

**THE MODEL OF IMPROVING THE POSITIVE ATTITUDE OF  
ELEMENTARY SCHOOL STUDENTS TO THE ENVIRONMENT IN THE  
INFORMATION ENVIRONMENT AND THE IMPORTANCE OF  
INCREASING ENVIRONMENTAL LITERACY IN IT**

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**ABSTRACT**

*This article shows the uniqueness of ways of applying ecological games to the educational process in the formation of positive attitude of elementary school students to the environment in the information environment, as well as recommendations with the dynamics of new technologies and models in the formation of a positive attitude of elementary school students to the environment.*

***Key words:** primary school student, model, block, dynamics, method, environment, activity, ecological education, ecological culture, thought, spirituality, school, ecological education, ecological balance.*

**INTRODUCTION**

By the last decade of the 20th century, the global environmental situation has reached a tragic state. This was caused by the uncompromising interaction of man with nature, improper use of its natural resources, disregarding the limits of the possibilities of the biosphere. It requires the identification of important strategic directions in finding a solution to environmental problems and the formation of an environmental culture in order to achieve environmental stability. The formation of environmental eco-aesthetics, the expansion of eco-tourism infrastructure and the increase in the types of services in the field indicate that a new approach to nature is being formed in man.<sup>1</sup>

21st century changes in attention from material products to products of intellectual activity, increased need for resource-saving technologies and ecological characterized by an increase in balance problems. In our country, this transition is complicated, first of all, by a sharp change in the socio-economic structure, which defines a new attitude to the problems of life and the development of the individual's potential. The established practice of raising talented young people in the fields of

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<sup>1</sup> Aymatov A.Q. The role of environmental consciousness in shaping the aesthetic attitude of a person to nature. The abstract of the thesis written for obtaining the scientific degree of candidate of sciences. -Sarqand, 2019. -68 p

science, technology, culture, etc., and introducing new requirements for teaching them to think creatively are urgent issues.

In this process, fundamental reform of the environmental education and training system is also one of the important topics. All the work on nature protection in the general education system of our country is aimed at educating the young generation with responsibility for the state of the natural environment and its rational use. In this regard, a number of positive actions are being carried out in our country, and we can cite the social and political actions carried out in our country as an example. These include the Decree of the President of the Republic of Uzbekistan No. PF-60 dated January 28, 2022 "On the new development strategy of Uzbekistan for 2022-2026", October 30, 2019 No. PF-5863 "On approval of the concept of environmental protection of the Republic of Uzbekistan until 2030", and December 30, 2021 PF-518 Decree No. 5 "On measures to organize the activities of state bodies in the field of environmental protection and environmental control", and Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan No. 541 of September 7, 2020 "Further improvement of the mechanism of environmental impact assessment", Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan No. 434 of May 5, 2029 "Development of environmental education in the Republic of Uzbekistan" year.

## **DISCUSSION AND RESULTS**

The result is positive dynamics at the level of education of primary school students' positive attitude towards the environment The result is positive dynamics at the level of education of primary school students' positive attitude towards the environment It is important to educate a generation of ecologically literate and cultured students who can protect nature, be kind, humane, think about the environment, and use natural resources effectively in order to form the environmental literacy of elementary school students.

Nowadays, every person is required to be ecologically literate and cultured. In this regard, all stages of education should be provided with a specific level of environmental content. The need is related to the bottom-up approach to solving the problem of environmental literacy of students and the effective use of all opportunities in the educational process. Then there is a need to form environmental education and cultural skills from the cradle to parents.

Today, new textbooks for secondary schools provide a wide range of ecological concepts. In the teaching of any subject, pedagogical activities aimed at teaching the protection and greening of nature, the preservation of fossil resources, and the description and explanation of the content of the subject materials are required.

Considering innovation as a complex and purposeful process of creating and disseminating new information, uniig's goal is to meet human needs and demands with new tools, which leads to a certain qualitative change in methods and systems that ensure efficiency, regularity and vitality. The first stage of the process of forming environmental literacy in people is realized only when this need is satisfied. The goal of environmental education of students in an educational institution is not only the formation of environmental knowledge and skills, but also the formation of a person's worldview, comprehensive environmental literacy and culture.<sup>2</sup>

Based on this, a model of forming a positive attitude to the environment of elementary school students was developed in the process of mastering the field of environmental education in the information environment. Information and communication technologies are a modern direction of innovative pedagogical technologies that are currently developing, based on which educational computer programs teaching with the help of, distance teaching, teaching based on the use of the Internet, media education methods.<sup>3</sup>

<b>TARGET BLOCK</b>		
Purpose: To form a positive attitude of primary school students towards the environment		
Approaches: student-oriented; workflow based; competent	Competent principles of pedagogy: creating conditions for the formation of self-confidence, responsibility for their capabilities and educational results; self-knowledge and action, self-learning and mutual learning, making independent decisions about one's lifestyle - choosing personal values	Interactive methods: project activity, work of students in groups and pairs - ecological communities, imaginary microphone, forest, problem-based learning, interview, journalist, entrepreneur
<b>COMPONENT BLOCK</b>		
<b>Components of ecological culture</b>		<b>Content of the environmental program:</b>
Educational	Motivational-valuable	<ol style="list-style-type: none"> <li>1. What kind of future do we need?</li> <li>2. Preparing for interstellar travel.</li> <li>3. How to calculate ecological</li> </ol>
<b>PROCESS BLOCK</b>		

<sup>2</sup> Mavlyanova R.A. Pakhmankulova N.K. Innovation in primary education (methodical guide).-Tashkent, 2017.-195 p.

