go to sleep. The soil rests and is fed until the next planting phase. Snow and rain clean the environment from pollution. Winter weather eliminates some diseases. Children fly on skates and restore their physical health. The fauna and flora require special care this season. They need a warm place, nutritious food, water and fresh air. Preparations are being made for spring sowing. Ecological values associated with winter: special care for animals, birds, plants; cleaning the environment from rain and rain, keeping it clean, treating the land with kindness; physical training, enjoyment of the fruits of human labor, enjoyment; to be proud of the white snow, to be inspired, to lift his spirits, to strengthen his health.

Thus, in educating primary school students in the spirit of environmental values in the course of in-class and out-of-class educational work, their knowledge of the phenomena of animate and inanimate nature is identified and expanded; the initial concepts of the laws of events and phenomena occurring in nature and society are formed; are taught to apply knowledge, skills and abilities in practical activities about the peculiarities of seasonal changes in nature; there is a need to help and participate in the work of adults in the care of flora and fauna; the habit of maintaining ecological cleanliness of the environment is formed;

traditional foods, changes in the seasons, the use of medicinal benefits, the harm of laziness to health, the norm of labor.

The work of educating students of this age in the spirit of ecological values, arousing love for nature and the environment, nurturing the desire to preserve is carried out on the basis of a certain consistency.

The effectiveness of educating primary school students in the spirit of environmental values depends on the diversity of in-class and out-of-class educational activities, the appropriateness of methods and tools to the form of instruction. Educating students of this age in the spirit of environmental values requires reading stories, conversations, exhibitions, poems, art, publicist works, the use of live corners, meetings and conversations with nature, travel and other educational methods.

4. The content of educating primary school students in the spirit of environmental values in the extracurricular process

First of all, it is necessary to strengthen the role of disciplines, psychological and pedagogical cycle, in the educational structure, in the educational process, illuminating the theoretical foundations of the development of the child's personality and equipping them with the skills necessary for the organization of the educational process.

The idea of love for nature, love of the beauties of nature, the effective use of nature is achieved if it is instilled in the minds of primary school students, and if these ideas are continued in the upper grades. Only in this way can the phrases "ecological crisis" and "nature crisis" be eliminated.

Excursions to each subject and nature, which are taught to primary school students in order to educate and educate students by increasing their interest in nature, to develop them in all respects, to form aesthetic tastes, to instill in students a sense of responsibility for the beauty of mother nature and respect for natural resources. Conversations, readings, and other extracurricular activities play an important role.

In order to learn more about nature and its beauty, we go on various excursions to nature. In this way, we will further increase the students' feelings about nature. The presence of students in the heart of nature creates aesthetic experiences in students. Because nature, with its beauty, variety, and fragrant scents, affects all the senses, arousing the desire of students to learn about the environment, interest and need, as well as care about the preservation of natural resources. Children will be delighted to see birds singing, butterflies flying, plants blooming in different colors, and enjoying aesthetics.

"Nature becomes a great source of education only when man understands nature," said V.A.Sukhomlinsky.

The reading and nature lessons of the primary grades inspire students to be patriotic, to love the Motherland, to make the environment beautiful and graceful. Through extracurricular activities, children from an early age develop a desire to look at and imitate a person with enthusiasm, his power and creativity.

Excursions to the nature park expand and strengthen the theoretical knowledge acquired through the sciences "Nature around us" and "Natural sciences" in primary school. At the same time, students' oral speech is nurtured. Therefore, it would be useful to include knowledge and skills about the interrelationships of nature in the content of extracurricular activities.

These are:

- develop the concept that water, air and soil are the environment for plants and animals to live;
- it focuses on teaching that plants are adapted to living in soil, animals in water and on land.

Changes in the environment lead to the good development or death of organisms. The fact that plants and animals live in isolation from nature, but not in isolation, is explained by teaching children in depth in extracurricular activities:

- demonstrating the role of man in nature by imparting deep and extensive knowledge to children;
- to acquaint students with some decisions on the effective use of natural resources and nature protection of the independent republic, depending on the topic of the lesson.

If this knowledge is explained through concrete examples in the process of trips, excursions, excursions to nature, students will understand better, will be kind to nature. In addition, it is explained to students that in order to use and protect nature properly, they need to know the flora, animal life, air, water, minerals, the nature of heat, the reasons for the alternation of day and night, the seasons.

Particular attention was paid to cultivating in students the skills of understanding nature, seeing unique beauty, aesthetic sense. Unfortunately, in recent times, worrying environmental situations have arisen, and the beauty of nature is disappearing at an alarming rate.

Students can be taken to observe nature in order to reinforce the knowledge they have acquired during the lesson.

1. A walk in the school yard.
2. A walk in the embrace of nature.
3. Excursion to nature.

In the primary school, it is expedient to integrate the subject "The world around us" with the native language, reading. Because the native language, almost all of the exercises and texts in the textbooks are written about nature and human labor. With this in mind, it is a good idea to spend a week (an hour) around the school, in nature, to study the "The world around us". Children see the objects around them, witness the seasonal changes in plant and animal life, and learn to interact with nature.

Each of the organized trips is conducted in accordance with the general selected or defined program, which the teacher associates with the reading lessons.

Students learn to describe the impressions they get as a result of observing parts of nature (plants, animals, water, air, sun, soil, etc.).

Take children on excursions to nature (garden and park). Telling them about their impressions of the tour is important in developing speech. Through an excursion, the teacher teaches students to observe nature as a group, to form ideas about things and events, and to remember them when the time comes. Teach them to love nature and take care of what is in it.

In order to increase the vocabulary of primary school students, such as cultivating a materialist outlook on natural phenomena, teaching them to observe events (tree parts or

vegetative organs), they are taken on a field trip to a farm near the school.

Before going on an excursion, the teacher explains to the students the purpose and order of the excursion and emphasizes that the excursion is a real lesson, not only in the classroom or on the desk, but in the garden in the embrace of nature. The teacher tells the primary school students in detail about the seasonal changes in nature and the changes that take place in its vegetative organs.

The teacher reminds the students to keep order during the tour and listen carefully to the teacher's words.

During the excursion to the garden, field, park, the students' attention is first drawn to the view of the places, the colorful trees, the clear blue sky, the occasional floating clouds, the bright sun. Students will be given pre-prepared questions.

1. How is the weather today? (Children respond differently.)
"The weather is good today," "It's hot today," "It's clear today."
2. What do you say about the look of the garden?
The children answer, "The garden is beautiful, the trees in the garden are yellow and green".
3. Which tree is this and who is responsible?

Thyme tree.

The teacher gives a brief account of the natural materials seen and observed by the students in the garden and gives a brief summary of the results obtained.

Students can complete homework assignments based on what they see during the tour. In addition, as an additional task to increase students' interest in the environment, all children can come up with small stories by observing their home environment. (Of course, this work is done in grades 3-4).

The organization of out-of-class and out-of-school activities on the basis of local lore materials and attracting more young people to such events from primary school, opens up a wide range of opportunities to enrich the content of environmental education.

Through the materials of local lore, our youth learns about the beautiful nature of the Motherland, local historical monuments, rural, urban and regional past, cultural heritage, current riches, factories and plants, mountains and gardens, mines, wildlife, water basins, various medicinal plants, folk crafts, traditions. - get acquainted with customs, traditions, oral creativity.

The study of the nature of our country can be done in various forms. Including:

- Tourist walks;
- Olympics;
- Competitions;
- Conversations;
- Quizzes.

