

ORGANIZATION OF EXCURSIONS IN PRIMARY SCHOOL CLASSES

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ABSTRACT: - The article discusses the organization of excursions in primary school, their components, their content and essence, educational significance, scientific and theoretical foundations, the views of scientists on excursions.

KEYWORDS: Excursion, lesson, topic, education, student, class and multisensory education.

INTRODUCTION

The content of practical activities in nature and environmental knowledge about it are closely related to the child's attitude to nature. Environmental knowledge regulates, directs, and controls children's behavior and activities, and in many ways determines their attitudes toward the environment. Excursions in primary school are one of the most important topics today, and first we need to know the meaning and purpose of the word excursion. In dictionaries, the word "excursion" is interpreted very simply: "It is a trip for educational, scientific, sports and recreational purposes." In general, an excursion is a form of organizing the learning process aimed at mastering the learning material. If the whole class participates in the excursion and the excursion material is closely connected with the science program, it becomes a form of general class work. In this case, it is included in the system of lessons and is an important part of the educational process. In addition, an excursion can be a form of extracurricular activity when conducted with an individual, the most curious group of students.

We will first look at educational excursions that have educational goals.

Excursion as a form of study supports the interest of all students. It is well known that young students have a special interest in everything related to the outside world. Thus, an excursion to nature in particular, as an activity, corresponds to their motivational field.

As a form of study, a study tour provides health education as it allows you to address some of the factors in school life that negatively impact children's health. These factors include:

- inactivity at the desk during the lesson;
- Prolonged work at home without fresh air and artificial lighting, suppresses emotions;
- The predominance of the auditory canal in the perception and processing of information that is detrimental to the age characteristics of young students.

Excursions allow to carry out multisensory training on the principle: see + hear + touch + smell + touch + move + feel. Thus, the excursion allows to take into account the age characteristics of young students as a form of study [3].

The great Russian educator KD Ushinsky said, "A teacher who wants to firmly imprint something in a child's memory must make sure that he is involved in remembering as many emotions as possible." If we consider the excursion as a means of visualizing the learning process, its main purpose is to expand the emotional experience of children and, for example, to look for school textbooks and extracurricular mathematics. J. Korchak: "Children are adults. He is intellectually equal to us, he lacks life experience" [6].

It is known that the content of education includes not only knowledge, but also the experience of implementing certain methods of activity (skills, habits, creativity), attitude to people, the world and oneself. Lessons-excursions allow students to gain and accumulate similar experiences, and therefore better assimilate knowledge.

The purpose of excursion lessons is to develop attention, observation and vigilance in school students, to form the ability to see general education through observation. Consider and select individual (e.g., mathematical) aspects of the surrounding reality. KD Ushinsky stressed the importance of a learning task such as developing a student's observation skills. He considered it important to "give the reader a means to gain useful knowledge not only from books, but also from the things around him, from life events, from the history of his own heart."

Educational excursions help to form the main competencies:

- ability to act in the surrounding reality;
- development of communication and speech;

- observation;
- ability to receive information;
- joint decision-making.

First of all, it should be noted the great general educational significance of the tour. The excursion concretizes the program material, broadens the students' worldview and deepens their knowledge.

There are the following types of excursions:

- to nature;
- museums and exhibitions;
- for agricultural production, young natural science stations, experimental stations.

Excursions to nature play an important role in the teacher's work plan, where students can see the relationships of natural objects and their relationship to the environment. By entering the natural environment with different objects and events, children learn to understand this diversity, to establish the connections of organisms with each other and with inanimate nature. Excursions to nature are a concrete way of studying nature, i.e. the study of real objects and phenomena of nature, it is not about stories or books. There is a wide range of opportunities to organize the creative work, initiative and observation of students. Excursions, as well as practical classes develop students' skills of independent work.

It is on excursions that students develop an interest and love for nature, aesthetic feelings. They learn to see its beauty, understand the need to respect nature. This is called the emotional side of the tour. The knowledge gained in such an environment is very strong and is relevant to children's memory for a long time. Excursions help to form students' environmental awareness. Excursions are also important for the physical development of students. Being in the fresh air, in a natural environment, helps to strengthen and improve the health of children. Excursions are a very important organic component of the normal work of the school, they should be closely related to the whole educational process [4].

Before the start of the tour, the teacher informs students in advance about the purpose, plan and route of the tour, distributes assignments for the lesson. It is also necessary to give instructions on the rules of behavior in nature, movement on the route, the maintenance of a certain discipline. Students should then be divided into groups to do independent work and told them the list of benefits they need for the tour. It is a good idea to give general tasks to the whole group

and more specific tasks to each student individually. Tourists need to be explained what and how to prepare, what entries need to be made, and how to formalize the results of the observation. To successfully conduct excursions, new teachers need to keep some rules in mind to avoid mistakes and shortcomings that significantly reduce field trips. It is not necessary to review the collected material, to organize a conversation to explain the reasons for some of the observed events. This work was finally completed and generalized in school. Sometimes the initial generalization is done immediately after the tour and the final conclusion is made after the results are presented. Usually, students are most active when the research method is used in the field trip. This requires tourists to be more proactive in doing things, observing things and events, and drawing independent conclusions based on what they see and learn during the tour. But in a short time

The problem of human ecological education is complex and multifaceted. Its emergence, in turn, depends on a number of objective reasons that have emerged as a result of the study of the interaction of human society and nature. Therefore, the ecological upbringing of children is the most important and global task of social significance, the solution of which is directly related to the development of a modern philosophical and historical concept of the relationship between man and nature. Attitudes towards nature have been a topic of knowledge since people understood themselves as human beings. The problem of ecological upbringing of the individual is important as one of the key moments in the harmonization of the relationship between society and nature. As you know, start In internal school pedagogy, excursions to nature are an effective form of organizing the process of learning about the world around us. Live communication with nature encourages young students to explore it and contributes to environmental and aesthetic education. However, due to methodological difficulties, excursions are not used enough for practice. Conducting any excursion for younger students is based on its specific features, which, in turn, determines the ability of children to participate in this event. Children eagerly take extraordinary lessons, so any trip, real or virtual, creates for them a world of unforgettable emotions, emotional uplift. Traditionally, excursions pertaining to auxiliary forms of study work, although today we find them in the list of non-standard lessons. Targeted teacher guidance is required for such a process to develop young learner's thinking in getting acquainted with nature and achieving a high level. In order to effectively form a caring attitude towards nature in children, teachers need to organize this process in such a way that all parts of this relationship develop and

form in an interdependent manner among school children. The formation of parts of the school's careful attitude to nature in schoolchildren should begin as early as possible, because at present the unity of the individual is very vague and different areas of interest and relationship may be independent of each other. At this age, a well-rounded, intelligent teacher should be with the child so that he or she can discover and develop the origins of the ecological culture in the child. Excursion materials are discussed at school-wide conferences, where representatives of the production or those facilities are invited. A note should be used for the teacher when preparing for the tour.

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