

FORMATION OF NATURE AWARENESS SKILLS OF PRIMARY SCHOOL STUDENTS

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ABSTRACT: The article describes recommendations on forming the skills of understanding nature of elementary school students. Emotional perception is an important basis in the formation of ideas and concepts about nature, natural phenomena and the environment in elementary school students. Therefore, it is important for a natural science teacher to be able to combine the emotional image and their personal experiences when giving theoretical concepts to students.

KEYWORDS: Nature, environment, natural phenomena, natural science, love of surrounding nature, plants and animals, understanding of nature, imagination.

INTRODUCTION

Emotion plays a special role in the formation of interest in learning about nature in elementary school students. Feelings arise when observing natural objects and phenomena, studying their essence, and appear as one of the main mechanisms that control students' cognitive activity. Encouraging elementary school students to conduct small researches, forming the skills of independent assimilation of knowledge related to the understanding of nature guarantees positive results. The effectiveness of students' mental activity in the educational process, the level of activity is the main condition that forms their interest. At this point, it is also important to use educational forms, methods and methods that serve to resolve this situation among students.

The formation of the skills of understanding nature in elementary school students is a complex pedagogical issue, and its positive solution is necessary to increase the effectiveness of "Natural Sciences" classes taught in the 1st-2nd grades of general secondary schools. In the process under discussion, a number of psychological and pedagogical features are visible, and their timely development by the teacher allows to achieve the expected results.

There are three groups that determine the effectiveness of organizing natural and scientific knowledge of elementary school students based on modern educational tools and using digital educational technologies. In this:

- general conditions for the effectiveness of the integrated educational process affecting all aspects, including the processes that we study and serve as a prerequisite for the implementation of other groups of conditions;
- as one of the aspects of the overall educational process, the conditions that ensure the effectiveness of the knowledge of nature of young students on the basis of modern educational tools and serve as a necessary condition for the use of digital educational technology;

- the basis of the conditions that have a direct impact on the practical activities of young students is the increased demand for the use of computerized electronic resources in the educational process, etc.

In the primary education system, students have a desire to know the inner properties of objects and phenomena, including "Why does it rain?", "How do springs form?". The emergence and strengthening of such aspiration is characterized by the relative stability of students' interest in learning about nature and its differentiation.

Acquaintance with specific objects and phenomena that make up the foundations of natural science, striving to understand their essence accelerates the cognitive activities of elementary school students, and determines their activity directed towards this goal.

Being in direct, active communication with nature accelerates the process of mental activity organized by elementary school students. This situation affects the way of thinking of students, creates interest in learning about nature and improves their mental abilities.

Nature as an object of cognitive activity provides primary school students with sufficient knowledge about natural phenomena, their characteristics, their interrelationships, and the importance of the natural environment in people's lives. able to provide information. Acquainting students closely with the important aspects of natural phenomena and objects forms a cautious attitude towards the environment and nature in them, creates and develops interest in learning about nature.

The theoretical analysis of the content of the subjects taught in primary grades showed that they contain educational materials that provide information about science knowledge to one degree or another. Each of them is important in the implementation of certain tasks and encourages students to get closer to nature and to be in constant communication with it. However, it should also be noted that the possibilities of educational subjects in forming interest in learning about nature among elementary school students are not the same. The leading position of "Natural sciences" in this place, the expression of natural science knowledge based on a certain system and sequence in their structural structure, provides students with a reasonable understanding of natural phenomena, objects and processes. Taking lessons allows them to develop an interest in learning about nature.

Teaching natural sciences in elementary grades is not only about introducing some facts of the natural life and external characteristics of plants, animals and people. Teaching of natural sciences should reveal the mutual relations between various objects of animate and inanimate nature, between animate nature and human labor in an understandable form for schoolchildren of younger age, and instill a deep love for nature and a desire to preserve it. should educate. and use its wealth eagerly. Accordingly, students of pedagogical educational institutions learn to plan natural science lessons taking into account the issues of nature protection. The elementary school science course covers a wide range of natural phenomena, so sometimes it is difficult to make observations related to the phenomena being studied. Therefore, when choosing objects for the initial study of natural science, the following should be taken into account: the age characteristics of students, the comprehensibility of the studied material, its educational and developmental effect, the fact that it is a local history material. , the opportunity to apply the acquired knowledge

in the implementation of work in the living nature corner and educational-experimental department of the school.

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