



WAYS OF FORMING ENVIRONMENTAL EDUCATION IN PRIMARY SCHOOL STUDENTS

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Abstract

This article analyzes the scientific and pedagogical foundations and effective ways of forming ecological culture and education in students at the primary education stage. Ecological education is considered as a continuous process aimed at developing a person’s conscious attitude to nature, a careful approach to the environment, and skills for the rational use of natural resources. Taking into account the psychological characteristics of younger schoolchildren (curiosity, tendency to emotional perception), the mechanisms of using integrated, interactive methods in the educational process: excursions, game exercises, project work, and ecological fairy tales are highlighted. The article provides practical recommendations for increasing the effectiveness of ecological education.

Keywords: Primary education, environmental education, ecological culture, environmental protection, educational projects, interactive methods, natural science, sustainable development.

Introduction

Today, humanity is facing a global ecological crisis. Issues such as climate change, the loss of biodiversity, and the depletion of natural resources require every individual—especially the younger generation—to develop a new, conscious, and responsible attitude toward nature. Therefore, environmental education has become not only a priority in pedagogy but also a crucial task for society as a whole.

Primary education plays a decisive role in this regard, as children aged 6–10 are particularly sensitive to understanding the world around them, acquiring values, and forming emotional attitudes. The environmental knowledge, skills, and values instilled during this period serve as a strong foundation for ecological culture in the future.



The use of environmentally oriented tasks in physics lessons not only deepens students' theoretical knowledge but also helps form ecological culture. Such an approach positively influences students' attitudes toward nature and teaches them important life values such as energy conservation and environmental protection. Moreover, integrating ecological issues into physics education contributes to raising students not only as highly qualified specialists but also as responsible, active, and environmentally conscious citizens.

1. Theoretical Foundations of Environmental Education

Environmental education is an integral part of an individual's spiritual and intellectual development in the context of globalization. Primary education is the most suitable stage for laying the foundation of upbringing. At this age, children perceive the world emotionally and figuratively; therefore, it is effective to explain concepts through vivid examples from nature (plants, animals, water, air). Environmental education should not be limited to knowledge transfer but should also focus on forming meaningful attitudes.

2. Effective Ways of Forming Environmental Education

The following methods are recommended for organizing environmental education:

Integration into subjects: Including environmental content in lessons such as natural science, native language, mathematics, and art. For example, solving resource-saving problems in mathematics lessons.

Educational excursions and trips: Organizing visits to local parks, forests, or farms helps children interact directly with nature and develop a sense of care for it.

Interactive games and exercises: Games like "Let's Protect Nature," "Sorting Game" (waste sorting), and "Ecological Quiz" increase student engagement and reinforce knowledge.

Project and research activities: Projects such as "Greening Our School Yard" and "Green Patrol" allow students to apply theoretical knowledge in practice and observe the results of their work.

Ecological fairy tales and stories: Reading and staging stories where characters are elements of nature helps instill moral values such as respect for nature and care for animals.



3. Cooperation Between Family and School

Continuing environmental education within the family is very important. Establishing cooperation between schools and parents in environmental matters—such as organizing family eco-events or resource-saving campaigns—further enhances children’s ecological responsibility.

4. Basic Principles of Environmental Education

The following fundamental principles should be followed:

Scientific and systematic approach: Providing environmentally based knowledge in a structured way, from simple to complex, explaining relationships in nature (e.g., food chains).

Activity and practical orientation: Turning students into active participants who study and protect nature rather than passive listeners.

Local approach: Teaching based on the local environment (schoolyard, neighborhood park, local water bodies), which strengthens love for one’s homeland.

Continuity and integration: Embedding environmental education throughout the entire academic year across all subjects and extracurricular activities.

Connection with aesthetic education: Developing appreciation of nature’s beauty to foster a careful attitude toward it.

5. The Role of the Teacher in Environmental Education

The teacher is the key figure in environmental education. They should not only provide knowledge but also serve as a role model, organizer, and motivator. Essential qualities include:

- High level of ecological culture
- Awareness of environmental issues
- Ability to work directly with students in nature
- Use of innovative pedagogical technologies

Final Conclusion

The main goal of modern primary education is to prepare individuals for a sustainable future. Environmental education is not merely a collection of knowledge about protecting nature, but a fundamental pedagogical process aimed at shaping ecological culture, conscious consumption, and ethical attitudes toward the environment. This



approach ensures that school graduates become responsible citizens who make rational decisions and care for natural resources.

References

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