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WAYS TO ORGANIZE EXTRACURRICULAR ACTIVITIES IN THE FORMATION OF ECOLOGICAL CULTURE IN STUDENTS

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ABSTRACT

This article shows how to form an ecological culture in the minds of students studying in higher education in extracurricular activities in biology.

KEYWORDS: *extracurricular activities, strategy, sustainable development, environmental awareness.*

INTRODUCTION

The head of the leadership of Shaukat Mirziyoyevning adopted and implemented with a high sur`atlar of the development of the five priority areas of "strategy" on the development of a new stage. The practical results, signs and features of this process are now evident in all spheres of our lives, as well as in the thinking, aspirations and actions of the consciousness of our people .

The Strategy of Action is an encyclopedic document that comprehensively substantiates the path to building a democratic state based on the rule of law and democracy in Uzbekistan .

Section IV of the Action Strategy, paragraph 4.4 entitled "Priorities for the development of the social sphere" reflects the issues of "Development of education and science ." In other words, the task is to further improve the system of continuing education, increase the capacity of quality educational services, train highly qualified personnel in accordance with the modern needs of the labor market . Therefore, ensuring the quality of education - along with the level of professional training of graduates, is reflected in how the educational process is organized and meets the established quality criteria.

Verbal presentation of objects and events studied in "Biology" classes in continuing education does not allow to fully reveal the topic of the material. Therefore, one of the main tasks of biology teachers is to organize and conduct other forms of teaching, regular extracurricular and extracurricular activities.

THE MAIN PART

Orientation of students to the formation of ecological culture through the transfer of theoretical knowledge, independent thinking in biology classes requires great skill from the professor. In the process of extracurricular activities, it is important for students to independently strengthen their environmental knowledge and apply it in practice. To do this, the teacher should properly organize the work of students with environmental literature, the collection of various Internet data, recommend and collect scientific and artistic literature on ecology in order to encourage them to study outside the classroom. It is advisable to study and discuss the information with the group.

To do this, it is important to pay attention to the basic concepts and principles of environmental education, to determine the level of formation of their ecological culture, to develop thinking skills, talent development mechanisms, scientific-methodical, popular science literature, to conduct research. `rin holds.

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Field practice in biology in the formation of ecological culture in students is a key component of the training of highly qualified teachers. The main purpose of the field practice is to strengthen and apply the theoretical knowledge of students in lectures and laboratory classes on biology. During the internship, students learn about different species of flora and fauna in the natural environment and make observations on them. Under the guidance of a teacher, practitioners will have the skills to collect animals and plants, the rules of their storage, identify species, collect collections.

Field practice in zoology and botany is a key component of training highly qualified biology teachers . During the internship, students learn about different species of animals and plants in the wild and make observations on them. Students will be able to collect and store animals and plants under the guidance of a professor attached to them, identify their species, prepare collections, know the habitat of collected plants and animals, their impact on the environment. and qualify.

At the same time, students learned how to conduct research on plants and animals in the field practice, working with scientific literature. During the internship, students are given independent work by teachers, and students prepare abstracts and reports on independent work. At the end of the internship, students prepare a collection of plants and animals and submit a written report. Final conferences on field practice will be organized and reports will be discussed. The collected materials are used in course and diploma works.

Field practice is carried out on the habitat of plants and animals, ie biotopes. During the operation, attention is paid to the topography, soil, flora and fauna of the study area. The location of the collected plants and animals, as well as their damage to nature during the collection of pests and plants are recorded in the diary. Rare species in nature are studied only on the basis of existing collections. Useful species are collected in limited quantities.

The formation of students' teaching skills in practical work requires regular independent work with them, conducting experiments, conducting observations in nature and on the land of the institute. These practical works help to form ecological education and culture in students. This largely depends on the method used by the teacher in the practical training.

The field practice of biology is the main school in the development of love for Mother Nature, its flora and fauna, water and air, Mother Earth. During the field trip, the teacher must explain to students the current problems of nature protection: protection of the environment, air and drinking water from pollution, conservation of endangered flora and fauna are the current problems of our time. . These problems are due to the fact that the young generation brought up by the teacher consists of instilling in the motherland a love for nature, loving it and preserving it like the apple of an eye. In practice, the teacher explains in detail about the flora and fauna, which are currently in danger of extinction. We must not forget that students should be informed about the "Red Book" of Uzbekistan, about the state protection of plants and animals included in it. It is important to explain to students how harmful environmental pollution is to humans. If the pollution of air, water and soil causes various diseases in humans, the future teacher will not be indifferent to the protection of Mother Nature and will follow it in his future teaching activities. She instills love for her future students, Mother Earth, and educates her as a true conservationist.

