

WAYS TO FORM SCHOOLCHILDREN' SENSITIVE AND CARING ATTITUDE TO THE ENVIRONMENT IN PRIMARY SCHOOL

ШЛЯХИ ФОРМУВАННЯ ШКІЛЬНОЇ ОСВІТИ ТА НАВЧАННЯ В ОТОЧЕННІ ШКОЛИ

The development of ecological education of the generation growing up in Azerbaijan during the years of building an independent state, the formation of their sensitive and caring attitude to nature attracts attention with its urgency. Thus, the "Law on Education of the Republic of Azerbaijan" sets important tasks for teachers to prepare schoolchildren to protect the environment. These tasks are set more seriously in the state strategy for the development of education in Azerbaijan. Because the strategy requires the creation of a new content of personality-oriented education, all subject teachers are required to create a new content of personality-oriented education. In this sense, in order to ensure the purposeful personal development of schoolchildren in life lessons, the formation of a sensitive and caring attitude to nature is set as an urgent requirement. Unpleasant interference with the environment, water pollution, air poisoning, tree felling, and uncompromising attitudes toward living things require schoolchildren to become accustomed to a sensitive and caring attitude toward nature. For this purpose, first of all, in the process of teaching the subject of life sciences in primary school, it is expedient to teach schoolchildren a sensitive and caring attitude to nature. To do this, it is necessary to bring schoolchildren closer to the environment and teach them a sensitive and caring attitude to nature in the process of teaching life skills from the first grade. In the process of teaching life skills in the first grade, it is necessary to prepare schoolchildren to fight for the purity of the environment using interactive teaching methods during the teaching of the first subject. The article reflects the ways, methods and means of forming schoolchildren' sensitive and caring attitude to the environment in primary school. The article puts forward a number of theoretical provisions and new conceptual ideas related to the efforts of primary school teachers to create a new content of personality-oriented education in order to prepare schoolchildren for the fight against environmental disasters. The article also contains examples of the practical activities of primary school teachers on the problem.

Key words: primary classes, ecological environment, ecological education, sensitive relationships, caring attitudes, practical approaches, competencies, creative approaches.

незалежної держави, формування їх чуйного та дбайливого ставлення до природи привертає увагу своєю актуальністю. Таким чином, «Закон про освіту Азербайджанської Республіки» ставить перед учителями важливі завдання з підготовки школярів до захисту навколишнього середовища. Ці завдання більш серйозно закріплені в державній стратегії розвитку освіти в Азербайджані. Оскільки стратегія вимагає створення нового змісту особистісно орієнтованої освіти, усі вчителі-предметники зобов'язані створити новий зміст особистісно орієнтованої освіти. У цьому сенсі для забезпечення цілеспрямованого особистісного розвитку школярів на життєвих уроках актуальною вимогою встановлюється формування чуйного та дбайливого ставлення до природи. Неприємне втручання в навколишнє середовище, забруднення води, отруєння повітря, вирубка дерев та безкомпромісне ставлення до живих істот вимагають від школярів звикання до чуйного та дбайливого ставлення до природи. Для цього насамперед у процесі викладання предмета наук про життя в початковій школі доцільно навчати школярів чуйного та дбайливого ставлення до природи. Для цього необхідно наблизити школярів до навколишнього середовища та навчити їх чуйного та дбайливого ставлення до природи в процесі навчання життєвим навичкам із першого класу. У процесі навчання життєвим навичкам у першому класі необхідно підготувати школярів до боротьби за чистоту навколишнього середовища за допомогою інтерактивних методів навчання під час викладання першого предмета. У статті відображено шляхи, методи та засоби формування у школярів чуйного та дбайливого ставлення до навколишнього середовища в початковій школі. У статті висунуто нові теоретичні положення та нових концептуальних ідей, пов'язаних із зусиллями вчителів початкових класів щодо створення нового змісту особистісно орієнтованої освіти з метою підготовки школярів до боротьби з екологічними катастрофами. Стаття також містить приклади практичної діяльності вчителів початкових класів із проблеми.

Ключові слова: початкові класи, екологічне середовище, екологічна освіта, чутливі стосунки, турботливе ставлення, практичні підходи, компетентності, творчі підходи.

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Introduction. One of the important factors in organizing schoolchildren's attitude towards nature is the motivation for learning. The problem of environmental activity in learning is not new. This is mainly due to the fact that the course on environmental attitude of schoolchildren is the basis of primary schools' programs.

The approach of young children to nature is one of the topics of discussion in many sciences. Since nature protection habits are instilled from an early age, educational institutions covering this age group also have a great responsibility.

Methodology. To investigate the current topic, some methods are considered to be appropriate. The main one is the method of observation. In order to study the topic in more detail, the behaviors of the students according to the relevant category were observed. In addition, methods of analysis, synthesis, induction, deduction were used.