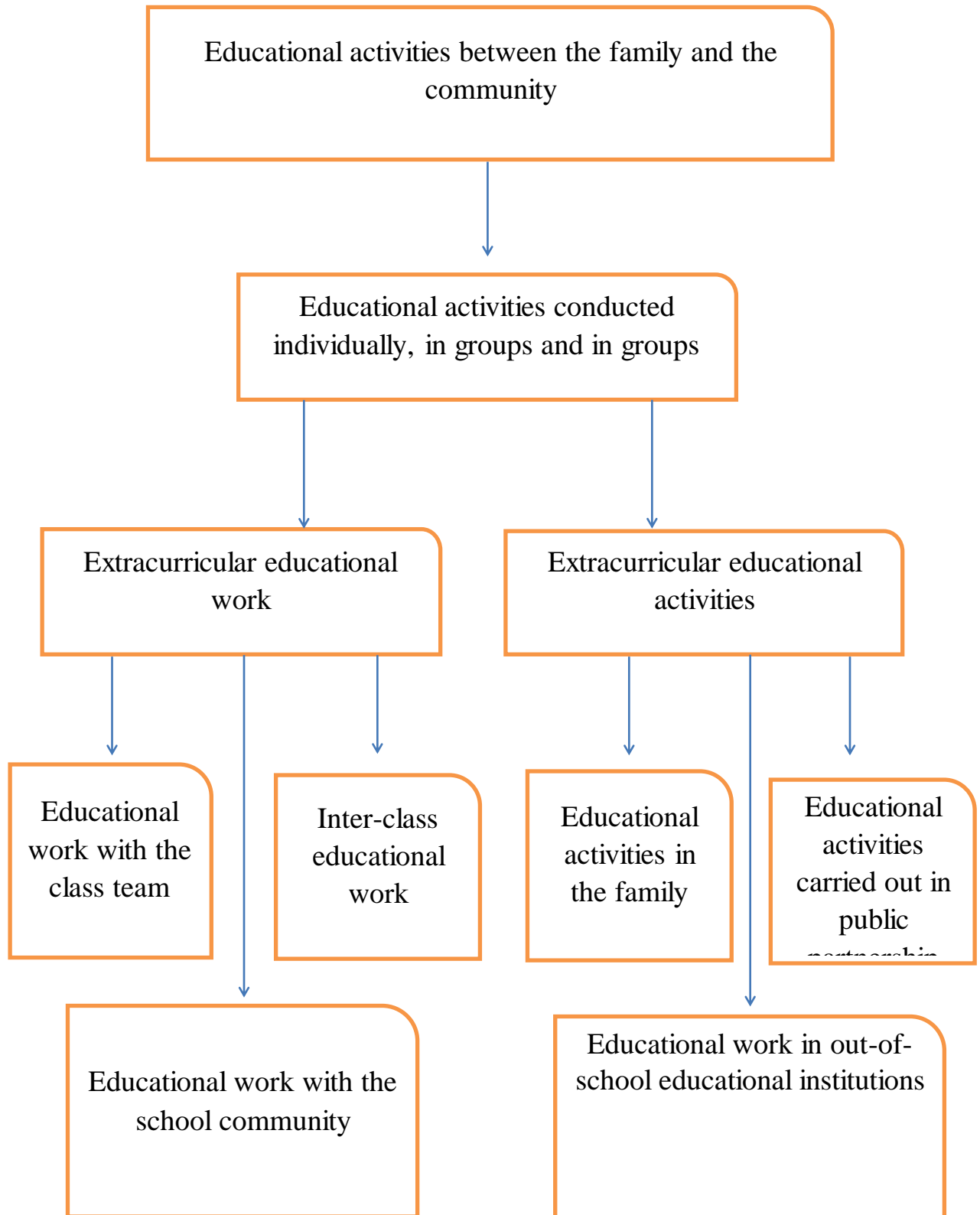
5. Management of ecological education of primary school students in the extracurricular process.

Extracurricular activities play an important role in educating primary school students in the spirit of environmental values.

That is why we tried to develop a methodology for educating primary school students in the spirit of environmental values in the process of extracurricular activities. Here we relied on certain pedagogical conditions, namely: based on the principle of nationality in the organization and conduct of extracurricular educational activities; new methodological approach to the organization of educational activities; arising from the requirements of independence in the organization of educational work; ecology in students, practice in the formation of a positive attitude to the environment, based on life experience; effective use of effective forms and methods of extracurricular activities based on modern advanced ideas in educational theory and didactics, etc.

Experiments have shown that it is important to classify primary school students according to the scope of their application in order to ensure the effectiveness of educating them in the spirit of environmental values (Table 4).

Table 4



Due to the nature of the educational activities organized on the basis of this schedule, it was carried out in the following forms:

- In the bosom of nature;
- In a specially organized setting at school;
- In various buildings, historical monuments, enterprises, etc .
- In special laboratories;

In the process of extracurricular educational work, we have witnessed the effectiveness of educational activities, taking into account the specifics of educating primary school students in the spirit of environmental values. So these features are:

- The content of educational activities serves to strengthen and supplement the theoretical knowledge acquired by students in the classroom;
- Each form of educational activity is appropriate to the age and personal characteristics, interests, spiritual needs and requirements of students;
- Achieving that the organized educational event becomes an integral part of the student's daily life;
- Pay special attention to the effective use of non-traditional forms, methods and means of educational work;
- Organization of educational activities on the basis of the principles of voluntariness, initiative;
- The content of educational work should be consistent with the skills and competencies acquired by the student in the influence of family and community, complementing and strengthening each other.

The success of any educational event depends on the school environment, the capabilities of students and teachers, the content of teaching and educational tools, creative work. It is also organized and held for a specific purpose.

It can be thematic, free topic, based on the needs and requirements of the reader in one way or another. Thematic

educational activities are organized and conducted in terms of the general ecological level of students, their attitude to environmental values, worldview, the placement of the topic in the educational work plans. For example, in the classes we conducted, "Environmental cleanliness - hand health", "Landscaping is the basis of people's well-being", "Birds are our friends", "Flowers - a symbol of beauty", "Cleanliness - a guarantee of health", educational events such as talks, matinees, meetings, trips on topics such as "Clean water, clean air - the basis of human development" are held thematically on a specific day with a specific purpose.

Students listen to lectures, stories, impressions on this or that topic. Strengthen theoretical understanding of ecology through travel, visual aids, and thematic clips.

Free-form educational activities are conducted on the basis of a voluntary topic of environmental interest of the student, of course, the educational potential of such activities should be taken into account.

Educational activities in one way or another are organized in the event of an emergency. These include water pollution, discharge of various toxic wastes into water bodies, air, environmental degradation, various infectious diseases, cruelty to flora and fauna, education of students in the spirit of combating such atrocities in the face of the need for landscaping and beautification of the environment purpose. In conducting and organizing all three types of educational activities, effective tools are used that are specific to the chosen topic.

In educational activities aimed at educating primary school students in the spirit of environmental values, the narrative and effective means are combined in order to bring the content into the form of a certain compositional structure. Otherwise, the content of the educational event will be ineffective, the form will be ineffective. In addition to each lesson, the educational event has an educational, pedagogical character, as well as the nature of

propaganda, advocacy and information in the restoration and popularization of environmental values formed by the people for centuries.

Therefore, in order not to overlook these characteristic features, it is necessary to enrich them with effective means that require logic from the content. Enriching the content of extracurricular activities aimed at educating primary school students in the spirit of environmental values, the effective use of various tools - this increases the effectiveness and efficiency of the event. As a result, there are educational activities on environmental issues that have a high impact.

The primary school student directly or indirectly participates in the organization and conduct of this or that educational event, observes, draws conclusions, and forms his / her own ecological knowledge, skills and abilities.

In the course of the research we came to the conclusion that in the organization of extracurricular and extracurricular educational activities based on environmental values, pedagogical principles such as voluntariness, publicity, national content, diversity and interest in form, sensitivity, connection of theoretical knowledge with practical life, gives effective results.

Although an elementary school student has seen environmental phenomena at a preschool age, he or she does not have a deep understanding of their meaning. He also spends a lot of time in the garden, in the fields, where he sees a variety of fruits and vegetables, pets. But many things seem vague to him. Even some students find it difficult to consistently express their understanding of what they see.

Only in the school years will the child have a full understanding of the essence of things and events and be able to express their views on them.

The development of students' written and oral speech is important in educating primary school students in the spirit of environmental values. Ecological values in primary school

students in the creative lesson on "Mother tongue - dear language", which was held in the 2nd grade outside the classroom on the subject of mother tongue, reading in primary school: love of nature, care for flora and fauna, diligence, respect for the profession of workers, keeping the environment clean, care for household items, clothing, keeping clean, attention to sweetness, aesthetic treatment of trees give, etc. and taught through visual arts tools. Interdisciplinary interaction and interaction are provided during the training; students have a free opportunity to think, imagine and reflect; at the heart of the use of visual aids are the skills and abilities to study the phenomena of nature, society and the comparative study of their natural life. In the experimental classes, students are given independent assignments on didactic drawings depicting nature. After each student has given their feedback on the pictures, the pictures together are analyzed and synthesized. The lesson, which uses pictures such as "Sparrow and Cat", "Mother Nature's Generosity", "Farm Boils", "Harvest Festival", "Autumn" in the experimental classes, plays an important role in developing environmental awareness in 2nd grade students. One such lesson was "What Do You See in the Picture?" to which the students reply, "We see sparrows and a cat in a tree". "Who can say what in the picture?" based on the question, the children composed the following sentences: "The sparrow built a nest in a tree. The cat wanted to eat the sparrow cubs. The mother sparrow came flying. She saved her children. Not only the mother of humans, but also the mother of birds is very kind to her children.

