

METHODOLOGY FOR CORRECT USE OF NATURE TERMS IN PRIMARY CLASS STUDENTS

Aydarov E. B.

Chirchik State Pedagogical University

Abstract:

In the article, the content of the formation of variative concepts of nature in the teaching of Natural Sciences in primary education, the state, didactic features of the pedagogical process, age characteristics of students, compliance with the level of knowledge, improvement on the basis of a psychological and pedagogical analysis of the scientific and practical significance and development of activity experience, as well as, aspects of the formation of qualifications and competencies are described.

Keywords: natural sciences, variative concepts, interdisciplinary engagement, lesson, primary education, knowledge, skills, competence, competence, science, technology, modern development, principle, improvement, school, students, form, method, medium, nature, community environment, human and nature, improvement.

Introduction

In addition to using the achievements of science and technology development on a global scale, clarifying the didactic parameters of the intellectual development of students based on an individual approach in the educational process requires the formation of varied concepts in students of junior school age, which is considered the main link of continuous education in the formation of students' talents and abilities. Especially, as a result of the interaction of students with the environment and educational materials, special importance is attached to ensuring the social, personal and intellectual development of students, improving the mechanisms of forming variable concepts in the teaching of natural sciences in their intellectual development with the goals they set for themselves and the values they follow.

In fact, in order to ensure the economic development of New Uzbekistan, it is necessary to "train highly qualified, creative and systematically thinking, independent decision-making personnel on the basis of socio-political, economic, educational and international standards, demonstrate their intellectual abilities and morally mature Structural reforms are underway in the fields of creating the necessary conditions for the formation of a person. Also, based on the decision of the President of the Republic of Uzbekistan No. PQ-4805 dated August 12, 2020, the generalization of natural sciences within the framework of existing subjects and extracurricular activities in the general schools of our country requires the acceleration of students' self-management skills and overcoming difficult life situations. It is important to improve the mechanisms of applying a variable approach to the teaching of natural sciences at the first stages of school education.



Therefore, updating the content of studying natural sciences in elementary grades, first of all, strategic directions of modern school education development - some changes in the direction of educational activities in the direction of forming necessary life skills in students, in accordance with the requirements of educational programs, in the future in the modern global world should create an opportunity to feel comfortable.

At the first stage of school education, the beauty of nature and its bright colors increase the child's interests. He seeks to know the surroundings, the greenery, the colorful flowers, the sparkling waters, the sweet sound of the birds, the reason of the events happening in the sky, and this gives him special pleasure. In this way, the child begins to have ideas and concepts about the first concepts of nature.

Various didactic functions are studied separately in the education and upbringing of students in the continuous education system. First of all, variants are different manifestations of the same thing (modification, implementation and diversity), and also a variant is an abstract inclusion of the same object from its own modification, a reflection of the general characteristics of the class of objects formed in variants and characteristic of each variant. . In the process of school education, it is understood that in the formation of the first variant concepts of nature among students, it is the achievement of diversification and change of the content of education that is free from formal teaching.

Invariant didactic functions are the opposite of variable didactic functions. The word invariant is derived from the French word "invariant" which means unchanging. Concepts that remain unchanged during a certain type of change are called invariants. In the formation of the first invariant concepts of nature in students, it is assumed that the content of education will achieve uniformity.

Any interpretation of an invariant involves the existence of something general, unchanging, that exists in different variants. Therefore, an invariant is understood as a common thing that is characteristic of all variants and is united with the original meaning, which remains unchanged when translated into other languages.

An invariant is a unique definition of a class of objects formed by variants and specific to each variant. An invariant does not exist as a separate object. Invariants reflect the general properties of objects formed by variants.

If we take a look at the essence of concepts in the formation of variable concepts in the teaching of natural sciences in elementary grades, the concept is a product of thinking. Concepts arise as a result of thinking about things that are perceived and imagined. For example, to imagine a flower, it is enough to look at it. To form an understanding of that flower, it is necessary to form specific knowledge and thoughts on their systematization.

