

Development of Eco-Aesthetic Competence of 1st Graders Through Mother Tongue and Reading Literacy Textbooks

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Annotation. This article explores the meaning and content of the formation of eco-aesthetic competence in the minds of students on the basis of information and assignments that are practically given in existing textbooks, the scientific analysis of the epistemological and ontological approach, which is most effective for understanding the essence of environmental competence. How important project-based education is for today, for the formation and development of eco-aesthetic competence, will be analyzed in the article.

Keywords: project-based education, competence, favors of nature, waste, Economic Education.

Introduction

In order for us to understand the fundamental essence of the concept of "eco-aesthetic competence", we must first define the meaning of the Term "Ecological competence" and is one of the requirements that is forced. Now we want to highlight the main interpretations of concepts in psychological – pedagogical dictionaries as part of considering several definitions of the concept of "competence". And based on the analysis of these concepts, we define the meaning of the term "competence". S.I.Ozhegov's Dictionary defines the concept of competence as "a series of issues that someone knows well".¹ D.N.In the Ushakov dictionary, competence is defined as "a complex of issues, phenomena in which a particular person has authority, knowledge, experience."² N.G. in the dictionary of foreign words edited by Komlev gives the following definition: "(1) awareness from any field; (2) Technical assignments of any individual". According to Alekseeva, competence is a systemic integral quality of individuality, which describes the ability to solve various levels of problems and tasks that arise in life situations and professional activities, based on the formed values and motives, Knowledge, Educational and life experience, individual characteristics, inclinations.³ I.S.Sergeev and V.I.In his work, Blinov described "how to implement a competency-based approach". Class and extracurricular activities define competence as the result of non-standard education, expressed in the existing potential for readiness to activate knowledge and productive work in conditions of uncertainty.⁴ L.A.Zimnyaya believes that competencies are some kind of internal potential. Hidden psychological neoplasms (knowledge, ideas, programs of action, algorithms), a system of values and relationships, which are later manifested in the powers of a person as manifestations of actual activity. These competencies, manifested in the behavior and activity of an individual, are his personal qualities, characteristics.⁵ A sufficiently broad analysis of the concepts of competence and competence O.P.Merzlyakova is given in a dissertation work dedicated to the formation of the main competencies of students based on the implementation of the principle of complementarity in the educational process. Competence is understood as knowledge, skills, value orientations and complexities. Practical experience necessary for the successful solution of problems in a particular area of human life or professional activity. Competence is understood as the individual integrated quality of an individual, based on the sum of the directions of knowledge, skills and value, as well as rich experience in the field of existence. Now let's move on to the definition of the concept of "ecological competence". Despite the insufficient amount of scientific literature and work on the study of

¹ O'zbekiston Respublikasi Vazirlar Mahkamasining 2019-yil 27-maydagi "O'zbekiston Respublikasi Ekologik ta'limni rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi 434 –son qarori

² <https://www.un.org/ru/ga/unes/index.shtml>

³ Anapiyayev Foziljonning "Kompetensiyaviy yondashuvga asoslangan Davlat ta'lim standartlari" <http://matematika.uz/2017/02/kompetensiyaviy-yondashuv/>

⁴ Ермаков Д.С. « Экологическая компетенция учащихся : содержания, структура , особенности формирования »

⁵ Мелникова Е.В. Формирование экологических компетенций студентов через проектно – исследовательскую деятельность .// Молодой ученый. – 2015 .№3(83). – с. 347-349. URL: <https://moluch.ru/archive/83/15268>

competencies of schoolchildren, the study of environmental competence was not given much importance.⁶ Currently, let's look at the basic concepts identified by scientist-Methodists. So, D.S. In his work, Ermakov analyzed the essence of environmental competence and determined the structure of this concept. He considered two approaches that were most effective for understanding the nature of ecological competence: epistemological and ontological. The first, according to the author, is based on the "fundamental nature of the cognitive attitude in the world." In the gnoseological approach, he distinguishes such components of competence as the use of knowledge, skills, theoretical knowledge and practical skills. In the ontological approach, the author distinguishes the essence of competence from this, that the world is significant for a person, and in return he feels responsible for the world. "The ontological approach to the definition of competence is that it can be considered as a form of being carried out in the interaction of an individual with the world".⁷ D.S. Ermakov defines environmental competence as a system of regulatory requirements for the level of Personnel Training. A.N. Zakhlebny, E.N. Dzyatkovskaya believed that in the field of solving environmental problems, saving life and sustainable reproduction, the environmental competence of students is not only the result of science education, but also a holistic general cultural indicator.⁸ The authors show environmental competence in relation to general education in connection with the ability of the student to independently transfer general skills and knowledge of science, as well as comprehensively apply.