Students then try to memorize and write independently what they have composed. Students identify the main parts of a sentence, comprehend its content. This encourages students to imagine the life of birds and pets, such as sparrows and cats.

When the teacher is tasked with identifying a pair of semantically related words, an individual relationship with the students is decided. This assignment: 1) Sparrow nest built

(what?); built; (where?) built a tree. 2) The sparrow took good care of its young. The sparrow fed (what?) The children; (how?) looked good; is performed, analyzed. Of course, when speaking, it should be simple and clear, the words should be close to each other in terms of meaning, to expand children's understanding of nature, birds, wildlife, to protect nature, to cultivate a loving attitude to them. In such a creative activity, the backward students in the class are also actively involved in the lesson. However, individual work with students is required.

One of the main principles of pedagogy is the individual approach to students in education. It is extremely important for every teacher to organize individual work with students, to know their methods well. Because the pedagogical requirement helps to increase the effectiveness of environmental education of primary school students.

Such students will have the opportunity to develop their physical, mental and psychological maturity, ability to think about the environment, as well as their attention, memory and sensory activity, emotion, perception, will, imagination, thinking, character traits.

Individual work with students, organized in order to gain a deeper understanding of nature, the environment, to form a creative attitude to it, should begin in the first grade. Because a child's level of knowledge of the laws of nature increases according to his or her age characteristics. In children, perception, thinking, imagination, will, character, learning ability are not the same. Among them are children who love nature, who are strong, who love to work, who are proud of the generosity of the motherland, who are indifferent to nature, who do not like work, who are indifferent, who do not pay attention to the ecological purity of their products occurs. Accordingly, the teacher relies on different methods of working with children. In particular, in the experimental classes (2nd grade) in the lesson on "Picture of the garden in the fall" by means of various methods, the primary

school students are able to increase the level of environmental knowledge. In the lesson, the teacher first asks the students to rate their knowledge of the seasons and their characteristics based on the picture, “What is depicted in this picture?”, “Which season?”, “What is cooked in autumn?” with questions such as.

When the children imagined the seasons, they were asked, “The view of the garden is described. Autumn. In autumn, the fruits ripen”. Through these questions and answers, students demonstrate practically how words are connected in a sentence. In the course of the lesson, the student's reading speed, literacy, attitude to nature, moral deficiencies are identified, students who require individual work are identified. In preventing these, the mood of the student is monitored; the level of love for nature is studied; attention is paid to the nature of labor, play activities, attitudes to the animal and plant kingdoms, tendencies to farming, horticulture, animal husbandry, love, attention is paid to their development.

Every child will have a certain environmental knowledge before entering school. The teacher's task is to determine the methods and techniques for expanding the ecological concepts relevant to each topic, lesson, based on the study of the student's level of environmental knowledge in class and out of class time. This increases the interest, aspiration, activity of students to learn the mysteries and wonders of nature, helps to develop the level of environmental knowledge. Arousing the interest of primary school students in the study of nature, introducing them to environmental laws and teaching them to use them, begins with cultivating the ability to emotionally explain environmental concepts and their meaning.

In extracurricular activities, picture-based storytelling, storytelling, and the use of oral and written questions and answers help to develop students' thinking, worldview, abilities, and creative attitudes toward nature.

In the process of training, not only the use of the same methods of education, but also the widespread use of games in the form of environmental education gives effective results. Because play is a creative and independent activity of children. With this in mind, a variety of games are used in the educational process to form a spirit of love for nature in primary school students. Experiments have shown that play plays a more important role in the formation of certain moral character and traits in primary school students than work or study. The game serves to inculcate in children the concepts of good and evil, moral qualities.

The game develops in children agility, intelligence and clear and quick movement, as well as independence, entrepreneurship, friendship and other moral and spiritual values.

Ecological games help to bring children into the adult world, to give them a better understanding of life, reality.

The “Work and Play” morning with 3rd graders during the experiments helps to make sure that children's play activities are related to work, and that play is an important factor in motivating them to work and teaching them to work hard.

The purpose of the morning is to teach students to appreciate work, to show diligence in both play and work, to understand that the improvement of working conditions, cleanliness, productivity, is an important factor for human health, dexterity as a nimble child wins the game. was to understand that the work of a well-groomed, well-planned, well-planned person would be productive, to instill in primary school students a love of work and to teach them the ecology of work.

Students wake up in the morning in the spring, all creatures begin to move in nature. The teacher asks, "What do you mean by labor?", "When does a farmer start labor?" is essentially understood through their answers to questions such as. Reader F. "By work I mean sweeping the house, plowing the land, washing the dishes, planting flowers, sewing clothes, reading and writing". Reader L. he says: “Hard work, joy. Happiness is in work”.

A winter of hard work
He is always respected.
According to the work,
Orders, medals.
Also for excellent reading
Even to be happy
Work, sweat,
That's what happiness is!

In the morning, students learn from the materials of folk pedagogy the role of labor in human life. They realize that the ecology of labor has existed since the beginning of humanity's need for labor. These are the words quoted by students: "Work makes you hungry, lazy people avoid work", "A person who works hard will be healthy", "Work is a pleasure", "Know your eyes before you know the work", "A man's best friend is work". Folk proverbs such as "The human hand is a flower" are absorbed into the mind of the reader through its essence.

In the morning, students realize that helping their mothers at home, attending school Saturdays, participating in classroom cleaning, taking turns, and so on, alternating physical activities, will make the winter healthier. Of course, it is effective to use the question-answer method of education, to follow the principles of freedom, creativity and activism.

Students will be asked "What songs do you know about work?", "What did you learn in labor lessons?", "What should you pay attention to in the work process?" their answers to a number of questions, such as, demonstrate their knowledge of occupational ecology.

In particular, the students' answers to the questions were as follows:

- Self-service;
- Working with plasticine;
- Sew stitches;
- Making shapes, things out of paper;

- To keep their workplaces clean and tidy;
- Making beautiful, tasteful products, sewing.

In the morning, the ecological, artistic, aesthetic and moral features of labor are inculcated in the minds of students on the basis of informing the teacher about the history of Labor Day. The first Labor Day in spring has been celebrated since ancient times. From this day on, the land, which has been resting all winter, will be cultivated and seeds will be sown. On the eve of this holiday, on the eve of the ceremonies "Horn oils", "The first seed", "and Bird takes out", "Slow wife", "Tea memo" in the towns and villages will be held folk to beautify and maintain cleanliness. People welcome such days with fun and demonstrate their skills at work.

Students will celebrate these Labor Holidays by preparing a new issue on the topics covered in the labor lessons, the games played, and the theme of successful runners.

After the rules of the lesson and the procedure are announced, participants will be given tasks such as sewing stitches and buttoning on paper. As the students complete the assignments, the rest of the class takes turns reciting poems, singing songs, the girls dancing, and the students wearing masks of different plants (corn, cotton, wheat) performing. "Spring Waltz", "A Tale of Yesterday, Today and Tomorrow", "Song of Young Craftsmen" and others.

In addition, children will be asked questions about the work of workers and collective farmers, and the game "If you can find it, you can find it." It is the students in the process of labor training:

- quick action;
- how well they performed the assigned task;
- attention is paid to the cleanliness of the workplace, the creation of an aesthetic and ecological situation. They will be able to demonstrate their skills, diligence, attitude to work, level of environmental knowledge through practical activities.

The educational impact of extracurricular activities with primary school students on environmental values is significant. In particular, the organization of a rabbit club in the school will greatly contribute to the environmental education and upbringing of primary school students, ensuring that education is combined with productive labor. Creates a foundation for students to increase their love for the animal world. It reflects the positive attitude of the Uzbek people to the animal world. In the course of the circle, primary school students learn about the peculiarities of the animal world, the role of rabbits in human life, the importance of meat, fur and wool in the national economy. Meat, skin, fur, down, high-grade glue, nitrogen and phosphorus-rich gung are obtained from rabbits. The members of the circle are armed with labor ecology skills and competencies in the process of raising rabbits. It is formed during the implementation of rabbit care, preparation and feeding of rabbits, breeding rabbits by equipping the rabbit. The results of the experiments show that the rules and conditions designed by the members of the circle are an important tool in educating primary school students in the spirit of environmental values.

