

MORAL, EDUCATIONAL SIGNIFICANCE OF ACQUAINTANCE OF STUDENT-YOUTH WITH NATURE

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Abstract: In accordance with the educational concepts and laws of the Republic of Uzbekistan, interrelated educational tasks are implemented in the process of introducing children to nature. The main task in mental education is to give children knowledge about inanimate nature, plants, animals, to give them the opportunity to adequately perceive natural phenomena.

The article examines the educational significance of introducing young students to nature and the issue of the formation of ecological culture.

Keywords: nature, society, ecological culture, education, flora, ecological problem.

ПРАВСТВЕННОЕ, ВОСПИТАТЕЛЬНОЕ ЗНАЧЕНИЕ ПРИОБЩЕНИЯ УЧАЩИХСЯ-МОЛОДЕЖИ К ПРИРОДЕ

Аннотация: В соответствии с образовательными концепциями и законами Республики Узбекистан в процессе приобщения детей к природе реализуются взаимосвязанные учебно-воспитательные задачи. Основная задача в умственном воспитании - дать детям знания о неживой природе, растениях, животных, дать им возможность адекватно воспринимать явления природы.

В статье исследуется воспитательное значение приобщения учащихся-молодежи к природе и вопрос формирования экологической культуры.

Ключевые слова: природа, общество, экологическая культура, образование, растительный мир, экологическая проблема.

INTRODUCTION

The purpose of the reforms carried out in all spheres of social life in Uzbekistan is to ensure the safety and well-being of a person and his interests, as well as to educate the perfect generation. The path of development, which Uzbekistan went through for a short time after the acquisition of State independence, has acquired a meaning and essence worth centuries. It is known that when moving progress and influencing the processes taking place in marriage, the important issue is the upbringing of young people as a harmonious personality, which is an important subject of the socio-political, economic, cultural and spiritual renewal of society.

Science, enlightenment have been an important pedagogical process in the human world for centuries. Thanks to the independence of our values, unique handwritten works, ancient monuments lying in pinhona in the jewelry of history unknown to us, our research scientists are being studied teran.

RESEARCH MATERIALS AND METHODOLOGY

It is known that since the appearance of life on Earth, changes have been constantly observed in nature. The environment caused the loss of many plant species, the emergence of new ones as a result of the peaceful constant natural change, a condition that Hudi had occurred in the animal kingdom. Humanity has developed science and technology enormously, civilization has risen to the top, but the air, water, soil, plants and animals necessary for living organisms are being poisoned. Finally, people are also forced to suffer from anthropogenic factors created by them.

In the current period, when the use of chemicals in the cultivation of industrial, transport, agricultural products has led to drastic changes in the natural state, environmental problems have reached a global level from the local state. When it does not solve it, problems arise that have never occurred on Earth.

History is the path of perfection, progress of man. If we look at the history of the past, then the educators who lived and worked at the Times of their creation, in the all-round growth of the reader-Youth, argued that the subtleties of the nature that gives spiritual nutrients are His wonders.

From Russian educators K.D.Ushinsky, in his work "man as a subject of upbringing", said that "beautiful nature has such a great educational effect on the young soul that even the influence of pedagogy is powerless to compete with it."

Therefore, love for nature is a very comprehensive and complex feeling. It forms a complex whole, which includes the higher spiritual and mental layers. M., who conducted research work on the formation of a responsible attitude to the environment in preschool children and student-youth. Umarova believes that it is important pedagogical importance to start educating this emotion from an early age in childhood. Every child has a growing passion for looking at the local land and the nature of Uzbekistan in which he lives, to entertain him. This feeling, born in childhood, develops and becomes richer in school years.

Based on the above points, it can be said that introducing students-young people to nature in school education is an educational tool for educating the right attitude to nature in them and understanding real knowledge about the environment, based on emotional experience.

It is now clear to everyone that the origin of environmental problems was caused by the people themselves. Because the development of Science and technology has created terrible weapons, ranging from the possibility of mastering space, landing a person on the moon, fast flying aircraft, to the possibility of derailing a single whole of the biosphere. Hence, from now on, the poisoning of the Mother Earth can cause environmental distress. Environmental imbalance is caused by pollution of the biosphere. And in the regions where there is an environmental shortage, environmental problems arise.

***Ecological tension** is the origin of an imbalance between the forces of production, in connection with production, in order to derail the relationship between nature and man.*

***Ecological destruction** is a state in which humanity has an unfavorable impact on nature, and negative processes in the region occur in both areas, leading to the death of the population.*

The environmental problem is that the connection of man with nature is broken, it affects each other in two ways and leads to the negativity of life.

Observations confirm that children's activities in the environment are mostly spontaneous, unexpected, and it would be correct to consider this as the main reason for such an attitude towards nature in them. With the pedagogical influence of the family, the neighborhood, in a word, those present, especially educators of a preschool educational institution, such inappropriate activities are corrected. That is why it is so important that children as early as preschool age acquire convincing information about nature.

RESEARCH RESULTS AND DISCUSSION

Children's acquisition of knowledge about nature should be firmly connected with their cognitive abilities - sensory apparatus, logical thinking, attention, speech, observation-thirst,

interest in cognition. For the development of thinking and the formation of a scientific worldview, it is necessary to familiarize children with the subject-phenomena of nature, teach them to understand the observed subject-phenomena and lead them to an understanding of the aloka and relationships between them. Causal relationships and relationships between natural phenomena in the process of cognition develop thinking.

The child perceives certain properties of the environment and nature: the heat and cold of the air with the skin, the taste of liquids with the tongue, the smells of the air with the nose, the color of various objects of nature with the eyes, sounds with the ears, that is, these properties affect the five different senses of the child and are transmitted through nerve cells located in these organs. getting into the brain, as a result, knowledge about certain properties of nature, their manifestations, images, images, landscapes are formed in the brain.

CONCLUSION

In conclusion, in order for students-young people to correctly perceive natural phenomena, it is necessary to direct the process of their perception of nature. The task of educating children of educational age in all aspects-mental, aesthetic, moral, physical-cannot be effectively solved without the education of students and young people in nature and without its widespread use in educational and educational work in a preschool educational institution.

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