

THE STATE OF MEDIA EDUCATION IN THE TEACHING OF NATURAL SCIENCES IN PRIMARY SCHOOL

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ANNOTATION

The teacher should talk about how he cares about nature protection and careful use of natural resources, introduce students to the laws on nature protection reflected in the Constitution of Uzbekistan, Uzbekistan should be acquainted with the Charter of the nature conservation society. This is very important in the system of spiritual education of young schoolchildren.

Keywords: "the world around us", "natural sciences", media education "local lore", "knowledge consolidation", "logical thinking", "textbook methods".

INTRODUCTION

It is necessary to make full use of the interdisciplinary links, taking advantage of the favorable conditions for teaching children in the primary grades. The clear ideas that are formed in the introductory sessions help to solve problems in other subjects, and vice versa. Interdisciplinary communication is done in solving tasks such as speech development. The Introduction to the World course itself, the teaching methods and techniques used, create a favorable environment for the development of children's speech. In these activities, children communicate directly with each other, share their impressions, tell stories about their favorite hobbies, and so on. In storytelling games, children imagine and create text for their characters. Connections with disciplines and media educationsuch as labor education, study, and exploration of the environment can be made through complex excursions into nature and industry.

Work with the textbook "The world around us". In the first lesson on the introduction to the world, children should be introduced to the textbook: the author, the content of the title page, the design, the content of the introduction to the book. As the children are taught to work with the textbook, the teacher should explain to them the sequence of work: first the pictures are looked at, then the essays are read, and then the questions are answered. Not all of the proverbs in the textbook are meant to be read and recited, some of them are just for children to read and answer questions, and some are partially done in both types of work. What is done depends on the content of the story, the difficulty or comprehensibility of the language of the story.

New terms and conclusions on the topic are highlighted in bold in the textbook to help you remember better. The protagonists of folk tales, depicted in different situations, have many themes. It's as if they're learning to explore the world around them. This style helps the teacher to teach and create play situations, to increase children's interest in nature and science. Pictures develop observation in children, so it is important to ask them what is new in the picture. The textbook is decorated with pictures, they are given questions and assignments. Some of them help the teacher to draw children's attention to the various features and characteristics of natural objects and phenomena, thereby generalizing the factual material on

the topic of the lesson. A group of questions and assignments may require two or more pictures to be compared, or may suggest some causal connections between nature and human labor. The questions and assignments in the textbook help the teacher to focus the children's attention on the content of the article and to identify the main points in it. With the help of questions, children get a deeper and clearer idea of what is being studied.

The textbook also contains brief conclusions and media documents that reflect the main content of the study on each topic and reveal the essence of the concepts. After the texts in the content of natural sciences, assignments for observations in nature, plans of practical work are given. The textbook contains materials in the form of questions and assignments for excursions and science lessons. The textbook describes the characteristics of the seasons in Uzbekistan, facilitates children's observation of nature, emphasizes the relationship between inanimate and animate nature.

The main idea of the textbook is the interaction of man with nature, the importance of human labor in nature, the rules of behavior in it. His articles on the events of social life draw children's attention to the unity of man, society and nature. Methods of teaching science in the 3rd grade. The teaching of science as a separate subject begins in the 3rd grade. The study materials are combined into the following topics: "Water and Air in Nature", "Minerals", "Soil", "Flora", "Animal World", "Nature and Human Health", "Nature and Man". The science program allows young schoolchildren to show not only the beauty and richness of nature, but also the importance of their country in fraternal cooperation with the peoples of other countries.

In Grade 3, students continue to monitor the weather on a regular basis: determine cloud cover, wind strength (strong, loose, moderate). Phenological observations will be made: the length of the day (according to the calendar), the yellowing of the leaves, the condition of the plants and animals will be determined by the seasons. All observations are recorded in the Observation Diary and in the general nature and labor calendar. At the end of each month, the observations are summarized and tabulated. It determines the phenological features of this month. The diaries contain generalized observations of plants and animals. Students will draw conclusions about how changes in inanimate nature are related to changes in plant and animal life.

In Grade 3, the general class will continue to maintain a nature and work calendar, which will provide an opportunity to compare events observed over two years. By marking the weather, plant, and animal status each day, students compare their current observations with their observations made on this day last year. Such work increases the interest in observations, their quality, and helps to deepen the understanding of natural sciences. In the study of "Cultural plants", "Pets" children through observation, experimentation, excursions, practical work with local representatives of flora and fauna, with the shapes of their surface, water get acquainted with the properties of basins and water, soil and minerals.

The children get acquainted with the soil during the excursion, look at the soil sections. The teacher focuses on the subsoil and rocks. In the course of practical work and experiments, students learn about the composition of the soil, get an idea of the diversity of soils in their country. This section is the first to be studied, as it introduces students to the lessons of agricultural labor (soil tillage in the fall, seedling thickness, root crop yield, and flowering time of ornamental plants, etc. "Theoretically prepares to put experiments related to the study of

the effect of dogwood on the yield of roots, the growth of flower ornamental plants. Without having an idea of the composition of the soil, birds do not acquire complete valuable knowledge about the growth and development of cultivated plants.

Students will be introduced to several species of native plants and animals, as well as nature and agricultural production, as well as field trips. Attention should be paid to the angle of living nature and to the growth and development of plants and animals in nature itself.

Practical conservation activities develop children's desire to protect and enhance natural resources. Accordingly, they should be involved in preparing food for the birds, feeding the birds in late autumn, winter and early spring, collecting the seeds of flowering ornamental plants, distributing them among the population, caring for the orchards, protecting the soil from erosion. 'should be involved in the growth of wires.

LITERATURE

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