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Interactive Methodology of Teaching the Science of Environmental Protection to School in Educational Institutions

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ABSTRACT

This article shows the use of an interactive method of teaching elementary environmental education in preschool educational institutions, which includes the need for life of the environment, its pollution, causes of pollution, prevention of pollution, cleaning, lecture, practical, excursion teaching methods, response methods of pedagogical teaching technology. In addition, the main tasks of the pedagogue in teaching are indicated.

The fact is that modern technologies are a period of rapid development that requires the safety of human life. It can be said that increasing human knowledge in labor protection, civil protection and environmental protection sciences should be taught on the basis of modern teaching methods.

It is known that modern pedagogy requires teaching methods to be convenient, understandable and simple, and to be based on the principle of demonstration. This pedagogy requires the establishment of education on the basis of improving the relationship between the teacher and the student, especially increasing the activity of the student. Based on this, the process of pedagogical education takes a central place. After all, pedagogical communication can be an important factor in the education of students.

Conserving nature by cleaning up the environment helps ensure food security by achieving clean air, water and soil. At this point it can be said that by choosing reading systems and methods, one should choose reading methods. It is easy to achieve food security by preserving nature, protecting the environment, maintaining clean air, water and soil. Here we can say that it is necessary to choose teaching methods, teaching system and forms. Because we know that education is conducted in pre-school educational institutions, schools, and universities. However, in environmental education, those who influence the environment are mainly the public. Therefore, when choosing the type of education, it is necessary to look for a way to educate the masses.

The reasons for environmental problems can be explained by the production of mineral fertilizers, which are considered the most necessary in the chemical industry for high school students. This can be explained by the fact that fluorine-containing gases can pollute the atmosphere as a result of the processing of phosphorites based on sulfuric acid at the initial stage of obtaining phosphate fertilizers (liquid complex fertilizers). Later, by evaporating the resulting phosphoric acid, it can be shown that

the amount of these gases can be further increased in concentration, their negative effects can even reach the depletion of the ozone layer. (Polymerization..B.N).

When students are studying chemistry, they can create an idea about environmental pollution by showing chemical reactions and showing videos about the chemical industry. The fact that the ozone layer is being destroyed due to the current global warming is easily explained by the fact that ozone consists of a triatomic oxygen molecule, which breaks down under the influence of oxidizing agents such as fluorine and chlorine (ozone). It is important to know that the first step in this regard is to achieve a high level of competence in the teaching of environmental science at the level of higher education.

If we analyze the pedagogical work, then among those who teach people at all levels, preschool children communicate with the student's parents the most. When it is observed on the basis of the most correct examination, of course, the subjects passed in kindergarten today, talking about the lessons to his parents, trying to find out exactly what is on his mind. With this in mind, the implementation of environmental education for these children will help the above-mentioned public to have an understanding of ecology.

Currently, it is effective to introduce ecological knowledge to the child's mind while using modern pedagogical technologies in the educational process. Also, it is important to familiarize yourself with offline or online learning technologies before choosing these methods. Based on this, children of preschool age should be informed about phone and computer technologies that cause radiation damage. For this, the most important thing is that young children should spend no more than 40 minutes a day on the computer in two shifts, and 1.5 minutes on the phone, no more than 20 minutes a day. If the training is conducted using animation software using computer technology, it should be clarified that the total number of lessons should not exceed 5 in the short case, that is, about 5-10 minutes.

Reasons why choosing to teach in educational technology can be given to high school students or university students based on all disciplines of environmental concepts. Thus, it is convenient to choose such methods as color posters, media films, animation, practical games, puppet theater, travel for children in preschool educational institutions.

In addition to choosing a pedagogical technology method, topics for the child should be developed in advance in the form of a program. For this, it is necessary to take into account aspects that the child can see with his own eyes in everyday life.

When choosing topics, the direction is chosen from simple to complex. First of all, it is recommended to use concepts that are easy for the child's imagination, so that he can see environmental pollution with his own eyes in real life. Accordingly, the topics can be selected as follows:

- environment air, water, soil; environmental pollution and its main causes; things that pollute the environment - paper, plastic, garbage; removal of contaminants.

