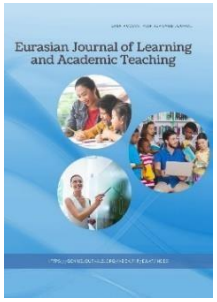

Didactic Features Of Development Of Nature Perception Skills Of Primary School Students

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ABSTRACT

The process of primary education is aimed at forming children's ability to think logically, mental development, worldview, communicative literacy and self-awareness potential, to be physically healthy, to be able to feel the beauty of material existence, to be able to enjoy beauty and elegance, to be able to feel national traditions. and teaches to respect and obey them.

Keywords: Educational process, students of junior school age, primary school students, environment, the world around us, nature, skills of understanding nature, feeling and understanding material existence, loving the surrounding nature, plants and animals, understanding nature, understanding nature imaginations.

Introducing children to the surrounding nature, giving them a basic idea of how natural phenomena occur, forming a scientific outlook, instilling love for nature and teaching it to use it wisely, is carried out through the field of nature education.

The standard indicators in the field of nature education are determined from thepoint of view of the child having imaginations about nature and its phenomena, being able to distinguish them, describe them briefly, and learn to use them in practice.

"Natural science" is currently taught in primary grades 1-4, the main goal and task of science is to expand and systematize children's ideas about objects and natural phenomena, social life, enrich their moral skills, arouse interest in people's lives and work, family, school, community is to form the skills of proper behavior in places. It is necessary to increase children's vocabulary in connection with the formation of imagination and understanding of the world around them.

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.

Education is a cooperative activity of the teacher and students, and in this process, the development of the individual, his education and upbringing is also realized. In the lessons, the teacher conveys his knowledge, skills and abilities to students through exercises, and students acquire the ability to use them as a result of mastering them.

In the process of research, students use different forms of learning, that is, they rely on specific differences in receiving, processing and applying the information being learned. In the course of education, issues of education and upbringing are solved in the form of cooperation between teachers and students

during classes, independent work of students, extracurricular activities [67, 78, 94].

The purpose of education is formed according to the needs of society. Therefore,the goal of education should be appropriate and proportionate. It is stated in the scientific literature that the goal of education is the formation of skills and qualifications, the development of logical and creative thinking,the inculcation of the national idea, the formation of oriental education, and thespiritual enrichment of the individual.

Based on the educational goal, students' communication culture is improved by increasing their independent thinking, oral and written literacy, and developing logical thinking. On the basis of the educational goal, spiritual, ideological and sophisticated education is provided. In the process of language learning, there is an opportunity to get closer to the cultural and moral values ofthe people.

One of the great sages said, "...if you live with anxiety about the future, give your children a good education and teach them." It would not be wrong to say that the reformsimplemented in the education system in our country are not a work aimed at achieving results in one or two years or in a short period of time, but in the true sense, it is a change that will last for several hundred years. This shows that our president cares about our future, our future generation, and the idea that all the children of our country - my children, they should be stronger, more educated and definitely happier than us - is a wise policy.

It is known that the implementation of advanced pedagogy and new information technologies in education not only increases the effectiveness of training sessions, but also plays an important role in educating an independent and logically thinking, well- rounded and highly moral person by applying the achievements of science in practice.

Today, the interest in using interactive methods and information technologies in the educational process is increasing day by day. One of the reasons for this is that until now, in traditional education, students were taughtonly to acquire ready-made knowledge, and the use of modern technologies teaches them to search for the acquired knowledge by themselves, to study independently and tothink, analyze, and even draw final conclusions by themselves. In this process, the teacher creates conditions for personal development,formation, learning and upbringing, and at the same time performs the function of management and guidance. Today, in education"Brainstorming", "Thoughtstorming", "Networks" method, "Sinquain", "BBB", "Fifth plus", "6x6x6", "Debate", "Role-playing game", FSMU, "Small working in groups", "Rounded snow", "Zigzag", "I will say the last word" and other modern technologies are used.

It gives a positive result if it is used to repeat game-tasks in lessons or in reinforcement lessons. The choice of which type of game-task should depend on the type of lesson, the level of training of students to perform games-tasks, their level of knowledge, opportunities for independent creative work, the ability to quickly recall what they have learned, and the degree to which creativity is formed.

In education, attention is focused on the issue of teaching the student to think, to understand the opinion of others and to be able to express this opinion in oral and written form. The way of life, cultural creativity of the nation is studied on the basis of its rich historical heritage.

Today, the teacher is required to use advanced pedagogical and new information technologies in the educational process. Based on the above, based on our experiences, we present our thoughts on the ways of education by using interactive methods in the lessons. We believe that it will provide practical help to our colleagues in improving the effectiveness of training sessions. Also, it becomes one of the close assistants of students in fulfilling the responsible task of choosing their direction and forming the skills of preparation for independent life. Below we give recommendations on the implementation of modern methods of teaching based on certain topics in the class section.

The modern pedagogical situation is characterized by the existence of various state

and alternative educational programs, copyright, and experimental educational courses. Many such innovations are an indicator of the fact that new social conditions demand the need to revise the content, forms and methods of education and attempts to activate the process of acquiring knowledge.

The problem of activating the student's educational activity has always been in the center of attention of teachers. At the moment, the socio-economic changes taking place in our country have given it special importance. The search for ways to solve this problem is being conducted by scientists in different directions.