A concept is a form of thinking that embodies the important properties, connections and relationships of things and events. A concept is a product of cognition, which progresses from simple to complex, perfecting, clarifying, and forming new concepts. The main logical task of the concept is to mentally separate something from something else. Dividing sciences into categories and summarizing natural sciences in the concept is one of the important conditions for knowing the laws of nature. Each subject deals with certain concepts, and they contain the



total knowledge. Different from the forms of emotional cognition, the concept is not only directly reflected in the human mind, but it is formed using logical methods such as comparison, analysis, synthesis, abstraction, and generalization.

Therefore, it is important to ensure the continuity and continuity of the general secondary, secondary special education and higher education system, and the continuity of the development of students' theoretical knowledge and practical competences in the formation of students' varied understandings of nature.

After the child comes to school, the knowledge acquired in the family is systematized and new information is added to them. The child begins to receive specific information about concepts related to nature in educational institutions. At the same time, we as pedagogues should also adapt to this process, having a proper understanding of this process, first of all, we should have an understanding of the laws of nature, the surrounding flora and fauna.

In the teaching of natural sciences to elementary school students, the following levels of formation of variable concepts can be shown:

- student's biological background;
- one and the same diversity in the state of impact of the natural environment;
- invariance and variability of the conditions of continuing education institutions;
- diversity of students' interests.

It is developed on the basis of the above-mentioned aspects in the formation of variable concepts in the teaching of natural sciences in elementary school students.

The researches of psychologists allow not only to determine the psychological essence of the formation of the knowledge system in schoolchildren, the multi-functional importance of inter-system associations, but also make sure that the knowledge system works successfully in solving the didactic aspect of such knowledge. Psychologists theoretically proved and experimentally confirmed that thinking is a systematic process that develops at the expense of system-forming connections.

The principle of systematicity in the work of the brain is common to physiological and psychological processes. All mental functions are based on associative connections, and on this basis the systematic thinking of high school students is formed. At the same time, modernization of educational content should be aimed at understanding the modern scientific landscape of the world.

From the topics given in the textbook, it is important to be able to distinguish them by thinking when forming concepts about plants, animals, animate and inanimate nature. For example: in the topic "Living organisms and inanimate nature" in the 2nd grade "Natural Sciences" textbook, the teacher introduces students to living organisms, that is, early flowering plants (tulip, violet, chuchmoma), and It explains how to divide plants into parts (root, stem, leaf, flower) and then determine the function of each part. As a result, it is important for students to combine living organisms and inanimate nature into a whole, that is, using the method of synthesis. Analysis and synthesis are the most important modes of thinking. With their help, concepts are formed and firmly stored in memory.



The didactic requirements for teaching natural sciences based on a varied approach are as follows:

- improvement of students' knowledge about the nature of their country, land form and relief, seasonal changes in nature, human health care based on an alternative approach;
- to achieve high development of the student's personality by increasing the educational efficiency of teaching;
- to educate the desire to work at school and on the training ground.

In addition to didactic requirements, educational, psychological, and hygienic requirements are also present in the formation of variable concepts in the teaching of natural sciences to elementary school students, which ensure the harmony of intellectual, moral, aesthetic, physical, and natural processes of students.

In particular, the foundation of comprehensive education of students of junior school age is the formation of a scientific worldview in them. Naturally, the role of natural sciences in the implementation of this task is great. Accordingly, one of the important tasks of primary school teachers is to teach students to be able to see the beauty of nature, to love it, to have a correct understanding of the events that occur in nature, and to educate them in the spirit of rational use of the resources created by nature. must

Forming variable concepts in teaching natural sciences to elementary school students, while preparing for the lesson, relying on the curriculum and methodical demonstration, what basic concepts, learning and skills should be formed in this lesson, It consists in understanding what kind of educational ideas should be instilled in their minds, and how to help satisfy the cognitive interests of students.

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