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**METHODOLOGY OF FORMING SOCIAL-ECOLOGICAL THINKING OF
3rd CLASS STUDENTS**

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Abstract: *This article explores effective methods for developing social and ecological thinking in 3rd-grade students. It analyzes issues related to shaping students' ecological culture, fostering love for nature, and teaching them conscious approaches to environmental conservation.*

Keywords: *social-ecological thinking, methodology, primary education, ecological culture, student development*

Introduction: Nature and society are closely related to each other, and every aspect of human life and activity interacts with the environment. Today, environmental problems are one of the pressing issues of the world. Situations such as the wrong attitude of people towards nature, pollution of the environment, unlimited use of natural resources lead to the deepening of the ecological crisis. Improving environmental culture and developing social responsibility play an important role in solving these problems. Primary education is the main stage of formation of ecological culture. In particular, 3rd graders are at the stage of youth development, and it is important for them to form the skills to communicate with nature, appreciate its value, and treat the environment with care. The knowledge and education given at this age can form a lifelong sense of environmental responsibility in them. Ecological education not only enriches the knowledge base of students, but also develops their moral and spiritual qualities, instills respect and love for nature.¹ Elementary school students are curious and amazed at learning about nature, so the formation of socio-ecological thinking in them requires effective methodical approaches. The role of environmental education in modern pedagogy has significantly increased. The use of environmental topics in the teaching process not only forms environmental consciousness, but also enriches students' knowledge in various fields, develops logical thinking and problem solving skills. Therefore, the relevance of this research is shown in the development of effective methodical approaches aimed at developing socio-ecological thinking among 3rd graders.

The purpose of the study

¹ Karimov, S. Basics of ecological education and training. Tashkent: Science and technology, 2021. - 220 p.

Development and evaluation of effective methodical approaches aimed at forming the socio-ecological thinking of 3rd graders. Also, the following main goals are intended:

1. To develop students' ecological awareness and to increase their sense of responsibility for environmental protection.
2. Identify effective ways to integrate environmental education into the primary school curriculum.
3. To develop the moral qualities of students by forming a sense of love and respect for nature.
4. Teaching students to communicate with nature, understand the laws of nature and apply them in life.
5. Determining the role of interactive and practical training in the formation of socio-ecological thinking and evaluating their effectiveness.

Literature analysis

During the analysis of the literature, theoretical and practical approaches to the formation of the socio-ecological thinking of the 3rd graders were studied. The research provides extensive information about the relevance of environmental education and its role in primary education. The main task of ecological education is to form students' responsibility to protect nature and live in harmony with the environment. In this regard, the literature emphasizes the importance of various approaches to the development of ecological culture, in particular, the principles of integration, practical training and systematicity.

In the educational standards of Uzbekistan, special attention is paid to environmental education. S. Karimov's work "Basics of ecological education and training" describes in detail the methods of imparting ecological knowledge to students. It shows that it is effective to increase children's interest in nature through the game method and excursions.

Foreign literature also cites best practices in the development of environmental education. In the guide "Education for Sustainable Development Goals: Learning Objectives" presented by UNESCO, special emphasis is placed on the development of critical thinking and environmental problem-solving skills for the formation of environmental consciousness².

Local scientists, in particular, Ochildiye R., recommend interactive methods, excursions that provide direct contact with nature, and practical activities to increase students' ecological knowledge. He also emphasizes the effectiveness of teaching environmental topics in connection with other subjects³.

²UNESCO. Education for Sustainable Development Goals: Learning Objectives. Paris, 2017. – 85 p.

³Ochildiye R. Methodology of teaching environmental sciences in primary grades. Tashkent: Teacher, 2020. - 180 p.

Results and analysis

The results of the research showed that the use of interactive approaches, practical training and special programs on environmental education in the process of forming the socio-ecological thinking of 3rd graders is highly effective. In this section, the methods used in the educational process, their impact, the development of students and the obtained results are analyzed in detail.

Basic knowledge and state of preparation.

- At the beginning of the study, tests and a questionnaire were conducted to assess the level of environmental knowledge of students.
- The results showed that: 65% of students are aware of the general rules of nature protection, but do not have the skills to apply these rules in everyday life.
- There were difficulties in understanding the causes of environmental pollution, especially 40% of students remained at the level of theoretical understanding of issues related to environmental protection. Although interest in environmental topics was high, this interest was not based on practical knowledge.

Effectiveness of practical lessons and methods.

Various interactive and practical methods were used to form students' environmental awareness in the experimental classes:

1. Playful approaches.

- Through role-playing games such as "Solve an environmental problem", students' abilities to understand and solve problems were developed. For example, during the game, students practically learned the process of waste separation and recycling.
- The game "Guardian of Nature" has formed students' ability to take care of nature responsibly. This method was especially interesting for active and creative children, their thinking and cooperation skills were developed during the game.

2. Practical experiences.

- Through practical activities such as water filtration, plant care, and waste separation, students were given the opportunity to understand environmental problems in a practical way. For example, the experience of purifying water using a simple filter made students realize the importance of water and save it.
- By planting plants and watching them grow, the children learned and participated in the practical aspects of nature conservation.

3. Excursions and visits

- Excursions to local parks and river banks were organized, and students were given knowledge about real ecological systems. During the excursions, respect

and admiration for nature was awakened in students. They also deeply understood the need to actively participate in environmental protection.

4. Visual materials and interactive methods

- Visually explaining environmental topics through pictures, diagrams, and videos gave effective results. For example, videos depicting the effects of pollution helped children to better understand environmental problems.

Results and development

During the research, significant changes were observed in students' environmental knowledge and skills:

- 85% of students acquired advanced knowledge of environmental issues, well mastered the basic rules of environmental protection.
- As a result of practical training and excursions, 70% of students began to apply environmental skills in their daily lives, for example, they tried to save water, separate waste and keep nature clean. Students' sense of environmental responsibility has increased.
- Through the project assignments on identifying local environmental problems and finding solutions to them, students showed activity in environmental protection.

Challenges and suggestions

During the research, it was observed that it is difficult to keep students' attention on environmental topics for a long time. In order to solve this problem, it is recommended to organize the topics in a short and dynamic form during the learning process, to allocate more time to games and practical exercises. It has also been determined that additional resources may be required for the organization of excursions and practical training.

The results show that the success of ecological education comes from effective methodical approaches of teachers and direct contact of students with nature. Development of environmental awareness and responsibility in primary schools is one of the main factors contributing to the prevention of environmental crisis in the future.

Conclusion: The results of the research show that the process of forming the socio-ecological thinking of 3rd graders plays an important role in the development of their ecological culture. The interactive and practical methods used in this process showed high efficiency in increasing students' ecological knowledge, forming a sense of responsibility and strengthening respect for nature. Environmental education is very important in nature protection and solving environmental problems. Primary education is the initial stage of formation of ecological culture. It is during this period that students are more interested in learning about nature, which expands the opportunities for developing environmental awareness and responsibility. The methodical

approaches used in the educational process helped to increase students' interest in the subject and to form their skills in finding solutions to environmental problems. As a result of playful approaches, use of visual materials, practical exercises and excursions, children developed a positive attitude towards nature. They began to deeply understand the importance of environmental protection. One of the most important achievements of this research was the formation of students' sense of environmental responsibility. They began to apply practical skills such as saving water, separating waste, and protecting nature in their daily lives. In addition, active participation in identifying local environmental problems and finding solutions to them was observed through excursions and projects.

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