

CHARACTERISTICS OF INTERDISCIPLINARY IMPROVEMENT OF ECOLOGICAL COMPETENCE IN PRIMARY STUDENTS

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Anotatsion: This article talks about the work carried out in the interdisciplinary improvement of the environmental competence of elementary school students, as well as the opportunities, achievements and expected results. Methodical guides and methodical manuals, which are becoming relevant today, are discussed. The main idea of interdisciplinary improvement of environmental competence is that not only students' understanding of environmental issues is enhanced, but it can also create a holistic learning environment that empowers them to act, and is also important in cultivating environmentally conscious leaders.

Key words: environmental competence, pedagogical, improvement, possibilities, problematic situation

It is advisable to implement the process of taking into account the individuality of students in the following order:

to provide education with an individual approach to each student;

to differentiate educational materials taking into account their specific capabilities.

This requires solving the following pedagogical tasks:

to analyze the specific aspects of the concepts of individual education and an individual approach to students from a didactic point of view;

to assess the possibilities of individual education in the intellectual development of students, etc.

The direction of individual education, first of all, paves the way for the student to discover his own "independent researcher" status in all aspects. Self-esteem, the

desire for personal development allow the student to achieve high results in the field of future interest. In addition, there are conditions for identifying the mistakes and shortcomings made by the student through the scientific supervisor.

In the literature on psychology and pedagogy, the concept of individualization of education is defined differently. In particular, in the dictionary of pedagogical terms, the terms individual education and individualized education are explained as follows.

Individual education is one of the forms of educational activities that implement the teacher's individual pedagogical influence on the student, a separate activity of the teacher with the student outside the classroom.

Individualized education is a type of educational process in which the ways, methods, and pace of education are selected on the basis of an individual approach and are provided through various educational-methodological, psychological-pedagogical, and organizational-management measures.

Consequently, the concepts that form the basis for the interdisciplinary improvement of ecological competence in primary school students are divided into the following groups:

- the unity of animate and inanimate nature, the generality and continuity of occurring phenomena;

- the need to study phenomena in material existence; the causes of ecological disasters and measures to eliminate them; ways for humans to study the laws of nature and use them effectively and rationally;

- cause-and-effect relationships in the connection and development of natural phenomena;

- human social existence;

- nature protection is the basis for preserving life on our planet.

As the basic qualities of ecological knowledge and ecological competence, it is necessary to determine “Ethical ecological awareness”, “ecological responsibility”, “ecological volition”, “protection of ecological values”.

Expanding the possibilities of methodological services based on ensuring a deeper mastery of modern educational technologies in the interdisciplinary improvement of ecological competence in primary school students.

The selection of educational content is to organize the educational process on the basis of interdisciplinary connections. Because within the framework of these approaches, the development of the personality and activity of students is envisaged. Based on the formation of intellectual, emotional-volitional and other personal qualities of primary school students, they also develop feelings of responsibility, goal-orientedness, freedom of choice, tolerance, and a conscious attitude to nature.

Also, a situational-problematic approach is used in the educational process.

Within the framework of these approaches, an interdisciplinary process of improving environmental competence in students is carried out. In this case, educational situations dedicated to various problems are organized. These situations should be aimed at teaching the environment through problem situations. At the same time, it is required to create in students the experience of a valuable attitude towards the environment through problem situations.

Educational scientists have studied educational tasks as a unit of the educational process, and they have revealed the possibilities of using various approaches to form interdisciplinary connections in students. Within the framework of this approach, teachers have the opportunity to model positive-role tasks of a consistent nature in advance. Such tasks help students solve tasks related to social relations and create the basis for their rapid mastery of their corresponding communicative aspects.

The selection of topics in the curriculum based on the latest achievements of science, the need to enrich the content of academic subjects with new ideas is one of

the important requirements of education based on interdisciplinary connections. The presence of educational elements of educational significance in the content of each academic subject studied allows students to understand real existence, socio-political reality.

Robert Carlos noted that primary school should not only teach writing and counting, but should also implement an even more important and larger task. Because stimulating the intellectual activity of each student during his formation, like natural abilities, is very important for his subsequent success.

In this case, students' analysis and generalization activities are formed. Intra-system representations ensure that students know the entire system of disciplines, and knowledge is widely used within the subject being studied. The implementation of a scientific worldview in students based on the integration of disciplines is a high level of intellectual activity.

They combine different systems of knowledge, make it possible to know the diversity of a phenomenon or process. General concepts arise on the basis of this knowledge. The formation of an interdisciplinary scientific worldview allows you to use knowledge, subordinate it to each other, and identify gaps in the boundaries of knowledge.

Today, in scientific research on pedagogy, special attention is paid to developing a system of forms, methods and tools aimed at eliminating fragmentation in the teaching of academic subjects, as well as the methodology of the teaching and upbringing process that is their basis.

The use of the mechanism for the formation of ecological competence in primary school students based on interdisciplinary connections is of great practical importance. By generalizing the ideas and concepts formed in the process of studying natural sciences, students develop specific skills and competencies in the social and humanitarian category.

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