
Pedagogical bases of formation of sensitive and caring attitude to nature in high school students

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Abstract. It is impossible to form such relationships without teaching sensitive and caring attitudes to young students. In order to form sensitive and caring attitudes in young students, it is necessary to determine the pedagogical basis of this work. In our opinion, in order to form a sensitive and caring attitude to nature in young schoolchildren, it is necessary to correctly define the principles and methods of this work. Therefore, first of all, it is necessary to identify appropriate principles and methods for the formation of sensitive and caring attitudes to nature in young students.

This work should be carried out primarily in primary school. Because in the teaching of a number of subjects in the primary school, there are more opportunities to teach young students to be sensitive and caring for nature. Among these subjects, the Azerbaijani language and Life Skills are of special importance in this regard.

In the pedagogical process, it is important to refer to the relevant principles, as well as to apply certain methods in solving any educational problem. Because when determining the pedagogical basis of the problem in the teaching of both the Azerbaijani language and life sciences, first of all, it is necessary to correctly define the system of principles and methods to be applied in the pedagogical process. That is why we considered it expedient, first of all, to determine the basis for the observance of appropriate pedagogical principles and methods in the primary school classes in the Azerbaijani language and Life Skills in the treatment of young students with a sensitive and caring attitude to nature. In the process of teaching both subjects, we considered it expedient to

define the bases of reference to general pedagogical principles when teaching young students to be sensitive and caring for nature as follows:

1. The principle of linking environmental education with life, work and building an independent state.

There are many advantages to referring to the principle of linking environmental education with life, work and building an independent state. The first of them can be considered as general features, and the second as special features. The general features of the principle of linking ecological education with life, work and building an independent state are explained by the approach to this principle in a general pedagogical and general didactic context. The special features of referring to this principle are the process of exemplary organization, normal implementation and proper assessment of students' sensitive and caring attitude to nature. Referring to this principle, it is recommended to act in accordance with the requirements of the directives on environmental education and life events that affect the development of students' sensitive and caring attitude to nature and the period of building an independent state.

2. The principle of expediency of ecological education: This principle is one of the leading principles of education in scientific pedagogy. When setting the goal of forming a sensitive and caring attitude of young students to nature, it is recommended to clarify the essence, content, opportunities and ways of achieving this goal.

In addition, primary school teachers need to plan their activities to achieve their higher goals in order to instill in young students a sensitive and caring attitude towards nature. That is, they must set a specific goal in order to teach young students to be sensitive and caring for nature. This should be one of their guiding principles.

3. The principle of taking into account the age characteristics of environmental education. In our opinion, young schoolchildren should be taught to be sensitive and caring for nature from infancy so that they can develop a sensitive and caring attitude towards nature during childhood, ie during the school years. In this case, it will be possible to work in the field of environmental education from primary to advance and from easy to difficult.

4. The principle of taking into account individual characteristics in environmental education. In order to teach young students to be sensitive and caring for nature, it is important to approach them individually. By taking an individual approach to young students, it is possible to learn how sensitive they are to nature and natural phenomena and in what context they can take care of it. Therefore, it is necessary to take into account the principle of taking into account the individual characteristics of children as one of the principles of forming a sensitive and caring attitude to nature in young schoolchildren.

5. The principle of consistency, systematicity, continuity and regularity of educational work during ecological education. In order to reveal, develop and form sensitive and caring attitudes of young schoolchildren to nature, it is necessary to consistently, systematically and regularly implement the goals set in this area. The sequence, systematicity and regularity chosen to be referred to

as a specific principle should be instilled in children from an early age. In other words, it is necessary to teach young students first theoretical knowledge about natural phenomena, then ways to approach them sensitively, and then the possibility of caring for greenery.

6. The principle of optimism in environmental education. This principle is valued as an educational work carried out with reference to the positive qualities, exemplary actions and good qualities of children. In order to teach young students to be sensitive and caring for nature, it is necessary to approach them, taking into account their good deeds to nature and natural phenomena, the positive aspects of their behavior. We must not forget that in addition to children who are exemplary in the preparation for lessons, performance of tasks, attendance, effective work in public affairs, lazy, backward, disobedient, naughty children also have any positive qualities. Primary school teachers should refer to these positive qualities in environmental education. That is, the class teacher should be optimistic about this. He should think that I will instill in young students sensitive and caring attitudes to nature, and I will definitely form these attitudes in them. Or an elementary school teacher should plan that I will definitely activate children who are passive, backward, and lazy, undisciplined, and do not study well, and teach them to love nature. All this should be accepted by the class teacher as a principle. In this case, the optimistic attitude of primary school teachers to the formation of sensitive and caring attitude to nature in young schoolchildren can be seen.