The daily observation book kept by the students plays an important role in the formation of the knowledge, skills and abilities of the members of the rabbit circle about the animal world. Such control books can be organized in 2 ways.

1. A general diary for club members, which keeps track of the work being done in the club.
2. An individual diary in which each member of the circle writes down the results of their observations, views, suggestions and comments during the shift.

In these control diaries, students write down in detail the goals and objectives of the experiment with rabbits, its course, the results of observations, conclusions and suggestions, and describe them in the form of information, reports at club meetings. In this way, the members of the rabbit circle not only theoretically and

practically learn the secrets of raising and caring for rabbits, but also to appreciate the role of this delicate animal in the economic life of our society, a positive attitude to wildlife, care for them, protection from any internal and external influences - will be able to infuse love.

In the "Flowers" circle, primary school students gain in-depth knowledge of the rules of growing flowers, their care, reproduction, practical features of flowers in terms of human aesthetics, and the impact on the spiritual world. Such clubs were organized on a pilot basis in schools of Narpay district, Urgut district. In the process of showing the album "Houseplants" and the film "Reproduction of Plants" in the circles, the child gets an idea of the ecological environment in which flowers grow.

Members of the circle will learn about the Red Book, which was founded in 1980, its current decline, and the plants such as Butkov tulip, Chimgan tulip, targil tulip, Uzbek porcelain flower, saffron flower, anzur onion, marmarak.

What is the importance of medicinal plants?

Medicinal plants accumulate medicinal substances. They are used in the treatment of diseases that occur in the body in the winter.

What medicinal plants do you know?

Answer: I know medicinal plants such as thyme, basil, aloe, onion, garlic, onion, achambiti, water pepper.

The teacher summarizes the students' answers and introduces the circle's new lesson statement:

Decorating homes, classrooms and classrooms with colorful flowers grown in pots has a unique quality. Flowers are, above all, a symbol of beauty. Flowers decorate our rooms with their beauty and elegance, fragrant scent, lift the winter mood, enlighten our hearts.

People's love for flowers and nature is incomparable. Flowers grown in pots are tastefully placed in the rooms, bringing joy and freshness to the winter. Cactus, sepolia or violet purple, punch is a favorite flower of flower lovers. Everyone is interested in

multiplying them, transferring them to flowerbeds and distributing them to classrooms and study rooms.

Room flowers require students to care for, nurture, and care for them with care.

After the lesson description, the teacher introduces the circle participants to a series of room flowers.

Aloe is one of the most common room flowers. As well as being a room decoration, it is also valuable as a medicinal plant. Aloe does not require much processing and grows very easily. It is propagated by side branches. The branches are 10-15 cm long.

To prevent rot, the stone is soaked in coal powder and stored in a moist place for 2–3 days. It is then stored in special boxes. It is then transferred to special boxes. Young seedlings are watered frequently during the first week. In winter, aloe transferred to flower pots is stored in light rooms. It blooms in February and March.

Demonstrative and technical aids are used in the course of the presentation of educational materials in the circle sessions. In particular, in this lesson, students are shown a picture of those plants, flowers growing in a pot. Demonstrates the process of giving insights into the reproduction and care of unique houseplants in multimedia presentations.

The essence of floristry is explained to the students that a person who loves flowers will love nature, will beautify the deserts in it, will grow up to be humble, hardworking, brave.

In the optional classes "Nature Protection" not only theoretical issues are taught to students, but also practical classes, demonstration of educational films on nature conservation and even excursions to nature, where the negative processes (soil erosion, water pollution, mismanagement of plants occur cutting, etc.). In this process, the student learns the importance and tasks of nature conservation, natural resources, their types, the importance of keeping the atmosphere clean, water resources and its role in life, soil resources and their protection, rational use,

flora, its role in human life, land knowledge of mineral resources and their impact on the material and spiritual development of society, clean air, protection of natural resources from radioactive substances, toxic chemicals, nature reserves and their role in nature protection, the impact of man on nature, nature on human life, moral and ecological importance of nature protection will have.

There will also be a poster newspaper "Beware of the Biosphere" with primary school students, "Biology Week", "Competition for the best classroom gardening", a conference on "Nature Conservation", a month of "Friendship with Nature" competitions in district and city schools, as well as The competitions for the title of "Best Nature Conservation Badge", "Green Class" have a positive effect on the formation of a sense of conservation and protection of nature.

The practical conference of young ecologists under the motto "The land is yours and mine", during the trip to the "Forest Pharmacy" during the summer holidays, children will learn about the state of air and water. They learn about the enterprises and factors that pollute the air and water, and learn to deal with them.

Articles in the newspapers of young ecologists under the headings "Ecological Center is working", "Generosity lessons", "Blue patrols", "Green patrol", "Green friends and nature lovers" they realize that it is their work and that a love of nature must be formed in the minds of every human being from childhood.

Experience shows that ecological centers organized at the initiative of students, the best exhibits made by children, paintings, photographs, poems about the nature of the native land, creative writing play an important role in forming a practical approach to natural and social phenomena.

In our experimental schools, important instructions were given on the organization of poultry farming and vegetable growing in the evenings on "Problems of wildlife protection in zoology classes", "Nature conservation work with students outside

of school hours". In particular, interesting posters on ecology, nature protection in schools, special leaflets, essays of primary school students on "Plants", "Birds", "Water resources", drawings, poems, biological advice to students to love nature further increased.

Extensive use of visual compositions plays an important role in educating primary school students in the spirit of environmental values. The student first builds the composition on the basis of his own thinking, level of knowledge, imagination. Second, in the process of practical activity, the ability to interact with nature increases. Third, there is a desire to actively participate in various conservation efforts. Experience shows that exhibitions organized on the basis of a common name have a great impact on the education of primary school students in the spirit of environmental values in the process of extracurricular educational work. At the exhibition "Ecology-96" "We give the globe to children!" "Stop the poacher!", "Let's save the seedlings!", "For a clear sky", "Let's take care of nature!" themed paintings, lovingly made compositions from the seeds of various plants, toys decorated with poplar feathers, poetry collections about nature make students feel the need to participate as adults in nature conservation.

The press is an important tool in the environmental education of primary school students. Articles on "Rules of Ethics", "World Environment Day", "They are included in the Red Book", "Plants and Folklore", "Medicinal Plants", published in the newspaper "Green Patrol" in collaboration with high school students. they also educate elementary school students in the same spirit through their love of nature with their stories of how they help, how they care for animals.

In the sections "The most, the most, the most...", "In a few lines", "Our country" brief information about animals, plants, birds, natural phenomena is given. These include information about the highest mountain, the longest river, the largest lake, the

largest glacier, the ancient bread culture, the first plant on earth, long-lived animals, and more. In the process of preparing for an extracurricular educational activity, students enrich their knowledge about the animals and plants that are available worldwide through pictures of many animals, plants, zoos in the pages of newspapers. Crossword puzzles "Plant and Animal World", "Nature", crossword puzzles on the theme of ecology, which are very popular for schoolchildren, also serve to cultivate love for nature.

Of particular importance in the process of extracurricular educational work is the educational effect of the widespread use of visual aids. "Earth", "Flora and Fauna", "Rivers and Water Basins", "Conservation of Nature means Conservation of the Motherland", "Nature is Our Wealth" posters, plates with the sounds of birds and animals, "Look at man, land in danger!", "What did you do to protect nature?", "What did you do to help nature?" as a result of the use of such posters, primary school students will be able to gain a deeper understanding of our theoretical ideas through visual aids, to feel in the heart the essence of natural and social phenomena.

Educational hours also play an important role in educating primary school students in the spirit of environmental values. For example, in an educational session on "Nature Etiquette" (Grade 3), students were able to acquire the following environmental concepts: the peculiarities of the nature that surrounds us, the fact that nature and man, and man is a part of nature, why we call Mother Nature "Mother". The need for love and compassion for Mother Nature. To offend Mother Nature is to offend man himself. The experience of our ancestors in this field. The flora and fauna are especially in need of mercy. Nature, environmental protection is a topical issue today. The fate of the next generation. Who contributes to the healing of Mother Nature?

