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WAYS OF FORMING A NATURAL SCIENCE WORLDVIEW IN PRIMARY SCHOOL-AGE CHILDREN DURING EXTRACURRICULAR ACTIVITIES

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Abstract
The article describes the features of the development of mental processes in primary school students and how they manifest themselves in the process of cognition and understanding of nature. He also details the strengthening and development of key characteristics of cognitive processes, such as cognition, attention, memory, imagination, thinking and speech, in the early school years.

Keywords: Environment, perception, imagination, ideal, trust, belief, science, imagination, memory, thinking.

Introduction

The content of the natural science worldview among younger schoolchildren is carried out not only during the lesson, but also during a number of activities, independent activities in the extracurricular process. Classroom activities are a time-limited process. In it, many important natural science knowledge cannot be fully taught to students. However, the time available in extracurricular activities is somewhat broader. The development of the natural science knowledge of younger schoolchildren, acquired during the lesson, in extracurricular activities gives an effective result.

Extracurricular activities are diverse, they are a continuation of the knowledge gained by students during the lesson, and complement their content, combining them into a single process. In primary school science lessons, students are given knowledge about the natural science picture of the world around us, they are taught to conserve natural resources and explore nature. Aesthetic feelings inherent in man, such as respect for his homeland and people, respect for nature and its riches, are multiplied. The skills of perception, comprehension and correct understanding of natural phenomena and beauty in it are being formed, their knowledge of natural phenomena in the surrounding world is increasing. A primary school teacher should have deep knowledge of the inextricable link between nature and man, have a thorough knowledge of the methodology of teaching natural science and the methodology of organizing extracurricular activities. Since the issue of acquiring knowledge about nature is one of the main tasks of education, it helps to educate children to strive for the conservation and enhancement of natural resources. The most important stage in the acquisition of natural science knowledge in the natural science education of students in the primary education system

is primary education. Since this period, man's attitude towards nature, the world around him, people and science has been forming since the days of primary education. While the teaching of nature conservation begins with the idea that man is a part of nature coming to the minds of students, the idea is instilled in their minds that preserving the environment and nature means, first of all, preserving ourselves, as well as our loved ones.

In addition to academic activities, extracurricular activities play an important role in the formation of the natural science worldview of younger schoolchildren. The purpose of organizing extracurricular activities in the field of natural sciences is to harmonize the regular and extracurricular educational process in the formation of a natural science worldview among primary school students.

The main objectives of extracurricular activities organized in elementary schools in natural sciences are:

• development of students' natural science worldview;

• compilation of information about the natural science picture of the world around us and the role of man in it;

• formation of competencies for overcoming problems in the relationship between man and nature;

• improvement of pedagogical technologies to promote the health of nature and humans;

• formation of qualities of discipline, organization, responsibility based on the effective organization of extracurricular time of students;

• implementation of a system of measures to create a holistic view of the relationship between nature, man and society.

In the course of our research on the formation of the natural science worldview of primary school students, we have tried to implement extracurricular activities in the following areas:

Let us take a closer look at the specifics of each type of extracurricular activity that serves to form the natural science worldview of younger schoolchildren.

The Terra Eco Club is organized with primary school students under the guidance of a teacher or under the guidance of specialists.

The purpose of this club is to form a natural science worldview based on the organization of nature excursions with elementary school students.

The Terra Eco Club provides for the implementation of the following tasks in the course of its activities:

Implementation of recreational activities based on the organization of trips of primary school age students to nature.

To teach how to connect acquired theoretical knowledge with life.

The inculcation of spiritual and moral values about the relationship between nature and man into the consciousness of readers.

Getting to know the natural values.

To ensure that students work in a team and form a natural science worldview on this basis.

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