Students of the second stage of Navoi State Pedagogical Institute will complete 4 semesters and carry out field practice in the process of studying the local flora and fauna in the Sarmishsay gorge. The practice includes the following steps. 1. Introductory conversation; 2. Excursion to nature. 3. Laboratory classes; 4. Independent work with collected materials. In the introductory conversation, the specificity of the Sarmishsay fauna is analyzed, and in the laboratory the focus is on independent work with the materials collected by students.

On the basis of the course of invertebrate zoology, students get acquainted with planaria from the class of ciliated worms, rain worm from the class of low-haired worms, neris from the class of multi-haired worms, medical zulu from the class of leeches. Representatives of the type of mollusks are studied with the help of vines, which live in the upper part of the earth. The class of crustaceans is studied with the help of shrimp, shrimp, and the class of arachnids is studied with the help of pastures, scorpions. Insect class materials are collected, collections are prepared, first to the category, and in the laboratory to the family and species. Students conduct phenological observations on some of the representatives of the insect class.

In the first days of the practice of vertebrate zoology, they get acquainted with the work of identifying species of vertebrates, which are specific to different mountainous regions, different landscapes. The number and number of vertebrates is relatively small, the nervous system is much improved, it is very sensitive to human approach, movement, noise, clothing color and even tobacco smoke. Usually the animals hide before the appearance of the tourist students. Some vertebrates live in secret. Most of them live at night. Field inspections from zoology require the practitioner to

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be observant, alert, unfamiliar with sound and agility in movement.

During the practical training, students get acquainted with the abiotic and biotic factors of each biocenosis, the composition of the plant world, methods for determining their quantity and density. The materials collected during the field practice are used as exhibits in the museum of the department, in practical classes and laboratory classes.

During the field practice, it is advisable to hold excursions in nature, evenings dedicated to the diversity of fauna and flora, their importance in nature. On the eve of the completion of the field practice, students complete the independent work under their supervision, collect the necessary materials, write a report and pass a colloquium or test.

Field practice is one of the main factors not only in improving the knowledge of students, but also in their ecological education, that is, the formation of ecological culture in them. As a result of field practice, students develop sustainable development, environmental awareness, knowledge of global and local environmental problems, the ability to compare objects and phenomena in nature, intelligence in dealing with changes in the environment, the ability to think deeply about the environment. , patriotism, love for Mother Nature, personal responsibility, care for nature, knowledge of ecological values, aspiration to preserve ecological values, initiative in environmental protection, diligence, care for the environment, self-reliance The qualities of consciousness, responsibility and will, which define the ecological culture, such as protection, perseverance in nature protection, economy in the use of natural resources, cleanliness and cleanliness, are being developed.

CONCLUSION

Biological sciences play an important role in the formation of ecological culture of students of pedagogical higher educational institutions. The study of this subject enriches the personal experience of students, helps to gain knowledge about the events and processes occurring in animate and inanimate nature around us. Therefore, the teacher should be well acquainted with the scientific, theoretical and practical achievements of biological sciences. Good knowledge of biological sciences allows higher education teachers to properly organize the teaching of students. The most important thing for professors and teachers of higher education is to understand the system of education as an educator, to learn the basics of biology, its specific forms, methods and techniques to guide the educational activities of students. At the same time, teachers should be familiar with the nature and agricultural features of the area, and use them in working with students.

In biology classes, students receive theoretical knowledge, practical, teaching and skills under the guidance of a professor in accordance with the program. Explaining the topic to students in a clear way, using a variety of tools, the teacher gives the necessary insights, works with the book, learns how to apply their knowledge in practice.

The purpose and content of your lessons are different. However, the common goal of all of them is the general education of the student and the articulation of knowledge that is understandable to them. The teacher should organize the work of students in such a way that they understand that the ecological knowledge acquired in the classroom is connected with the previous topics, consciously master the new topic. During the lesson, the teacher should strive to create conditions for active work of students, to arouse their interest, and ultimately achieve the goal.

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