Hadiths about the preservation of Mother Nature and their essence.

During the educational hour, the teacher explains to the students in the example of his district or city the pollution of the atmosphere in connection with the economic activities of people and, consequently, the negative impact on winter health. It is known that in cities with developed industry and motor transport, the air is more polluted with dust, dry matter, toxic gases than in rural areas. This adversely affects the growth of plants, leading to the emergence and spread of various diseases. A student who understands this in the educational hour will need to observe the cleanliness of the environment, to put into practice the ideas of our people about the conservation of natural resources (water, air, flora and fauna), to contribute to the beauty of life. There is a sense of enjoyment of beauty.

Thus, in educating primary school students in the spirit of environmental values through extracurricular educational activities, first of all, the observance of important pedagogical requirements, conditions, principles, features in their organization and conduct is an important factor in the effectiveness of environmental education.

Second, the content, form, methods and tools of extracurricular educational activities, the compatibility, proportionality, diversity ensure the success of educating primary school students in the spirit of environmental values.

Third, to anticipate the results of extracurricular educational activities on environmental issues, to bring up topical issues, to focus on regional issues, to see the purpose clearly, to ensure the interaction of in-class and out-of-school educational activities. It is important to do the work.

Fourth, the development and organization of educational content based on the ecological values, customs and traditions of our people, taking into account the age and mental characteristics of primary school students, serves to cultivate in them a sense of love for national environmental values.

These conclusions are more strongly reflected in the organization and conduct of extracurricular educational work and have a comprehensive character.

6. Extracurricular activities on environmental issues are an important tool for educating primary school students in the spirit of environmental values.

Extracurricular activities are an important part of the education system in educating primary school students in the spirit of environmental values. In this process, as the student acquires knowledge about this or that thing, object, event, country, society, it develops a love for that country and society for the events of nature. The purpose of extracurricular educational activities is to strengthen the environmental knowledge, skills and abilities acquired by the audience, listeners in the classroom, in the process of extracurricular educational activities. The results of our educational activities show that the effectiveness of any educational event dedicated to the study of environmental values depends on its high level of organization, and for this it is necessary to follow certain methodological rules. That is:

- The purpose of the educational event is to know in advance the results, to understand the relevance;
- Educational - the form, content, place, accuracy of the event;
- Determining the ecological values to be formed in the student, the definition of norms of behavior;
- Pay special attention to the compatibility of equipment for educational activities, visual aids;
- Self-management, a sense of responsibility for oneself and one's team, adherence to the unity of word and deed;
- Extensive use of interesting activities in educational activities, attention to strengthening the direction of practical activities;
- The knowledge of the teacher conducting the educational event about the laws of the organization of the educational process, contradictions, organizational skills, the level of analysis of the results is important.

Extracurricular activities with primary school students are an important tool in learning about the nature of their country, enjoying its beauty, understanding that the level of material well-being of the people depends on natural conditions, acquiring knowledge of nature protection.

The most convenient way to arouse ecological, aesthetic feelings in students is to take them on an excursion into the bosom of nature. In the course of our research, we organized extracurricular trips with experimental classes at the following times.

1. In the winter, after the completion of agricultural work, in preparation for spring. During this period, students visited community farms, tractor parks, gardens, and science museums. In the winter, they were able to put into practice the knowledge they had acquired in the course of lessons about nature.
2. In the spring to loosen the soil, sow seeds, cereals, trees and crops, take care of them. During this period, primary school students in rural schools are directly involved in the field practice laboratory. They provide practical assistance to farmers and their parents in field work.
3. During the summer holidays. During this time, students not only help their parents, but also get acquainted with the secrets and techniques of farming, animal husbandry, vegetable growing, cotton growing, grain growing. They will be able to directly participate in the maintenance of summer bounties. In the summer camp, in the production brigade, they help their parents in the cultivation and care of nature.
4. During the autumn harvest. During this period, some rural schoolchildren participate in the cotton harvest, the harvesting machines follow their working principles, talk to farmers, mechanizers, gardeners. They take an active part in the harvesting process.

On such trips, he equips students with thorough knowledge, skills and competencies, enabling them to work in a socially

useful, productive sector of the national economy after graduation. They develop the ability to think logically, learn to draw generalized conclusions about the events of nature, personal activity (diligence, independence, diligence, entrepreneurship, love for nature).

We have tried to make the trips we take during the seasons in a variety of contexts and forms to suit the interests of the students. For example, schools in Samarkand region, Urgut district, organized with primary school students, organized a trip to nature in his native land as follows:

1. Students travel to natural landscapes, mountains and slopes, hills, gardens, rivers and streams, cotton fields, wheat fields, melons, vineyards.
2. Trips to industrial enterprises, medium and small enterprises.
3. Go fishing with your friends in the neighborhood.
4. A trip to the zoo, district, city parks.
5. Take students to cinemas to see movies that are age-appropriate.
6. Traveling students to historical sites in Samarkand and Bukhara.
7. A trip to sacred, historic sites across the country.
8. Travel to parent organizations.
9. Career orientation journey.
10. A trip to the Museum of Local History, the House of “Young Naturalists”.

A number of didactic requirements were followed in organizing this type of travel:

- a) comprehensibility of the material related to the ecology of the selected country, the level of necessity in its life, the interest of the selected object for the reader;
- b) travel materials serve as an important tool in strengthening and supplementing students' theoretical understanding of the ecology of the region;

- c) to achieve a diversity of pedagogical, didactic tools in the systematic study of ecological materials, which students should learn during the trip;
- d) to pay attention to the conformity of local lore materials to the principle of interdisciplinary communication of natural events and phenomena observed during the trip;
- e) creative approach to the development of cognitive activity, the direct impact on the formation of knowledge, skills and abilities acquired in the learning process, the activation of environmental creative activity of students for the purpose of travel;
- f) to achieve diversity of forms of travel, organization of content on the basis of universal and national ecological values.

In the course of experimental work, it became clear that in the formation of a sense of love for environmental values through the study of local lore materials during travels.

- Preservation of the integrity of nature and its integral connection with society;
- The correct and rational use of the diversity of nature gives positive results.

We have found that an effective form of informing primary school students about environmental values is through the organization of their productive labor. The organization of productive labor of students is carried out mainly in rural areas. The purpose of involving students in grades 1-4 in production work was:

1. To give students a first-hand understanding of the peculiarities of creating a material base for the development of productive labor in our country in a market economy through practice.
2. Strengthen the relationship between the family, the farm, the father organization, the base organization and the school students.
3. By studying the ecological interests, needs and requirements of students, to create in them brigades of young workers,

consisting of students of grades 1-4, such as "street labor - gratitude" groups, to cultivate in them a sense of diligence, self-interest, respect for workers.

4. Secrets of labor education, labor ecology, labor discipline, arming with human ecology.

5. Teaching students to self-manage.

Fostering conscious labor discipline, responsibility for the quality of work, timely execution, care for work tools, the formation of duties and other ethical qualities are nurtured in the process of child labor.

Production labor is carried out in the natural conditions of the farm, the conditions of the neighborhoods where the student lives, seasonal work, school farming, school training production brigade, family contract farm. They see the labor of their parents, adults, and begin to understand the social value of labor, the importance of the results of productive labor in meeting the material and spiritual needs of mankind. Experience shows that in rural areas, the organization of productive labor allows students to master the content of education in subjects such as mathematics, science, mother tongue, reading, to direct students to the profession, to form moral qualities. Along with the study of environmental values, it also lays the groundwork for mastering the basics of economic education.

We work with primary school students in Samarkand, Narpay district, Nurabad district, Urgut district on melons (tomatoes, cucumbers, onions, carrots, greens), horticulture (grapes, apples, apricots, peaches, cherries, cherries), cotton, as a result of forming small groups for the cultivation of silkworm products and engaging students in production labor, we were able to identify and follow the conditions that are a factor in achieving results in environmental education.

They are: the content of the activities of organized labor groups, expeditions, brigades does not contradict the content of the educational disciplines in which the school has the

opportunity to provide environmental knowledge, skills and abilities; organization of types of work, pedagogically scientifically based and goal-oriented; the forms of productive labor of students are appropriate to their age characteristics, mental and physical abilities; to achieve the organization of types of work on the basis of modern scientific and technical achievements; socially useful organization of labor on the basis of local conditions; it was found that the production labor consisted of meeting the economic needs of the region in which the student lived. These pedagogical conditions have been proved on the basis of the organization of trips, summer labor and recreation camps, meetings with labor veterans, observation of the work of labor brigades and direct participation in it.

