

## FORMATION AND DEVELOPMENT OF A VALUE ATTITUDE TOWARDS NATURE, ANIMALS AND BIRDS AMONG JUNIOR SCHOOLCHILDREN

**Kosimjanova Nodira Lochinbekovna**

*1st year Master's student, Namangan State Pedagogical Institute, Uzbekistan,  
Namangan*

**Abstract:** *Currently, the problem of ecology and the environment is important in the life of every person. In order to preserve and respect nature and the animals and birds living in it, numerous events are organized in our country. Children develop a love for nature, animals and birds from an early age. Therefore, it is necessary to teach concepts about ecology from childhood at home and in kindergartens. Upon entering primary school, students will be prepared to relate to nature and its resources. Over the years, they have formed and developed concepts such as environmental education, global problems, and a value-based attitude towards living beings. A correct explanation of these terms will contribute to the development of value-based attitudes towards nature among primary school students. The article is devoted to the effective formation and development of the value attitude of primary school students to nature, animals and birds. Training was conducted to instill love for poultry.*

**Key words:** *environmental education, natural heritage, State Educational Standard, natural phenomena, poultry farm.*

## ФОРМИРОВАНИЕ И РАЗВИТИЕ ЦЕННОСТНЫХ ОТНОШЕНИЙ К ПРИРОДЕ, ЖИВОТНЫМ И ПТИЦАМ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ

**Аннотация:** *В настоящее время проблема экологии и окружающей среды важна в жизни каждого человека. В целях сохранения и уважения природы и обитающих в ней животных и птиц в нашей стране организуются многочисленные мероприятия. Любовь к природе, животным и птицам у детей развивается с раннего возраста. Поэтому преподавать понятия об экологии необходимо с детства дома и в детских садах. При поступлении в начальную школу учащиеся будут подготовлены к познанию природы и ее ресурсов. За годы работы у них сформировались и развились такие концепции, как экологическое образование, глобальные проблемы, ценностное отношение к живым существам. Правильное объяснение этих терминов будет способствовать развитию у учащихся начальных классов ценностного отношения к природе. Статья посвящена эффективному формированию и развитию ценностного отношения учащихся начальных классов к природе, животным и птицам. Обучение проводилось с целью привить любовь к птицеводству.*

**Ключевые слова:** *экологическое образование, природное наследие, ГОС, явления природы, птицефабрика.*

The formation of the value attitude of primary school students to the nature one of the most difficult challenges at the present stage of the development of education. In the context

of global environmental problems, a growing pollution of our planet and consuming attitude of a human to nature, it is of vital importance to provide the younger generation with a relevant environmental education from the kindergarten to the university level. This stipulates the necessity to educate children at early age to love the environment and form value attitude towards nature. The concepts and components of the structure of the valuable attitude to nature are described. The structure of the value attitude of the individual includes a number of components, among which the dominant ones are cognitive, emotional-motivational and behavioural. (2) Ecological awareness and ecological culture formation is presented by state declaring the necessity to change consumer attitude to environment for nature protecting one, spiritual values of nature mastering. It proves the necessity to organize a purposeful ecological education and ecological upbringing activity in all parts of a national education system.

The reason for the present situation is the process of globalization, which is accompanied by material benefits and comfortable life conditions increase. Without changing a consumer's attitude to environment for nature protecting and recourses saving one it is impossible to solve this problem. (4) Principal change of the interaction character between people and environment demands ecological worldview, ecological awareness, ecological thinking and ecological culture formation, directed at the relations optimization between people and environment. The main characteristics of the value attitude to nature are: awareness of nature as a value; active position of the individual in environmental activities; cognitive interest in natural objects, their evaluation; adequate choice of ways of human interaction with nature; creation of new value, which occurs as a result of the manifestation of values to nature. The understanding of the relationship between nature and man is reflected in the Constitution of Uzbekistan;

- citizens obliged protect historical, spiritual, cultural, scientific and natural heritage of the people of Uzbekistan. Historical, spiritual, cultural, scientific and natural the heritage is protected by the state (article 61);

- citizens are obliged to take care of the natural environment (article 62);

- the land, its subsoil, water, flora and fauna and other natural resources are national wealth, subject to rational use and protected by the state (article 68). (Constitution of the Republic of Uzbekistan)

Besides this, real law sets legal, economic and organizational basics of preserving environmental conditions, rational use of natural resources. It aims to provide balanced harmonious development relations between man and nature, protection of ecological systems, natural complexes and citizens for a favorable environment. (1)

Research by famous scientists (L.I. Bozhovich, L.S. Vygotsky, D.B. Elkonin, V.V. Davydov, S.D. Deryabo, etc.) the formation of a system of value relations occurs throughout a person's life, a special place belongs to primary school age. (5) One of the requirements of the State Educational Standard is the formation and expansion of the experience of positive interaction with the outside world, the cultivation of a value-based attitude towards nature and the environment (environmental education); developing interest in nature, natural phenomena and forms of life, understanding the active role of man in nature; value attitude

towards nature and all forms of life; careful attitude towards plants and animals. A value attitude towards nature is an integrative, sustainable personal formation, based on a sensory-emotional perception of nature, characterized by an awareness of nature as a value and manifested in the implementation of the activity aspects of the relationship. A value-based attitude towards nature is a key condition for the regulation and harmonization of the relationship between man and nature. The school education system plays a fundamental role in solving this problem.