<sup>3</sup> Pulatova D.T. Formation of children's ecological concepts and ideas in the process of innovative education. Modern education / СОВРЕМЕННОЕ ОБРАЗОВАНИЕ. 2016. 3. -9 p.

<p>Pedagogical conditions:</p> <ul style="list-style-type: none"> <li>- developing and expanding the content of the science "The world around us" through extracurricular activities;</li> <li>- involvement of elementary school students in ecologically oriented project activities and socio-cultural practices based on relations with family and social partners;</li> <li>- a balanced combination of traditional and modern forms, technologies and teaching methods</li> </ul>	<p>footprint.</p> <ol style="list-style-type: none"> <li>4. Waste problem.</li> <li>5. Water saving.</li> <li>6. Energy reserve.</li> <li>7. Daily habits.</li> <li>8. What is food.</li> <li>9. What has changed for me and my surroundings.</li> <li>10. Planning future actions.</li> </ol> <p>The result is the "Neighborhood Ecology" project</p>
<p><b>RESULT BLOCK</b></p>	
<p>Indicators of positive attitude of elementary school students to the environment:</p> <ol style="list-style-type: none"> <li>1. ideas about the foundations of ecological culture and socially motivated stereotypes of behavior in the environment; the ability to apply environmental knowledge in solving real-life problems and consider life situations from an ecological point of view;</li> <li>2. the ability to choose, make decisions and appreciate action in various social roles; value directions for active actions for the sustainable development of society and the environment;</li> <li>3. behavior within the framework of ecological norms from the point of view of environmental interests and life safety; experience of participation in socially significant practices for the benefit of sustainable development of the region</li> </ol>	<p>Diagnostic tools:</p> <ol style="list-style-type: none"> <li>1. "Naturafil" method;</li> <li>2. "Elements of ecological culture" methodology;</li> <li>3. "Ecological situations" methodology</li> </ol>
<p><b>The result is positive dynamics at the level of education of primary school students' positive attitude towards the environment</b></p>	

We will briefly reveal the blocks of the model of forming a positive attitude of primary school students to the environment.

The tasks of the target block are as follows:

- formation of opinions about the basics of ecological culture in the example of ecological behavior in the environment that is safe for people and nature;
- formation of general environmental education activities, basic environmental education competencies;
- formation of interest and respect for nature;

- engaging primary school students in conscious work activities to develop, interpret, understand, and spread the experience of ecological culture;
- personal growth and development of students in the context of socially important activities aimed at improving the environment and improving the quality of life.

In the first block, certain principles, approaches and working methods are considered. In particular, these are student-oriented (taking into account their age, psychological interests and capabilities); work process-based (students' direct ecologically oriented activities), competency-based (research and practice-oriented nature-oriented educational activities) approaches.

**Competent principles of pedagogy:** creating conditions for the formation of self-confidence, responsibility for their capabilities and educational results; consists of principles such as self-knowledge and action, self-learning and mutual learning, making independent decisions about one's lifestyle - choosing personal values.

We identified the following as interactive work methods: problem-based learning in the organization of practical work, students' encounter with life events, facts that require theoretical explanation, comparison, comparison; students' work in groups and pairs - eco-communities, imaginary microphone, brainstorming - cognitive stimulating activity, formation of students' skills to express their personal point of view, hearing opponents' opinions, development of reflexive skills.

The structural block of the model includes the formed components of primary school students' positive attitude to the environment: educational, motivational-valuable and active. The process block has the following pedagogical conditions:

- developing and expanding the content of the science "The world around us" through extracurricular activities;
- involvement of elementary school students in ecologically oriented project activities and socio-cultural practices based on relations with family and social partners;
- a balanced combination of traditional and modern forms, technologies and teaching methods

The result block is represented by the formed indicators of the positive attitude of elementary school students to the environment.

1. Educational component: ideas about socially motivated stereotypes of behavior in the environment; the ability to apply environmental knowledge in solving real-life problems and consider life situations from an ecological point of view;

2. Motivational-valuable: the ability to choose values, make decisions and act in various social roles; values for active actions in the interest of sustainable development of society and nature;

3. Activity-based: behavior within environmental standards for environmental safety and the interests of one's own life; experience of participation in socially significant practices for the benefit of sustainable development of the region.

In conclusion, it can be noted that, in our opinion, it is important to implement the conditions specified in the model, which should have a positive effect on the education of elementary school students' positive attitude to the environment. Among them, the following were highlighted: involvement of elementary school students in ecologically oriented project activities, ecological practices based on mutual relations with family and social partners; it is important to use a balanced combination of traditional and modern forms, technologies and teaching methods. Therefore, the use of modern models and technologies to increase children's positive attitude to the environment in an informative environment increases the child's targeted environmental literacy in a more playful world.

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