Theoretical underpinning. The following sources were cited in conducting and writing the research: "Anthology of Azerbaijan oral folk literature" [1]; "A drop of water" by Ali Polad; "Ecology (Textbook for high schools)" Aliyev F.Q., Badalov A.B., Huseynov E.M., Aliyev F.F. [2]; "Life skills (1st grade textbook)" by Karimova B.A., Mehdiyeva G.A. [3]; "Life skills (2nd grade textbook)" by Karimova B.A., Mehdiyeva G.A. [4]; "Life skills, textbook for 3rd grade" by Mehdiyeva G.A., Bayramova F.H. [5]; "Life information. Textbook for 4th grade" by Mehdiyeva G.A., Karimova B.A. [6]; "Azerbaijan folk pedagogy" by Hashimov A.S., Sadigov F.B. [7]; "Pedagogy (textbook)" by Sadigov F.B. [8]; "Ethnopedagogical bases of ecological education" by Sadigov F.B., Aliyeva G.Q. [9], Abbasov M.A., "Ecological analysis of some anthropogenic factors of ecosphere pollution" by Agaeva Z.R. [10]; "Met-samor nuclear power plant is an ecological bomb for the region: Azerbaijan on the fronts of the information war" [11] by Velizade R.N.; "Environment: Recycling of Polymer Waste: A Study Guide" by Jafarov V.D. [12]; "Features of the development of wind erosion on the Salyan plain and measures to prevent it" by Kahramanova T.M. [13]

Discussion. The development of ecological education of the generation growing up in Azerbaijan during the years of building an independent state, the formation of their sensitive and caring attitude to nature attracts attention with its urgency. Thus, the "Law on Education of the Republic of Azerbaijan" sets important tasks for teachers to prepare schoolchildren to protect the environment. These tasks are set more seriously in the state strategy for the development of education in Azerbaijan. Because the strategy requires the creation of a new content of personality-oriented education, all subject teachers are required to create a new content of personality-oriented education. In this sense, in order to ensure the purposeful personal development of schoolchildren in life lessons,

the formation of a sensitive and caring attitude to nature is set as an urgent requirement. Unpleasant interference with the environment, water pollution, air poisoning, tree felling, and uncompromising attitudes toward living things require schoolchildren to become accustomed to a sensitive and caring attitude toward nature. For this purpose, first of all, in the process of teaching the subject of life sciences in primary school, it is expedient to teach schoolchildren a sensitive and caring attitude to nature. To do this, it is necessary to bring schoolchildren closer to the environment and teach them a sensitive and caring attitude to nature in the process of teaching life skills from the first grade. In the process of teaching life skills in the first grade, it is necessary to prepare schoolchildren to fight for the purity of the environment using interactive teaching methods during the teaching of the first subject. One of the most important requirements of today is to bring schoolchildren closer to the environment, to teach them to fight against environmental disasters, using the power of new pedagogical technologies and pedagogical innovations. The primary school teacher should organize the work on the picture based on their competencies in order to form a sensitive and caring attitude towards nature in the schoolchildren, starting from the very first topics.

Based on their competencies, primary school teachers should approach the class in a creative way, approaching the first topics as follows:

- Children, on page 16 of our textbook there are colorful pictures on the theme "Nature surrounding me" [4, pp. 16-17]. The first part of the picture reads, "This is the house where I live." As you can see, the house is depicted in a village surrounded by mountains. Greenery is visible around the house. A mountain river flows from the mountain in front of the house. Below the picture is the caption: "Which of the people around the house are inanimate?" As you can see in the picture, the first mountain picture is depicted. There is snow on the top of the mountain. Blue clouds appear around the summit. It will rain from the clouds. Rare plants grow in the mountains. A number of creatures live. Mountain goats, deer and other animals live in the mountains. The second picture is called the lake. As you can see, the lake does not flow. The lake has a rich ecological environment. Most fish live in the lake. The third picture is called river. The river starts from the mountain and flows into the sea. The fourth picture is called the plain. The lands in the plains are our mother lands. Along with wheat, barley, paddy, rye, cotton, other crops are grown on these lands. It is our duty to protect them.[9, p.132] This environment, which you have seen recently, is being poisoned by some businessmen with a number of chemicals. Mother nature should not be poisoned. Such poisons destroy the rare flowers, blossoms, birds, animals of Mother Nature, in short, our rich ecological environment. We must protect them like our eyes.