In explaining these topics, the main role of man in cleaning up pollutants based on the enjoyment of nature is explained in detail to the child, and it is said that children should be involved in this. In the following selection of topics, air, water and soil are explained separately, their causes of pollution and pollutants are shown. This includes:

Why do you need air? airborne dust damage; air pollution with smoke; semi-combustible combustible materials, air polluting gases. Prevention of all pollution.

- Water is necessary for life; types of water; prevention of water pollution; factories that pollute water the most.

- soil; Soil pollution; soil pollution with plastic material; prevent soil pollution.

A maximum of 10 minutes of theoretical concepts can be demonstrated based on these given topics.

For example: Environmental concepts of air: the importance of air for the human body, clean air, polluted air, indoor air pollutants, prevention of air pollution, indoor air purification, indoor air pollution indicators, how to design houses to prevent indoor air pollution cleaning methods, clean storage methods. room air.

Environmental concepts about water: the meaning of water, drinking water, drinking water, converting clean water into drinking water, boiled water, ways to keep canals clean, methods of wastewater treatment.

Ecological concepts of soil: clean soil, need for soil, cultivated soils, soil pollution, soil rot, non-perishable substances, types of contaminated soil treatment.

A practical lesson is also recommended to strengthen children's theoretical knowledge:

Practical exercises are mainly based on pictures - images of factories, animals, plants, reservoirs of various shapes, pollutants, etc., as well as images of plants, animals and people infected with polluted water.

To develop knowledge in a child by conducting practical training on each topic theoretically, immediately after this topic can be achieved. The practical lesson shows the soil and water in the garden, whether they are polluted or clean, and if so, how to clean it.

Simple and understandable questions can be prepared in advance to develop environmental awareness in children. For example:

1. What do you mean by environment?
2. What do you mean by environment?
3. When is the air polluted?
4. What types of water are there?
5. What is the difference between clean water and polluted water?
6. Why is it necessary to clean the channels?
7. Where does the contaminated water in the house go (each child describes the home environment)?
8. Where to throw plastic bags?
9. What types of bottled water do you know?
10. Where to throw papers from various lollipops, chewing gum, etc.?
11. What environmental problems were discussed on television?
12. Which cartoon shows the protection of animals?
13. Why plant more seedlings?
14. What kind of trees grow in your house?
15. Which of the trees in the house are beautiful and which have fruit?
16. What do you know about pets?
17. What should be done so that pets do not get sick?
18. What happens when birds die?
19. What should be done for the reproduction of birds?

20. Where to dispose of waste?

21. Where should vegetable waste be thrown during cooking?

22. What happens if you don't take out the trash on time?

23. Where to wash cars?

24. Where should household brooms be thrown?

25. Where to throw leaves when they fall from the tree in autumn?

26. What pollutes the smoke from collecting and burning hay?

27. What should be done so that seedlings do not dry out after planting?

And so on. If these questions are selected and grouped according to relevant areas of the environment, it becomes easier for the child to point and ask questions. Besides, in the form of puppet theater for children, for example, the wolf asks a question and the question-and-answer form of the rabbit can be arranged to make it easier and more convenient for the child to understand.

In order to provide the child with ecological knowledge with an ecological excursion, each teacher should organize an excursion to a field, street, garden, park, nature museum (local history), etc., depending on his circumstances.

At the end of each lesson, free conversations with the child, even excursions, are important. For this purpose, dialogic, group conversations of educators with children are organized. In this case, conversations are held in a short-term, useful way.

During the conversation (conversation), a series of free conversations are held about what kind of profession the child will have when he grows up, what environmental problems he may face in the process of working in this profession.

Talks on topics like biodiversity and conservation, pets, fish, environmental issues and the importance of cleanliness will be interesting for children.

The following requirements are imposed on the teacher:

- ✓ selection of safe work methods and tools;
- ✓ to have a basic understanding of environmental protection;
- ✓ to have an idea about teaching;
- ✓ should deal with each of the children;
- ✓ necessary materials must be prepared in advance;
- ✓ ensuring the interest of active children by implementing various forms of motivation;
- ✓ in necessary cases, applies to the relevant organization - Nature Protection Committee.

Thus, after each child returns home, it is natural to tell parents about the environment in the family circle, so that all family members have initial knowledge about the environment. On the other hand, the child will be able to love nature in the future. For this, you need to choose a way to encourage the child to learn.

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