



In Students of Future Elementary School Teachers Ensuring a High Level of Preparation for the Formation of a Responsible Attitude to the Environment, its Practical Directions

Toshtemirova Muazzam ¹

¹ A teacher at the Department of Zoology and General Biology of Fergana State University

Abstract: In this article, practical guidelines for conducting various methods and questionnaires were developed to ensure a high level of preparation of future elementary school teachers for the formation of a responsible attitude to the environment in students.

Keywords: nature-loving, intensive, motivational, operational, preparatory, criteria, creative, ecological, pedagogical.

In the course of the theoretical research of the problem of the rational use of nature by primary school teachers, as well as the analysis of this aspect of the training of future primary school teachers, we revealed the shortcomings in the existing professional training of future primary school teachers to form a responsible attitude to the environment in students.

The noteworthy experimental work confirmed the sufficient level of training of the future elementary school teachers, the sufficient evaluation of the work carried out in the school on the formation of a responsible attitude to the environment among schoolchildren.

We determined the level of preparation of future primary school teachers for the formation of a responsible attitude towards the environment in students using test and survey methods. The survey included questions related to knowledge of global problems of environmental protection, active attitudes of future primary school teachers to the formation of a responsible attitude towards the environment in students.

The information obtained during the significant experience allows to confirm that the level of preparation of future primary school teachers to form a responsible attitude to the environment in students has its consequences. Among them:

1. insufficient attention is paid to the formation of a responsible attitude to the environment among students at school;
2. "Primary education and sport educational work" educational direction is weakly focused on preparing future primary teachers to form a responsible attitude to the environment in students;
3. lack of optional, mandatory courses aimed at preparing future primary school teachers to work with primary school students in the field of rational use of nature;
4. the training of students of "Primary education and sport educational work" in the educational process - future primary school teachers to form a responsible attitude towards the environment in students;
5. lack of scientifically based methodological recommendations on training future primary school teachers to form a responsible attitude to the environment in students.

The results of the experimental work made it possible to develop a plan for further work on determining the pedagogical conditions, content, form and methods of preparing future primary school teachers for the formation of a responsible attitude to the environment in students.

During the research, it was found that the study of natural sciences and the science preparation of future elementary school teachers are poorly focused on the formation of a responsible attitude to the environment in elementary school students.

In addition, in the course of our experimental work, the conditions for the preparation of future primary school teachers for the formation of a responsible attitude to the environment in students were determined. They included:

6. step-by-step efficiency of work on training future primary-grade teachers to form a responsible attitude to the environment in students;
7. Continuity, sequence and consistency in the preparation of future primary school teachers for the formation of a responsible attitude to the environment in students;
8. pedagogical cooperation;
9. an integrator of theory and practice.

The analysis of the theoretical research data, as well as the results obtained during the recording experiment, made it possible to clarify the precise details of the methodology applied to the purpose of our experimental work. The organization of the formative experiment was carried out according to the described conditions of camera preparation (see Annexes 6, 7, 8, and 9).

Both the system of tasks and the subject "Theoretician and practice of teaching the rational use of nature" are subordinated to the implementation of the basic tasks of the ecological-pedagogical activity of future elementary school teachers, these tasks are as follows:

First of all, to create a clear and clear impression in future elementary school teachers about the importance of forming a responsible attitude to the environment in students.

Secondly, to educate future primary school teachers to have a conscious attitude to the implementation of the functions of forming a responsible attitude to the environment in students.

Thirdly, formation of motivational-valuable, cognitive, operational and reflexive readiness of future elementary school teachers to organize the work of forming a responsible attitude to the environment in students. At this point, we should pay special attention to the "Naturafil" questionnaire. As a result of the analysis of the studied literature and the study of foreign experiences, the following was relied on. The Naturafil questionnaire is designed to assess the level of development of the intensity of personal relationship to nature and its structure. The intensity of mutual relations is understood as its structural-dynamic characteristic, which is an indicator of what needs and to what extent they are imprinted on the objects of relations, in which areas and to what extent they are manifested. The level of development of the operational and reflective components of the researched readiness was studied by the nature of the performance of the tasks proposed by the students for pedagogical practice at the final stage of the experience, by analyzing the results of their activities. As an assignment, the students were offered to develop a survey to determine the level of preparation for the formation of a responsible attitude to the environment in students, to develop and conduct an educational event plan for primary school students in the direction of nature protection, to draw up a plan-concept of a natural science book and to analyze their activities.

The differences between the students of the experiment and the control group were quite significant in terms of the second indicator of the operational readiness criterion for the formation of a responsible attitude to the environment in the students of the future elementary school teachers - the nature of creative ecological-pedagogical tasks.

Such conclusions can be made on all criteria. We present these statistical values and conclusions in the following statistical table.

Criteria	Group a r	medium a cha value	ca maradorian	Xi kv a drat	critical value a t	Mean squared deviation	Working day – interval		Summary
Motivational-value readiness	Experience	4.11	1.15	47.11	5.99	0.68	4.02	4.20	N ₁
	Control	3.58					0.72	3.48	
Knowledge readiness	Experience	4.14	1.16	45,16	5.99	0.71	4.05	4.23	N ₁
	Control	3.57					0.68	3.48	
Operational readiness	Experience	4.18	1.17	51.98	5.99	0.68	4.09	4.27	N ₁
	Control	3.58					0.64	3.50	
Reflective readiness	Experience	4.18	1.16	49.13	5.99	0.67	4.09	4.27	N ₁
	Control	3.61					0.71	3.52	

results of the comparison of the initial and final development levels of all components of the level of readiness for the formation of the rational use of nature in the students of the primary class described above, including the results of the tactical analysis, the developed didactic voice system and the psychological-pedagogical conditions for the formation of the said phenomenon of the future primary class teachers provides camera preparation, confirms the correctness of the hypotheses made at the beginning of the research and the correctness of the conclusions arising from the analysis of the progress and results of the research.

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