At present, the issue of the possibilities of different organizational forms and methods of teaching in increasing the educational activity of junior schoolchildren in natural science classes is currently not fully explored.

When studying the subject of natural science, junior schoolchildren form biological and geographical ideas and basic concepts, intellectual and practical skills: analysis, comparison, comparison, generalization, drawing conclusions about objects and natural phenomena, phenological observations, observing the effects of anthropogenic factors. about natural ecological systems.

Improving the formation of biological-geographical knowledge of young students in studying the subject of natural science is solved by strengthening the developmental function of education and training.

The methodology of teaching natural science is a pedagogical science that reveals the content and methods of comprehensive education of children in teaching natural science. It is based on research in pedagogy and uses its methods, taking into account the content and characteristics of teaching its subject.

By teaching natural science to students, the teacher not only equips them with the knowledge, training and skills necessary for continuing education and practical activities, but also forms their outlook, will, character, and develops their intellectual abilities. To this end, Kura develops forms and methods ofteaching natural science.

The teaching process includes interrelated parts: the content of the subject, the activity of the teacher and students, that is, the subject itself, its teaching and learning, that is, the acquisition of knowledge, learning and skills. Therefore, the tasks of the natural science methodology include determining thecontent of natural science as an educational subject, researching methods and methods of teaching, and developing the necessary educational equipment. The methodology of teaching natural science is not limited to the description and explanation of the teaching process, but also develops rules, based on which the teacher can successfully teach children in this subject. The methodology of teaching natural science includes all teaching processes, from the preparation of the teacher to the results of mastering the learning material, including taking into account thework in the classroom, at home, outside the classroom and at school. Based on comprehensive study of teaching practice and creative summarization of the results, specific conditions of teaching are determined and measures are developed to further improve it. For example, on the basis of direct acceptance of the things being studied (plants and animals) (which ensures the formation of a correct image), concrete measures are developed forthe application of subject teaching.

The range of issues studied anddeveloped by the methodology of natural science includes the following: the educational and educational importance of natural science as a subject, its place in the educational system; content of educational material and its distribution system; teaching methods and student organization forms; taking into account the learning material, the learning process of students and the results of learning; use of equipment and teaching tools; extracurricular and extracurricular activities, the material basis of teaching.

The methodology of teaching natural science allows studying natural phenomena in their interconnection and development.Natural science methodology uses research methods used in pedagogy. A researcher- methodologist observes the process of teaching

natural science at school, analyzes and compares the observed facts, determines the legal connections between phenomena, practically checks the correctness of conclusions and generalizations, and as a result determines the principles of teaching natural science. Observation and experience are the most important methods in the teaching methodology of natural science. As a pedagogical science, natural science methodology is connected with didactics. Only based on the pedagogical goals and tasks of education and upbringing, it will be possible to correctly structure the school natural science course, determine its place and role in the system of educational subjects of primary and subsequent classes.

The requirements for the selection of educational material and its distribution by classes are explained by didactic principles, which are the leaders in solving specific methodological issues, choosing teaching methods, as well as organizing the educational activities of students in various ways andforms. Methodical methods can be chosen correctly only if you take into account the psychology, age and developmental characteristics of each student. When solving issues related to the preparation of students for future practical activities, the methodology of natural science relies on the department of pedagogy that develops the problems of polytechnic education. The methodology develops the issue of educational nature of natural science teaching based on the general laws of natural development and the theory of complex education.

The methodology of natural science is closely related to physiology, anatomy, hygiene, botany, zoology, geography, agrotechnics, meteorology, logic and psychology. The connection with these subjects is manifested in the teacher's mastery of the basics of those subjects, the ability to distinguish the most important of them, and the ability to explain the materials in accordance with the age characteristics of the students. Maturity and development of a person takes place in the course of his activity, which includes certain actions, attitudes, and character. Evidences (motives) of one or another type of activity - study, cocktail, home, communication - are of particular importance. Communication evidence should be an integral part of any lesson. If the teacher does not take it into account, it reduces the possibility of knowledge of nature. Various organized communication with nature enriches and deepens the sense of beauty in young schoolchildren, they develop the ability to evaluate their own actions and work, these qualities are necessary for understanding the moral and ethical norms of behavior, responsibility and duty towards others. In the process of communicating with nature, respect and affection for one's fellows and elders is formed.

In front of the teaching methodology of natural science are the following tasks:

— to determine the importance and place of natural science as an educational subject in the system of general education and comprehensive education.

— selection and combination (synthesis) of natural science materials.

— to define its educational and educational tasks.

Teaching natural science in primaryschool does not consist only of introducing some facts of natural life and external features of plants, animals and people. Teaching of natural science should reveal the mutual relations between various objects of animateand inanimate nature, between animate nature and human labor in a form that can be understood by schoolchildren of a young age, and cultivate a deep love for nature, the desire to preserve and use its wealth with enthusiasm. Accordingly, students of pedagogic educational institutions learn to plan natural science lessons taking into account the issues of nature conservation. An elementary school science course covers a wide range of natural phenomena, so it is sometimes difficult to make observations that correlate with the phenomena being studied. Therefore, when choosing objects for the initial study of natural science, it is necessary to take into account the following: the age characteristics of students, the comprehensibility of the studied material, its educational and developmental effect, the

fact that it is local history material, the possibility of using the acquired knowledge in the implementation of work in the school's living nature corner and educational-experimental section.

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