As a result of involving primary school students in production work, the following environmental concepts were inculcated in their minds: wealth of the people, the beauty of nature - the basis of human health, labor - the vital need of man, love of land - love of country, family income - the basis for family well-being, careful preservation of production tools to balance public interest with personal interest, market, material needs, product quality, economy, the essence of business concepts, the importance of landscaping in human health, landscaping, environmental cleanliness - a guarantee of health, well-being and etc.

Extracurricular exhibition "Gifts of Nature" with students of grades 1-4, discussions on "Beauty saves the world", "Your moral attitude to nature", "I am a child of nature", "Nutrition and health", "Exercise and health", "Psycho hygiene" and Health ", "Biosphere and Man ", "Ecology and Health ", "Ecology and Urbanization " as a result of talks and meetings held at the Ecosan Foundation in the regions, the goals and objectives of nature protection, the main directions of its protection; natural resources and their types (water, air, land, underground and surface resources, flora and fauna, their species); the views of thinkers on

environmental values; ecological situation in Uzbekistan; human ecology, animal and plant ecology; their relations, interrelationships: the development of nature and technology; the impact of environmental conditions on human health; impact of climate change and human activities on health; climate change and its role in human activities, flora, and environmental cleanliness; diet and human health; the attitude of our ancestors to the land, its efficient use, ways to prevent its pollution, depletion, and to keep living things and the environment clean are instilled in the mind of the reader.

The role of play in the ecological education of primary school students in the process of extracurricular activities in the natural sciences is special. Play is one of the most effective methods of stimulating students' learning activities and arousing interest in the subject, the organization of its effective use in all aspects of daily activities of the student ensures the success of the teacher.

Didactic games are invented and used in order to teach the intended material in the educational process. Games increase students' attention, activate them, and increase their memory. Students perform many systematic operations correctly, practice counting, arithmetic, comparison without realizing it with great interest.

Here are some examples of extracurricular games in the "Street Mathematics Association".

Grade 2 math lovers use the "Distribute Properly" game when practicing multiplication and division.

The purpose of the game:

Systematize the knowledge and skills acquired by students, develop verbal arithmetic skills, thinking skills, teach nature conservation.

Equipment: Pictures of flowers and butterflies.

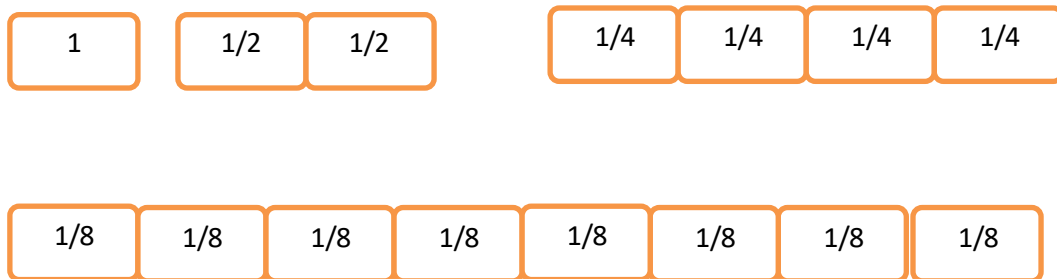
Game progress:

1 student will be allowed on the playground. 4 flowers are glued to the magnetic board and 3 butterflies are glued to each flower. It is then expressed using division and multiplication operations.

In the game, 2-3 students are brought to the board and distributed differently. The work of the students on the board is supervised by the children. Properly distributed students are encouraged.

Issue 2. One oak tree produces 14 tons of oxygen in 1 year. How much oxygen does it produce in five years.

Issue 3. Draw 4 identical rectangles as shown in the picture. Leave the first straight rectangle intact. Divide the second into two equal parts, and the fourth into eight equal parts.



3 (a) –problem.

Compare the fractions using the picture. Issue 4.

One oak tree absorbs 80 kilograms of carbon dioxide per day and releases 68 kilograms of oxygen. How much oxygen does a tree produce in half a year and how much carbon dioxide does it absorb?

Along with solving such problems, they think with the students about the distribution of the fruit on the tree branches that they observe. This increases the pupil’s curiosity about nature.

Primary school students are given an initial environmental knowledge that should be inextricably linked to play, which has become a habit in a child’s daily life. Therefore, in the process of extracurricular educational work, more attention should be paid to pictures and drawings, puzzles and exercises. “Sesame”, “Two foxes”, “Loyal dog”, “Brave goat”, “Bulbuliguyo”, fairy tales and

puzzles about animals that fit students in size and content: “Why does a cat squeak?”, “Why does a frog have no tail?”, “Why are foxes laughing?”, “Who is the strongest?”, “What in the world is delicious?” and we have seen positive results in others gaining a deeper understanding of environmental values.

Thematic exhibitions, portfolios, slides, film screenings for inter-school primary school students dedicated to environmental values at the "Nature and Me" night had a positive effect on our experimental work. Thematic exhibitions on the theme "Nature and children", "Nature in the eyes of Uzbek artists", "Agenda at home", "Sun, air and water are our best friends", "Our family on Sunday" were organized. The exhibitions included paintings by artists, nature, wildlife, human labor, rivers, ashes, flowers, children and nature, books, and colorful drawings by students. Exhibition-based conversations, book recommendations, film screenings or deposit shows help children reinforce the theoretical knowledge they have acquired about environmental values.

Exhibitions can be decorated differently. It can be a stand where all the material is placed, brief tips on nature conservation for the student and the teacher, clear recommendations can be given. The size of the material for the screen should not be large, it should be filled with text, photos, pictures.

Various materials are used in the organization of exhibitions: photographs, pictures from magazines, posters, children's creative work, books, etc., representing children's attitudes to nature. Materials for thematic exhibitions are prepared and selected on the basis of artistic, artistic, pedagogical and methodological sources. Particular attention is paid to the educational value of the material. Portable folders are prepared on a variety of issues of interest to students. These folders are organized in connection with various extracurricular educational activities conducted with primary school students. For example, "Journey to nature", "Beware of the street", "Rivers of Uzbekistan", "Spring in

Uzbekistan" and other topics. The folders also contain practical material: poems, pamphlets on environmental issues, paintings, a list of works of art, samples of children's works and so on. Portable folders dedicated to environmental values are also given to children interested in environmental issues for in-depth study at home. Materials in portable folders are periodically replenished with new materials, and outdated materials from the content are removed.

Water is a sacred value for man. For this reason, during the "Water Festival" the teacher explains to students the location, saturation, water regime and economic importance of lakes on the basis of local examples, the causes of pollution of rivers and lakes, the work being done to keep it clean. Recently, due to the addition of wastewater from agriculture, industry, consumer services and other sectors to natural streams, rivers and lakes are becoming more polluted and contain more pollutants. If it becomes unfit for farming. During extracurricular activities, students will be introduced to the specific natural features of each natural zone, along with soil erosion, its causes, measures to combat erosion and the work being done by our government in this area. They also have an understanding of the vegetation cover and protection of our country. The student will learn about natural resources, flora, water resources, etc., as well as how to protect them.

Experience has shown that the use of various forms of extracurricular activities in the environmental education of primary school students is highly effective, namely:

1. Organization of anniversary events. When this one chapter is over, this chapter's jubilee lesson will take place in the depths of nature.
2. Giving a new theme home independently. At the same time, 3-4 problematic questions on a new topic are prepared and written according to the age of the student.

To teach students to love nature, its rational use, interest in plants, animals and nature, experiments on them, laboratory

classes, the organization of "Family Garden", "Clean Air Raid", the organization of the album "Aral Tragedy" the practical work carried out from the experimental plot is important.