Literature Analysis and Methodology

Together we will now get acquainted with the data that serve to form the existing eco-aesthetic competence, the 1st grade native language and reading literacy textbooks, which are out of print in 2021. A whole chapter of the textbook is devoted to eco-aesthetics, called "the favors of nature". And the topics are as follows:



a) Green Planet b) miracle insect c) pets

Each subject is given appropriate pictures. For example, the theme of "Green Planet" is preceded by a tree and a sun picture, the theme of "miraculous insect" is preceded by a bee, and the theme of "pets" is preceded by an image of a lamb and a child. When students reach these topics as soon as they open a textbook, they consciously understand and involuntarily leaf through what exactly they learn.

Another thing that attracts attention is that for 1st graders, the task is given to draw up a project work.

A clear example of LAT (project-based education), the question of what needs to be done to preserve nature during this mission, students themselves find a solution. That is, we plan the work through the existing questions in the picture.

I. Introduction. What do you need to preserve nature? Necessary tools and enough money.

II. MAIN PART. What should you do to work?

III. Result. What will change as a result of the work you have done? What benefit is there for nature and humanity from this?

⁶ Abdujabborovna, K.S. (2021 y) Bolalar uyi tarbiyalanuvchilarining pedagogik shartlari. Norasmiy ta'limda Yevropa innovatsiyalari jurnali, 1(2), 158-160.

⁷ Akbarova Z (2020, December) between Concept And Concept In Lin

⁸ Zokirova, S. M. (2019). Contrast Analysis Of Syntactic Layer Units. Scientific Bulletin Of Namangan State University, 1(8), 250-255.

The side to pay attention is the transfer of the project presentation. At the end of the topic, it is assigned to the house that students have to make their own project presentations in their families. Imagine a 7-year-old student giving a speech about his project, its stages and what happens if he does it. What is it for? Until that time, we would only give students in the educational sphere the sentence "We only need to throw the waste into a special container." But at the moment the situation is not so. Today's reader is not yesterday's reader. Readers have a number of relevant questions.

For example:

- After we throw away the waste, what do they do?
- After they collect the chinkindis, they go somewhere. He also paid the waste of the territories!
- What to do to prevent this?
- What does waste recycling mean?



The above project work will be able to provide solutions to these very questions. The best part is that the reader will find the solution to these questions. Page 52 of the textbook is also dedicated precisely to "waste".

In this image, which is explained through the pictures about the eco-aesthetic upbringing, it is said about where to throw the fruit pod, its consequences, benefits and harms.

Slightly deviating from the concept of "waste", let's summarize the concepts of Economic Education and eco-aesthetic education.

How does this happen? The current 1st grade mother tongue and reading literacy textbook can provide a complete solution to this.

Page 69 of the textbook gives a text called "The Story of Abror", and this, the text explained on the basis of

a short text what the theory of economic profiteering is during the development of eco-aesthetic competence. Reinforced through questions and assignments.



Discussion And Results

We educators always say that our students need to treat animals well, take care of them. But we will not talk about how you can benefit from this. The textbook gave a solution to this problem.

- Buy a small lamb for 2 coins, sell it for 10 coins after 1 year and make an income of 8 coins from it.
- The cow gives 6 L of milk in 1 day. If 6 l of milk stands for 1 coin, it is possible to make a profit of 7 coins every week, assuming that 1 hafta has 7 days.

These concepts are being explained to younger school-age students. It has been shown how economic profiteering and eco-aesthetic competence combine to produce better results. But it is impossible to achieve such success if the animals are not provided with adequate feed, are not cared for, are not treated when they are sick.

Conclusion

Approved and practiced by the Republican educational center, the 1st grade native language and reading literacy are perfectly structured in all respects, teach students to cultivate their thinking and worldview, look at life with a real eye, and is characterized by the fact that being able to create a systematic integrated scheme of individuality, which describes the ability to solve various levels of problems and It is no secret that the meaning of the teaching of escoaesthetic competence from the early stages of education and the fact that the requirements for it always change with respect to time and time is a requirement of today, and this has found its proof in new textbooks.

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