



DEVELOPMENT OF NATURE PERCEPTION SKILLS IN PRIMARY CLASS STUDENTS

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Abstract

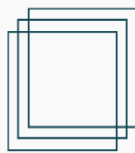
In the process of introducing our students of junior school age to the world and nature around us, the main attention is paid to environmental problems. In this, the influence of man on nature, the interaction and connection of plants with plants, plants with animals, and animals with animals are studied. This article is devoted to the effectiveness of using specific forms, methods and tools in the development of natural knowledge comprehension skills.

Keywords: primary education, students, educational process, game technologies, natural-scientific literacy, nature awareness, love of nature, development of nature awareness skills, form, methods and tools.

Introduction

The presence of elementary school students in the bosom of nature not only arouses in them the interest in learning the essence of natural phenomena and objects, but also ensures the stabilization of the existing interest and makes it possible to strengthen it. When students are in nature, they try to think more seriously about the essence of natural phenomena, the reasons for their occurrence, the general process, and their specific aspects. Elementary school students learn about natural objects, natural bodies, such as various stones, minerals, plants and animals, and acquire certain concepts through textbooks or various sources. However, their acquaintance with the recorded information in natural conditions will lead to a stronger understanding. Therefore, it is the most effective factor of learning and understanding nature and its basics in natural conditions.

When a primary school student observes an object or event in natural conditions, he perceives it not as a separate object, but as an important part of the whole ecosystem, and tries to understand the interdependence and connection between them. As a result of this, students can distinguish the unique aspects of the individual object that is brought to their attention, find answers to the questions they are interested in based on their comparison with objects with interaction characteristics, grouping of common aspects. draw "logical" conclusions [1-5]. For this reason, in the process of conducting experimental work, serious attention was paid to the organization of classes in natural conditions in the study of most subjects of "Natural Sciences". Here, the following circumstances were taken into account:



1. To determine the possibility of studying the local natural conditions in a non-traditional form (for example, the form of an excursion) based on the specified topics.
2. According to the essence of each subject, pre-determining a specific natural object (condition) that allows students to master it thoroughly.
3. To notify the management of the educational institution in advance that classes on certain topics are planned to be organized in natural conditions.
4. Determination of measures to ensure that the organization of classes in non-standard conditions does not have a negative impact on the general curriculum and schedule of secondary schools.
5. Determining the specific purpose of lessons organized in natural conditions and achieving their implementation on the basis of a specific project.
6. To familiarize students with safety rules before organizing classes in natural conditions, to ensure that they strictly follow these rules and regulations during training.

In the organization of lessons about nature and its foundations with the help of non-traditional forms, methods and tools, it is important that primary school teachers have deep professional knowledge, as well as high professional skills.

It is known that in order to take care of students' health during the pandemic, educational activities were continued online, and this caused students to work online with teachers on educational materials, homework and independent work. In such cases, the main practical work, laboratory work and project work in mastering the subject of "Natural Sciences" were recorded and transmitted through telegram channels with the support of the student's family members, and were organized in cooperation with the teachers. It is worth noting that working on 1st grades is a bit difficult. Because a student who still knows letters cannot express his thoughts in writing. For this purpose, cooperation with family members of students during research will give good results [6-10]. Below are the lesson plans for the lessons of grades 1 and 2:

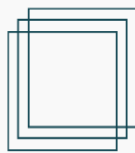
In order to explain the growth of plants in nature, which factors of nature serve to provide life for them, and in turn, for the student to understand this, in the 4th topic of the 1st grade textbook, "What is necessary for the growth of plants?" Let's consider the topic.

The topic of the lesson: "What do plants need to grow?"

The purpose of learning: to teach to understand what is necessary for the survival of plants, that they are an important vital factor, that a person is always responsible for the growth and development of a plant.

The main tasks in the process:

1. Familiarizing students with the way of life of a plant using visual aids.
2. To give students elementary scientific concepts about the importance of water, air, sunlight, and soil as vital factors for plants.
3. Forming the ability of 1st graders to understand the important signs of plants.



4. To teach students to distinguish plants from each other on the basis of their main visible signs, and ultimately to develop their plant recognition skills.

Methods used during observation: oral narration, explanation, question-and-answer, demonstration, giving picture assignments.

Tools used during observation: natural tools - photos of plants in the garden and fields, small video materials showing their natural factors, "Red Book" of Uzbekistan, encyclopedias of plants prepared for children, pictorial assignment materials. Basic concepts and theoretical knowledge mastered by 1st graders of junior high school:

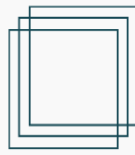
- 1) Necessary factors for the active life of plants (water, air, soil, sun and mineral substances);
- 2) The lifestyle of plants (in the example of maize);
- 3) Why does the plant wither;
- 4) The effect of water on the plant;
- 5) Effect of air on the plant;
- 6) Effect of soil on plants.

It is known that students are required to keep a "Daily Observation" notebook while learning the "Natural Sciences" subject. In the 1st grades of junior high school, in an environment where letters are still known and the first forms of writing are being realized, students are often limited to asking questions and repeating images [11-14].

In the 2nd grade, the requirement to keep a diary during learning subjects and practical exercises imposes a lot of responsibility. In this sense, the individual approach of the teacher has a good effect on the students' understanding of the events related to nature in the external world, around the student, observing and recording them.

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