

FORMATION OF PRIMARY ECOLOGICAL CONCEPTS IN JUNIOR SCHOOLCHILDREN

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Abstract: today, the relationship between man and nature has become a global environmental issue. Human beings have lived in close contact with nature since their inception. Man got the necessary food from nature, used ready-made things of nature for his daily needs and treated nature with respect. The most important thing in solving environmental problems is to raise the level of people's environmental knowledge and cultural thinking. That's why we should try to form people's understanding of ecology from a young age. The unsatisfactoriness of the problem of formation of elementary school students' initial ecological concepts, both in theory and in practice, shows the relevance of the present day. Primary education, especially the subject of "Homeland Studies" has a great place in providing children with environmental education and upbringing. But, unfortunately, in practice, the ecological orientation of this subject is not fully implemented. Organizing and conducting excursions for students, telling proverbs, riddles about animals, plants, nature, vegetables, fruits, holding contests regularly is very effective and very understandable and interesting for children. We can achieve environmental culture only as a result of systematic education.

Keywords: ecology, primary schoolchildren, education, upbringing, nature, homeschooling, environmental ideas, ecological culture, animals, plants.

ФОРМИРОВАНИЕ ПЕРВИЧНЫХ ЭКОЛОГИЧЕСКИХ ПОНЯТИЙ У МЛАДШИХ ШКОЛЬНИКОВ

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Аннотация: сегодня взаимоотношения человека и природы стали глобальной экологической проблемой. Человечество с момента своего зарождения жило в тесном контакте с природой. Человек получал необходимое питание от природы, использовал готовые продукты природы для своих повседневных нужд и с уважением относился к природе. Важнейшее место в решении экологических проблем занимает повышение уровня экологических знаний и культурного мышления людей. Поэтому надо стараться формировать у людей представления об экологии с юных лет. Неудовлетворённость проблемы формирования у младших школьников первоначальных экологических представлений как в теории, так и на практике показывает актуальность и в настоящее время. Большое место в обеспечении экологического образования и воспитания детей занимает начальное образование, особенно предмет «Родиноведение». Но, к сожалению, на практике экологическая направленность этой темы реализуется не в полной мере. Организация и проведение экскурсий для учащихся, рассказывание пословиц, загадок, загадок о животных, растениях, природе, овощах, фруктах, регулярное проведение конкурсов – это очень эффективно и очень понятно и интересно для детей. Мы можем достичь экологической культуры только в результате систематического образования.

Ключевые слова: экология, младшие школьники, воспитание, воспитание, природа, домашнее обучение, экологические представления, экологическая культура, животные, растения.

The history of humanity is undoubtedly closely connected with nature. Since the very beginning of human existence, people have lived in close interaction with nature. Humans have obtained necessary food and ready-made resources from nature for their daily needs and have treated forests and water sources with care. Today, the relationship between humans and nature has turned into a global ecological issue. Due to the rapid growth of science and technology, the negative impact of anthropogenic factors on nature has intensified. The increasing population, along with the growth of technology and industries, has led to numerous environmental problems.

As the population grows, consumption also increases - electricity, food, clothing, housing, etc. - all of which are derived from nature. Various gases and waste from industries and automobiles pollute the environment, worsening ecological problems worldwide. To preserve ecology, every individual must develop an ecological awareness. To achieve this, ecological education and upbringing should begin within families, kindergartens, and schools. Through lessons and extracurricular activities, we can teach students responsibility, patriotism, love for their homeland's nature, and the importance of protecting, preserving, and using natural resources wisely.

One of the most effective methods for developing ecological awareness is the observation method. The teacher determines the forms of observation, highlights the most important properties of the object, and organizes elements that focus attention. Observations are conducted both in the classroom and outside of school. In the process of forming ecological awareness, verbal methods serve as an essential source of knowledge. Ethical discussions play a particularly important role in shaping ecological understanding. We begin teaching children from the stage of exploration. By organizing excursions, we encourage them to develop a respectful relationship with nature. They learn to protect animals, avoid picking plants, keep the environment clean, and maintain hygiene.