Junior schoolchildren share very emotional stories about the behaviour of the animals. Schoolchildren perceive events extremely emotionally. These impressions remain in their memory for a long time, leaving good feelings and good memories. All this contributes to the manifestation of a caring attitude towards living nature. (3) Children also gain impressions while caring for pets and in the process of communicating with them. In order for the child to feel these emotions and get a lot of pleasure, the teacher needs to organize direct contact between the children and any pet during the lesson. To pick up the animal is the very first steps of communication with a living being. The desire to touch and feel the characteristics of the animal with which he comes into contact. The child is delighted and notes how gentle, good and affectionate it is. Practical skills in handling living creatures help children take effective care of them. For example, when a child holds an animal in his hand or on his lap, he tries to adapt to the behavior of the animal. As a rule, the first interaction with an animal is of great interest to most children. They want to know how a living creature will behave when meeting them. (4) It often happens that children “impose” the animal's actions. For example, a child forces a hamster to crawl in one direction or another, but the animal resists. Of course, the adult's task is to explain that the animal is frightened of an unfamiliar environment and therefore does not go there, that animals cannot do what children want. They should not be pulled, pushed, or encouraged to take actions that are uncharacteristic for them. It is necessary to explain and instill in the pupils that all this frightens the animal. If the animal behaves restlessly, then you must wait until it calms down. Guys often don't know how to feed animals, they don't know how to do it. You can see how children, regardless of the fact that the animals are resting, try to feed them. So, skillful organization of work with children in caring for living beings will allow the teacher to solve the problem instilling in children a caring attitude towards animals and respect for nature.

According to O. A. Linenko, the teacher must purposefully, organized, systematically build the daily interaction of preschoolers with nature using natural phenomena as special means of education. A value-based attitude towards nature is formed through a person's awareness of the importance of nature in satisfying personal and social interests and needs, by orienting the individual towards harmonious interaction with nature. (2) Nature captivates the child thanks to its unusual, beautiful world, which gives the child a sea of bright, memorable impressions, evokes pleasant feelings and joyful experiences. For the formation of a caring and conscious attitude of preschoolers to objects of nature, the familiar natural environment, which they see every day on the way to kindergarten, on the territory of the kindergarten during a walk, is of great importance. Introducing preschoolers to their native

nature is the first step in getting to know their hometown and fostering love for the Motherland.

The ability to notice and understand the state of living nature and its beauty is a subtle movement of the soul, which depends on the manifestation of interest in a plant or animal, as well as on the degree of development of moral feelings and observation skills. The child's worldview changes, he becomes aware of his social position in relation to the people around him and to nature, in which the child begins to consciously navigate. Environmental education is a complex psychological and pedagogical process aimed at developing in children knowledge about objects and natural phenomena, the relationship between them, as well as environmental protection skills. In the pedagogical dictionary of G. M. Kodzhaspirova, environmental education is interpreted as: "the purposeful development of a high ecological culture among the younger generation, which includes knowledge about nature and a humane, responsible attitude towards it as the highest national and universal value".

Training was conducted to develop children's value attitude towards nature, animals and birds. First, students were invited to a poultry farm where chickens, chicks, ducks and geese are raised. Many students had no idea about feeding poultry. There they spent half a day with the birds and they were asked to feed and drink these birds and left them alone. In another nearby room, teachers observed how children treated birds. At first they ran after chickens and ducks. After some time, the students began to feed the chickens. The chickens were grabbed by hand and stroked. At the end of the day, many did not want to leave or wanted to take a few chickens home. After the training, a survey was conducted "Love or Not." The results were as expected. 84% of students chose the answer "I want to have pet birds." This training made it possible to improve the students' value attitude towards poultry.

#### REFERENCES:

1. Law of the the Republic of Uzbekistan №754-XII 1992 y. 9-december, Tashkent)
2. Astrakhantseva I.V. Theoretical and experimental substantiation of the ecological education development paradigm among students of pedagogical higher educational establishment.
3. Astrakhantseva I. V. Spiritual values of nature mastering as the factor, which conditions a consumer attitude to environment change for nature protecting one.
4. Astrakhantseva I.V. A.V. Nazarenko, Methodological basis of ecological lifestyle formation as the condition of nature protecting attitude to environment.
5. Irgit S. CH. Formation of the valuable relation to nature in children of primary school age. ISSN 1991-5497. Мир науки, культуры, образования. №1 (56) 2016).