Extracurricular activities increase their interest in keeping the school environment, neighborhood, city streets, water basins clean, feeding pets, birds and landscaping. Nature as one of the most effective means of educating young people is to inculcate in the student such moral qualities as kindness, humanity, beauty, seeing, feeling, understanding, striving to learn the laws of nature, diligence, love for his homeland, care for everything in it allows. These qualities are reflected in the active participation of students in various extracurricular educational activities such as science clubs, museums, stations, centers, "Young local historians", "Nature martyrs", "Birds are our friends", "Young gardeners", "Amateur florists formed as a result of participation. The fun and variety of extracurricular and extracurricular educational activities provide ample opportunities for students to explore nature in depth. The more nature is perceived, the stronger the feeling of love for the Motherland in children. A sense of patriotism is a long and complicated process. It starts with the child's relationship to parents, friends, the family in which he or she was born and raised, the school and the environment. The interaction of the child's personality with nature occurs to a certain extent, as in any communication. There can be no abstract attitude or communication to nature. It is known from pedagogical research that the child chooses this or that animal, plant world, a certain place or environment, treats them differently. Ask them, "Why do you love nature?", "What phenomena in nature do you like the most?", "How do you understand the connection between nature and man?" asking questions such as the beauty of gardens, forests, trees, flowers, lakes, rivers, vineyards, melons, cotton fields, wheat fields, junipers, he expressed his love for nature, flowering plants, the beauty of the animal world, the fun of forests, the appearance of

vegetables and fruits and the pleasure of picking them emphasize passion. This indicates the level of environmental education of primary school students.

When primary school students are taught about environmental values outside of class, special emphasis is placed on shaping the etiquette of distinguishing between halal and haram, which is an important environmental value. In the classes we conducted in the conversations with the participants of the "Club of Young Ecologists of the Street", the following concepts are given special importance in inculcating in students the spirit of the fight against cruelty to nature.

Topic: Rules of etiquette.

About the nature that surrounds us. Nature and man. Man is also a source of nature. . Mother nature, why do we call it "mother". Mother nature needs love and compassion. The mother nature was upset. The shortcomings of our ancestors in this area are all contributing. The flora and fauna are especially in need of mercy. Nature, environmental protection is a topical issue today. The fate of the next generation. Whoever contributes will make Mother Nature healthier. Giving examples from hadith exhortations.

Practical training:

Excursion: a trip to the "Zoo" to explore the beauty of nature, its flora and fauna.

Meeting: with the most skilled gardeners, elderly people, employees of plant protection institutions.

Discussion: "I love nature."

Topic: "Distinguishing between halal and haram - an important quality of young ecologists, the concepts given to the reader."

Interpretation of the concepts of "halal" and "haram" in the verses of the Qur'an.

The hadith of Muhammad (peace and blessings of Allah be upon him) explains the works of “halal” and “haram”, “reward” and “sin”.

Not to take the property of the honest, not to steal the honest property of others, not to take the state and public property honestly, not to take bribes, not to chase a free income for a thousand, to be content with a little honest money with one's zeal, to be patient , about finding gratitude.

It is about the world being called “haram” when property found without work or betrayed by people is found. About unclean food and unclean eaters.

The use of exemplary examples of honesty, non-betrayal of trust, dishonesty, and the ugly consequences of betrayal in ancient stories, tales, and legends, as well as in contemporary art. Provide guidance and advice to students on what to do, what to avoid.

Topic: "What is reward, what is sin?"

What is the reward? Reward is goodness, helping people, asking for the heart of the sick, doing the work of the Elderly, guiding the lost, stroking the heads of orphans, planting trees ...

Use of “Examples of Hadith on Morality” (T, 1990) and “Myths and Narrations” (T.1990).

What is sin? The concept of the word sin. Sin is a bad manners, not being able to distinguish between what is lawful and what is unlawful. Sin is the result of impatience, gratitude, thoughtlessness, haste. To sin is to violate the laws of the state and the Shari ‘a, to eat someone's rights, to be ungrateful, to torment those who are in danger, to commit a crime. Repentance after sin is a way to mitigate sin. Reading examples from the hadiths.

Questions and assignments

1. How do you understand "need", "impartial service"?
2. What about goodness, mercy, kindness?
3. What comes to mind when you say sin is work? What is good work?

4. Have you suffered from a guilty conscience by committing a sin?
5. Some people think that if there is no one around, I can do "something". Is that right?
6. What are the hadiths, wisdom, and narrations about "sin" and "good" deeds?
7. What did you do from the "reward" work? what do you want to do?

From the answers to these questions, it became clear that young students learned the essence of the concepts of "unclean", "honesty", "good", "sin" in relation to nature from older grandparents, naturalists. We found this out as a result of interviews with students. For example, a 4th grader, A. student "What do you mean by sinful deeds and what do you mean by good deeds?" "I think it's a sin to cut down trees, and I think it's a good thing to plant and care for trees in our family at school", he said.

2nd grader student L. He said, "I say that it is a sin not to feed birds and domestic animals when they are hungry. I consider it a blessing to feed them with grain and fodder".

Or, as 3rd grader Z. put it, "My parents told me it was a sin to spit in the water, to break trees, to press fruit. I follow what my parents say. Helping the elderly, cleaning the yard, running, planting flowers, watering the plants are good deeds".

B., a 1st grader, commented, "I consider it a sin to break growing flowers, not to feed fish, and to kill birds with a slingshot. The reward is not to steal, to plant trees, to plow the land, to take part in the reward".

The use of examples of folk pedagogy in the process of extracurricular work with primary school students dedicated to the formation of environmental values. The teacher gives the desired effect. Humanitarianism, humanism, diligence, promoted in the sources of folk pedagogy, serve to preserve and increase the natural resources of the Motherland, the formation of ecological

values of thrift, cleanliness. In the classes we experimented with, in educating primary school students in the spirit of ecological values, folk sayings such as proverbs, parables, riddles, epics, songs, fairy tales, legends, narrations, wise sayings and eloquent thinkers A.R.Beruni, M.Kashgari, Ibn Sino. We used ecological ideas promoted in the works of A.Navoi, A.Avloni, H.H.Niyazi and others.

As primary school students are taught about environmental value, it is important to train adult teachers and educators in the process. In particular, evenings on environmental issues, conferences, meetings, seminars, practical classes have a positive effect on the preparation of teachers for the process of environmental education of students. We have organized conferences on "Man and Society", "Problems of environmental education of students", "Modern environmental problems", "Period and ecology", "Issues of environmental education in extracurricular activities" and others. Instructions and appeals for students, teachers and parents were adopted at such conferences. This is a tool that encourages them to preserve the environment. We cite examples from the instructions and references below.

Environmental for students in grades 1-4

Instructions for learning values!

Dear students!

Man and nature are inextricably linked. Before you came to school, you had an understanding of nature, environmental phenomena. You need to follow these concepts in your practice to expand your knowledge.

1st grade. Carefully observe the gifts of nature around you (at home, at school, on the street, in the garden), try to preserve them carefully. For example, observe the warming of the earth depending on the state of the sun, the change of nature, the development of plants, the changing nature of the seasons. In the process of observations, you will learn the laws of nature,

understand the peculiarities of the seasons of nature. Love it, learn to take care of it.

You will learn about environmental values if you find answers to these questions.

1. Why do the seasons change?
2. On hot or cold days, how do you take care of the flora and fauna?
3. Why conserve nature?
4. What plants and animals do you love, and why?

2nd grade. You observe what changes take place in the environment, in nature, from the seasons. Write in your notebook what nature is like in our republic. Why do you like to play in the snow in the winter, bathing in the summer? Why is sand and salt sprinkled on snowy sidewalks?

Find answers to the following questions

1. Do you know the reasons for snow and rain, why do they rain? What are the benefits of snow and rain?
2. Do you know why birds fly to other countries in winter?
3. Why should the environment be clean?

3rd grade. Dear students! You are now much older, your knowledge of nature and ecology is richer. You have also learned to communicate live with nature. Now what else do you need to know!

The nature of the soil, what kind of farming is done in the spring. Farmer's summer activities. Water, heat and man. That water is the source of life. Therefore, it is necessary to use water sparingly. Pollution of water is a sin. Examples from the heritage of our ancestors about the properties of water. The temperature at which the plant seed grows. Nature and its peculiarities in the eye season. The impact of cleanliness on human health.

Find answers to the following questions

1. What is the role of nature in human life?
2. What are water resources, their origin and importance?

3. What are the reservoirs, rivers, lakes, plants, gardens, crops and their characteristics in the area where you live?

4. How to care for flora and fauna in cold and heat?

5. What do you mean by diligence, environmental cleanliness?

4th grade. Protecting nature, keeping the environment clean is your main duty. Your daily motto should be "Love nature and protect it!". You, along with your friends, brothers and sisters around you, must make a worthy contribution to the preservation of animate and inanimate nature, passing them down from generation to generation as an ecological value. For us, you need to be actively involved in ensuring the health of nature. To do this, you need to know the following.