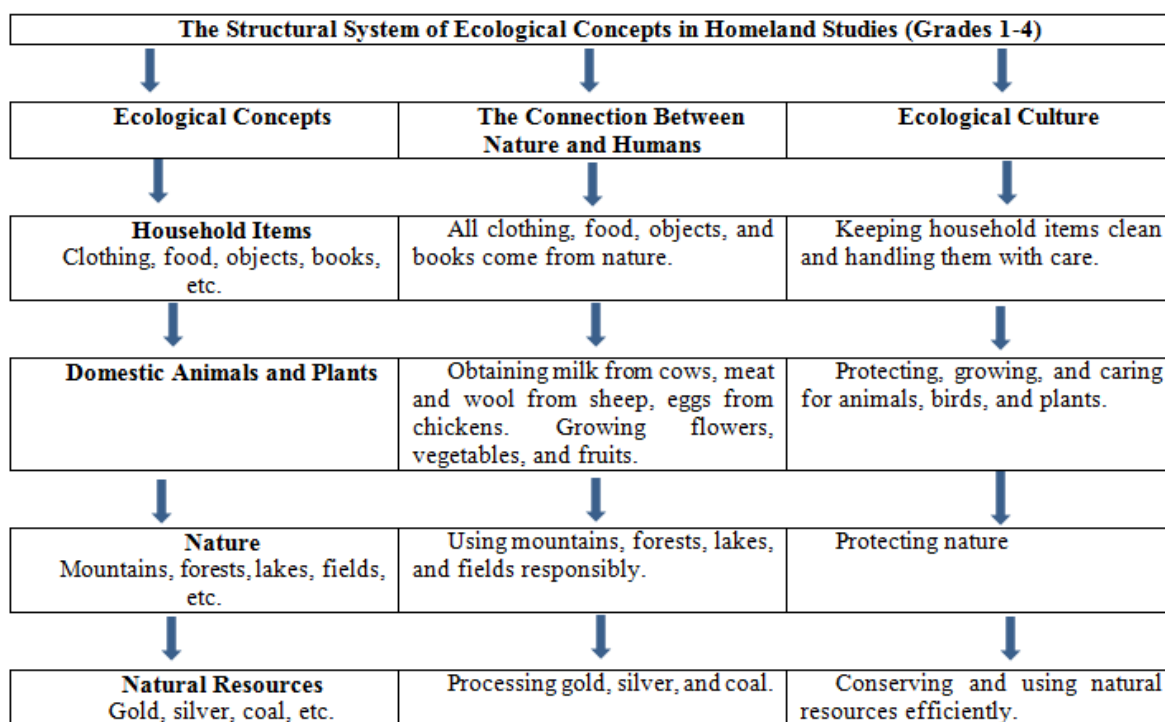
The most crucial factor in solving ecological problems is raising people's ecological knowledge, culture, and level of thinking. The words of the Chinese philosopher Guan Zi perfectly align with this idea: "If you think about one year - plant rice, if you think about ten years - plant a tree, if you think about a hundred years - educate the people." [1].

Therefore, we need to strengthen efforts to provide ecological education and upbringing in kindergartens, schools, and educational institutions. From an early age, children encounter butterflies, ants, flowers, grass, trees, water, forests, and other elements of nature in their environment. Their first knowledge about the mysterious properties and living components of nature comes from their parents. Later, they expand their understanding in kindergarten and school.

The term "ecology" comes from the Greek words "oikos"—meaning home, dwelling, or habitat—and "logos"—meaning study or discourse [1]. This means that we must start teaching children through exploration and discovery. At home, they learn about vegetables, fruits, domestic animals, plants, flowers, and household items. In kindergarten, they begin to understand concepts such as not picking flowers, maintaining cleanliness, and not littering. Upon entering school, they start forming sentences about these topics and expressing their understanding through pictures and discussions.

For younger schoolchildren, knowledge about homeland studies is structured by grade level as follows: 1st grade covers topics on everyday life and household items, 2nd grade focuses on "Humans and Animals", 3rd grade explores "Summer Pastures", 4th grade discusses "Environmental Issues of the Earth". Various activities tailored to each age group can be organized to engage children effectively. For 2nd and 3rd graders, traditional knowledge about livestock, riddles related to animals, and excursions can help shape their perception of the environment. They also learn about the seasons, precipitation, and the distinction between living and non-living nature. Observing natural phenomena and seasonal changes, such as autumn and spring transformations, increases their curiosity and fosters a deeper connection with nature.

The 4th-grade homeland studies textbook provides extensive information on ecological issues, including forest fires, deforestation, air pollution from vehicle emissions, toxic gases from factories and power plants, and the effects of acid rain and the greenhouse effect on climate change. Although students gain ecological knowledge, skills, and habits through these lessons, it is evident that they struggle to apply them in their daily lives.



The content of ecological education in elementary school should include materials from various branches of ecology. Young students are especially interested in learning about the relationship between living beings and their surrounding environment.

Organizing regular excursions for students and engaging them in activities such as proverbs, riddles, and tongue twisters related to animals, plants, nature, vegetables, and fruits proves to be highly effective and easily understandable for children. Through these activities, they learn about the role of living beings and plants in human daily life and how to protect them.

By using the structured system outlined in the table above, teaching ecological knowledge and fostering ecological thinking, literacy, and culture as a unified system will ensure that students acquire high-quality knowledge, skills, and competencies. Moreover, it will help shape their ecological awareness and enable them to apply it in their daily lives.

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