Such information provided to first graders is important for schoolchildren to develop a sensitive and caring attitude towards nature. The second grade life knowledge textbook has three sections on healthy living, nature, and natural phenomena. If we pay attention to the sections such as "Healthy life (What is health ?, Ways to be healthy, How to protect against infectious diseases, Everyone should be able to protect themselves from dangers)", "What is nature?" (Earth, Sun, air, water, soil, Plants and animals , "Urban and rural)", "Natural phenomena (Temperature and its measurement, Water cycle in nature, Seasons, How the Earth's surface changes?)", "Sun, air, water, soil", "Plants and animals", "Chapters" [5, p. 42], we can see that in the process of teaching these topics, teachers can use a number of opportunities and ways to form a sensitive and caring attitude towards nature in schoolchildren. It is very useful for teachers to prepare teaching materials on this topic when teaching. We have prepared and applied the material. In this example, we have included the following piece related to the ecological environment of the Nakhchivan Autonomous Republic.

The importance of water in nature is considered irreplaceable. Because two-thirds of the earth is made up of water. Water is a biological being that provides the way of life for human beings and all living things. One of the rarest waters in nature is the mineral waters of the Nakhchivan Autonomous Republic. There are more than 250 mineral water sources in the Nakhchivan Autonomous Republic. These water sources are considered to be rare springs. These mineral waters, which are important for human health and the treatment of their gastrointestinal diseases, are used not only in our country, but in almost all developed countries.[10, p. 30] These mineral waters, located in the valleys and near the Eastern Arpachay, Nakhchivanchay, Alinjachay, Gilanchay, Ordubadchay, Garadarachay and Aylis rivers, are used for drinking water supply in agriculture due to their chemical and biological composition. These mineral waters are mostly used for therapeutic purposes. The history of these waters from these sources is estimated at four hundred million years. It is no coincidence that since ancient times, the elders and white-collar workers, who called these waters the water of life and healing water, have struggled to protect them like their eyes. People who believed in the healing power of these waters called some of them "God's hearth." [8, p. 104] In some regions of Nakhchivan, these healing waters, called itchy water, wind water, stomach water, skin water, salt water, have always been taken care of. Because it is the sacred duty of each of us to protect, preserve and pass them on to future generations. For this purpose, it is more expedient for the teacher to approach the teaching of such topics in the textbook based on competencies. Because the information about the various creatures given in the

textbook needs to be approached creatively. The third grade life knowledge textbook provides information about different living things. Although these creatures include crocodiles, newts, wolves, kangaroos, and other animals, the information provided about them is not enough to teach schoolchildren to be sensitive and caring for nature. And the lack of information about gazelles, one of the rarest pearls of the environment, does not create a stimulating position for schoolchildren to develop a sensitive and caring attitude to nature. That is why we have dedicated this educational material to the topic "Gazelle, a rare pearl of the ecological environment." One of the rare pearls of the ecological environment, the gazelle belongs to the anthropus family. Compared to other mammals, this animal is very rare in the world. Until 1950, there were enough gazelles in our country, but after the 1960s, the generations of gazelles began to be cut off. Humans brutally attacked gazelles. Therefore, gazelles, which are the ecological decoration of nature, began to decline in nature. At present, gazelle families are protected in the Shirvan National Park in our country. Gazelles are also a minority in the forests of Nakhchivan. Gazelles, which are an ornament of the ecological environment, provide very rare products for nature and life. Gazelles develop until adolescence and develop a fragrant substance in their navel. This fragrant substance, reminiscent of a small oak cone, is removed by gazelles when they reach adolescence by rubbing them on rocks, stones and hard objects. From time immemorial, gazelles have been searching for a substance that resembles a coconut that they have removed from their navels, from which they have made fragrant substances, fragrances, and a number of medicines. People called this substance, which falls from the navel of a gazelle, "musk." [6, p. 96] Classical poets, writers and playwrights have described the scent of musk in their works as the strongest and most unique scent in the world. In classical literature, most poets call the smell of musk "musk-amber". Today, the most expensive and unique perfumes in the world are made by adapting the musk aroma. Because this fragrance is considered to be the rarest and most expensive fragrance in the world. So, if there were no gazelles in the environment, people would be deprived of such fragrant odors and medicines made from musk. One of the urgent tasks is to protect gazelles, which are the decoration of our ecological environment, and to increase their offspring by taking care of them. Gazelles are also a symbol of beauty. By preserving gazelles, which are the decoration of our forests and plains and are a symbol of beauty, we also preserve aesthetic beauty. Today, addressing the people who keep, breed and care for dogs, cats and other animals in their homes and yards, we say: you will serve to purify the environment. It is the duty of each of us to treat gazelles with sensitivity and care for them.