1. The nature of your habitat, its natural resources, water bodies, forests and gardens, fauna, flora and their peculiarities.

2. The attitude of the people of the country where you live to nature, to the types of work. How our ancestors used mineral resources, how they use them now, how to use them in the future.

3. Make a list of trees and plants that grow in your area. Explain their characteristic features. (black willow, walnut, maple, grape, apple, cherry, etc.)

4. Plants, fauna and their protection included in the Red Book. Do not cut or break trees. Protect from fire.

5. Useful birds in your country of residence, species of valuable animals that can be hunted and hunted. Protect them on the coldest or hottest day, create conditions, multiply.

6. Measure the air temperature, humidity, pressure in the shade of a tree and in the open, compare them, draw conclusions.

7. Do not dump or discharge wastes that are harmful to human health into residential areas. They are a source of various diseases.

Dear parents!

Your advice, advice, actions should teach the younger generation to be careful with nature.

Nature needs help! We all know this. It is necessary to preserve the unique beauty of our region, its gardens, fields and mountains for the future!

Let us always remember our human duty to nature!

Let's keep our power to protect nature!

Dear friends, comrades!

Currently, the most pressing issue in our country is the environment. Industrial enterprises and agro-industrial complexes are concentrated in our densely populated region. We had never thought before how much damage many of them would do to nature, we were just talking about making a profit and increasing industrial production. Even in densely populated areas, large industrial complexes were on land, and they, with their waste and effluents, were damaging the natural environment and the health of the population.

It is time to change our approach to everything related to environmental protection. Mass chemicalization and the use of appropriate uncontrolled mineral fertilizers and harmful chemicals have rendered many lands unusable.

Nature conservation is a public affair. No one should be left out of it. Only the efforts of the staff of nature protection committees are not enough. Everyone, from the youngest to the oldest, to the officials of the province, should join in this sacred work.

Students, pupils, teachers and educators of youth!

We are indebted to the land that is our source of sustenance. If we follow the rules of sanitation and hygiene in our cities, villages, enterprises, on the territory of enterprises, schools, educational institutions, we will set a good example for others by carrying out landscaping and cleaning work.

The results of the experiments show that in the process of extracurricular activities, it was found that the teacher must adhere to certain conditions in the education of primary school students in the spirit of environmental values. They are:

- Pedagogical, psychological, methodological readiness of teachers for the process of environmental education;
- Creating an environment for educational activities based on mutual trust and mutual respect of teachers and students;
- Activity of the whole pedagogical team involved in the educational process;
- Adherence to the code of ethics governing certain aspects of the life and activities of the student and teaching staff of the participants of the educational event;
- Pedagogical guidance for extracurricular activities on environmental issues.

Thus, extracurricular educational work plays an important role in educating primary school students in the spirit of environmental values. It serves to strengthen and supplement the environmental knowledge acquired in the course of in-class and out-of-class educational work at school. It also combines environmental knowledge gained from all disciplines; activates to ensure environmental cleanliness; encourages active participation in the creation of fruit and ornamental trees, flower beds, alleys in cities and villages, in densely populated areas in general, instead of trees that are harmful to health, cause allergic reactions and spoil the urban air; skills to apply theoretical knowledge in practice; a sense of a conscious attitude to labor is formed; scientific concepts, practical knowledge, educational features about ecological values.

Conclusion

The results of our research on educating primary school students in the spirit of environmental values in the process of extracurricular activities allowed us to draw the following conclusions.

1. Active builders of independent Uzbekistan must be spiritually and physically fit. The level of formation of ecological culture on the basis of comprehensive perfection is also an important criterion. Acquisition of scientific knowledge about nature on the basis of formation of ecological culture of primary school students through ecological values, understanding of the multifaceted values of nature necessary for society and humanity, attention to them in practice, observance of rules of personal hygiene, cleanliness to find, to have a positive attitude to the environment, to love nature, to care for it, to be inspired by the beauty of nature, that is, to form ecological literacy.

The formation of ecological consciousness, ecological behavior, knowledge system, attitude and belief play an important role in educating primary school students in the spirit of ecological values. A person's feelings, looks, and thinking are the main mental processes. The perception of the environment by the reader is an important factor in the formation of ecological consciousness and culture in it. Only when the student acquires ecological consciousness and confidence, high spiritual qualities such as humanity, devotion to duty, diligence, love for nature and the plant world are formed and formed in them. Important pedagogical conditions of ecological education of primary school students are the integrated implementation of educational, pedagogical, developmental features of themes in the formation of ecological consciousness and culture on the basis of didactic requirements, effective organization of interdisciplinary interaction, special attention to understanding natural and social phenomena in acquiring ecological knowledge, skills and abilities.

2. Ecological education is an integral part of the basis of education, which is interpreted on the basis of ecological consciousness (cognition, theoretical perspective, interest, ecological feeling, ideal, etc.), ecological thinking, ecological practice. Environmental values play an important role in the environmental education of primary school students. Ecological values embody a love for plants, water, air, land, wildlife, nature and the riches of society, a conscious attitude to the environment. It affects the minds of primary school students according to the nature, scope and content of the application. (Material and spiritual; universal and national; moral and spiritual qualities related to plants, animals, water, soil, minerals). Values associated with the seasons are a means of forming environmental values in students. In the education of primary school students in the spirit of environmental values in the process of in-class and out-of-class educational work, their knowledge of the phenomena of animate and inanimate nature is identified and expanded; the initial concepts of the laws of events and phenomena occurring in nature and society are formed; are taught to apply knowledge, skills and competencies in practical activities about the specifics of seasonal changes in nature; there is a need to participate in the work of adults in the care of flora and fauna with the best possible work, to help; the habit of maintaining ecological cleanliness of the environment is formed; changes in the seasons, the use of medicinal goods, the harm of laziness to health, the provision of information about the standard of work are formed ecologically.

3. Extracurricular educational work plays an important role in educating primary school students in the spirit of environmental values. To do this, it is important to first develop a method of educating students in the spirit of environmental values, to classify extracurricular educational activities according to their form and nature (in nature, in a specially organized school environment, various buildings, historical monuments, enterprises, etc., special laboratories) reaches. The educational

significance of an extracurricular environmental activity depends on the school environment, student and teacher opportunities, the content of teaching aids, creative work, students' attitudes to environmental values, and spiritual needs and wants.

Extracurricular educational activities: environmental games, fairy tales, extracurricular conversations, labor holidays, environmental centers, classes, optional classes, natural disasters weeks, monthly, conferences, competitions, trips, exhibitions, educational hours, etc. The content is of great educational importance.

Different methods of education in the process of extracurricular activities: the use of written and oral work, speeches, pictures, conversations on the original of the object, questions and answers, stories and conversations, essays, creative writing (essays, poems, observation results write); tools: exhibition compositions, press, radio, television materials, exhibits, toys, flora and fauna samples, albums, samples of folk pedagogy, etc.

4. Extracurricular educational work is an important tool for educating primary school students in the spirit of environmental values, the organization of extracurricular educational activities on the basis of methodological rules, the national character of the content, formal trips, organization of production work, exhibitions, conversations, meetings, games, evenings, nature festivals, practical work on the experimental plot, holding conferences and other educational events play an important role in forming a love for environmental values in primary school students. In particular, if each form of extracurricular educational activities is conducted on the basis of a specific goal, with a clear vision of the outcome, to focus on current environmental issues, the ecological values to be formed in the student should be in line with their norms of behavior. It is important to strengthen the practical orientation, the laws, contradictions, organizational skills, knowledge, skills and competencies at the level of analysis

of the results of the organization of the educational process of the teacher conducting the educational event.

5. The effectiveness of educating primary school students in the spirit of environmental values in the process of extracurricular and extracurricular activities depends on the use of the most appropriate, non-traditional forms of educational activities, various methods and tools, management and guidance of the educational process.

It is also necessary to organize it step by step in creating a model of the educational process, the relevance of lessons to the age and individual characteristics, interests, relevance, regional context, the interaction of extracurricular and extracurricular activities with the lesson, the diversity of educational activities, non-traditionality, based on the principles of achieving that the environmental knowledge acquired by the student becomes a daily necessity of the student, proves the validity and effectiveness of the methodology of educational activities.

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