Such interesting information about gazelles, which are an ornament of the ecological environment, forms a sensitive and caring attitude of schoolchildren to both our ecological environment and gazelles, which are the decoration of our ecological environment.[10, p. 14]

Observations show that purposeful, planned and organized work is not done to instill a sensitive and caring attitude in schoolchildren in the Life Skills classes of primary school. We observed the lack of purposeful, planned work in the fourth grade. From our observations in a number of primary schools of the country, as well as in urban and rural schools of the Nakhchivan Autonomous Republic, it became clear from written and oral surveys that teachers who teach "Knowledge of Life" in IV grades cover only the topics given in the second section of the textbook. They touch upon the issues of ecological education during the lessons. They apply these topics mainly to the work done on education of patriotism and diligence. It should not be forgotten that when teaching each of these topics in the textbook, there is a need to instill in schoolchildren a number of habits related to environmental education. In the "Nature and Society" section of the textbook, many of the topics covered under the heading "Human Nature Changes" [7, p. 74], including Climate and Wildlife, Natural Resources, How Nature Changes, Geography, Society and Vegetation, Elements of environmental education can be found in each of the topics such as the development of society and the animal world, society and scientific and technical development " [7, pp. 76–86]. The textbook is entitled "Global Problems of Society" on "What is ecology ?, Where is the Aral Sea, the ozone layer, what is desertification ?, Green economy, War and peace, We have risen one step" [7, pp. 88-100]. In the texts, schoolchildren can be informed about ecology, ecological environment, ecological disasters. It is useful to develop teaching materials that help schoolchildren develop a sensitive and caring attitude towards nature. When teaching Life Skills in Grade IV, the subject teacher should prepare and present teaching materials while working on topics related to nature, natural phenomena, as well as animals and plants. In order to provide methodological assistance to teachers who teach life skills in primary school, we have developed and applied examples of teaching materials for teaching these topics in experimental classes. Together with Nasiba, a teacher of Life Skills in the IVa experimental class of Nakhchivan city school No. 15 of the Nakhchivan Autonomous Republic, we prepared a teaching material. In preparing the teaching material, we used examples of oral folklore about animals and flowers. Using the story of the "Deer of the Bloody Lake", we included the following information in the teaching materials:

Our children and ancestors have always taken care of the environment, protected trees, flowers,

animals and birds. Because they are considered to be the decoration of our ecological environment. Our elders considered gazelles and deer as an ornament of our ecological environment. There is such a small legend created by them. "Bloody lake deer".

A mother deer had a pair of cubs. She left her cubs on the shore of a white lake and went out to graze. He grazed a lot in the meadow. Suddenly the deer sighed and saw the hunter. An arrow shot by an unscrupulous hunter pierced the deer's chest. The deer ran straight to the hungry cubs. She was covered in blood. Without realizing it, the cubs sucked their mother's blood for the last time. The wounded deer stared at her cubs, while her eyelids slowly lowered. The white lake turned red from the deer's blood. From that day the name of the lake was changed to "Bloody Lake".

It is said that since then, the deer's descendants have not forgotten the "Bloody Lake", they come to its shores, graze in the meadow and drink the water of the lake [1, p. 453]. Do you see how in the legends created by our people, those who raise their hands to deer, hunt them and shoot them are remembered with anger? Therefore, we need to teach the juniorer generation to protect rare animals in nature, including deer, gazelles and roe deer.

In addition unscrupulous we had during the environmental education class, we included stories about flowers as educational material. From these narrations, the content of the narration we prepared and applied in connection with the narration called "The Flower of Gizboyu" was as follows:

"Gizboyu is a yellow flower. This flower is a remedy for fever and cough. It is used in medicine in the preparation of rare drugs. According to the legend, Gizboyu was a very beautiful junior girl. She fell in love with a wise, hardworking boy who was her father's shepherd. But she did not tell her love to anyone, she hid it from everyone. Ashamed, she kept this secret from her father, mother and all her relatives. But she could not find a way to unite with the shepherd. But one day it occurred to her to sit in the meadow where the shepherd walked every day and pray to God to turn him into a flower. The girl does the same. She came to that place and prayed to God to turn her into a flower and plant her in the place where the shepherd walks every day. God turned her into a flower and planted her where the shepherd walked every day. Every day the shepherd used to come to that flower, smelled it and was pleased with its odor. From that day the name of this flower became the flower of Gizboyu "[1, p. 462].

The teaching materials we have prepared on the basis of such legends play an important role in the teaching of topics related to ecology, ecological environment and ecological education.

All this gives reason to say that providing junior schoolchildren with information about ecology,

ecological environment, ecological disasters, living resources of the ecological environment, rare pearls of our ecology increases their love for nature.

Scientific novelty of the article. The article puts forward scientifically, pedagogically, methodologically substantiated new ideas on the formation of schoolchildren' sensitive and caring attitude to the environment in primary school. These are the scientific innovations of the article.

Practical significance and application of the article. The article contains new ways of forming sensitive and caring attitudes of schoolchildren to the environment in primary school, areas of practical activity. They can benefit from primary school teachers, researchers in this field and employees of environmental protection agencies.

As a **result**, it should be noted that the formation of schoolchildren' sensitive and caring attitude to the environment in primary school prepares them to cope with existing environmental problems, and most importantly, ensures their personal development.

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