7. The principle of respect and demand in the work of environmental education. At the root of these principles of education are the relevant pedagogical regularities, as well as at the root of this principle is the regularity of the same name. In clarifying the essence of this principle, we must say that in the process of environmental education, ie in the process of forming a sensitive and caring attitude of young students to nature, along with respecting them, it is a fundamental goal to show certain demands. Therefore, primary school teachers, both in the learning process and in extracurricular activities, should show respect for and respect for young students in the formation of sensitive and caring attitudes towards nature.

8. The principle of unity in the requirements of environmental education and the expectation of unity of collective influence. This principle is also a principle arising from the relevant regularities. By the nature of this principle, all students should be treated equally when teaching young students to be sensitive and caring for nature. If a primary school teacher treats one group of students in the classroom on the basis of the same requirements and another group on the basis of completely different requirements, he will not be able to form in students a sensitive and caring attitude to nature. That is why primary school teachers, both in the learning process and outside of training, when instilling sensitive and caring attitudes in nature to young students, must prepare and implement all the information, information and teaching materials they are given on the basis of uniform requirements.

9. Involve students in social activities in environmental education. It is very useful to involve young schoolchildren in social activities when developing a sensitive and caring attitude to nature. It is important to involve students in social activities in the family, in the social environment and in the pedagogical process. In this case, the educational traditions of young schoolchildren, such as learning to be sensitive to nature, natural phenomena, greenery, the ability to care for greenery, to get used to caring for flowers, blossoms, fruits, can lead to the emergence of social traditions.

10. The principle of taking into account sexual characteristics in the process of environmental education.

Gender differences need to be taken into account when forming sensitive and caring attitudes towards nature in young schoolchildren. For example, if girls are entrusted with the cultivation of plants in the garden, such as coriander, dill, mint, and basil, it will be very useful. Or if the boys are assigned to plant and prune the trees, they will be more than happy to take care of them. Or if girls are asked to make pots to create greenery at home, they will no doubt be better able to do it. Therefore, it is important to include sexual education in environmental education, ie in the formation of a sensitive and caring attitude to nature in young schoolchildren.

11. The principle of taking into account psychological development in the process of environmental education. It should be taken for granted that this principle is based on the law of the same name. Commenting on the essence of this principle, it should be noted that the formation of sensitive and caring attitudes towards nature in young schoolchildren is valued as their psychological study. Because young schoolchildren first feel nature, natural phenomena, greenery, and then perceive it. They evaluate each of the natural phenomena they perceive through speech through the filter of imagination and thinking. The content of their value to nature and natural phenomena causes them to develop a sensitive and caring attitude to nature.

Methods of ecological education. A number of parenting techniques need to be used to help young students develop a sensitive and caring attitude toward nature. To do this, it is necessary to identify educational methods that serve to instill in young students a sensitive and caring attitude to nature. We considered it expedient to define these methods as methods of environmental education as follows:

Persuasive methods of environmental education. These methods are also classified as methods of forming consciousness and belief. Do not persuade that classification by warning; persuasion by exhortation; persuasion by persuasion; persuasion by guiding; persuasion by explanation; persuasion by giving recommendations; persuasion by engaging in a personal conversation; Involvement methods are included in extracurricular activities.

Persuasion in the process of environmental education. Through this method of persuasion, students need to be convinced of the unique role that nature and natural phenomena play in human life. They must believe that when nature, natural phenomena, greenery, and meadows are kept ecologically clean and pure, a positive change occurs in the way of life of all living things,

including humans. We must try to convince students that the purity of the environment prolongs the life of all living things.

Persuasion by advising on environmental education. Parents, primary school teachers, extracurricular leaders, and social leaders should try to convince young students that human beings and all living things are part of nature by giving them the necessary advice when teaching young children to be sensitive and caring for nature. The ecological purity of nature has a unique role in human life.

Persuasion through language in the process of environmental education. Sometimes young schoolchildren are indifferent to nature, natural phenomena, greenery and the hydrosphere as a whole. In this case, it is necessary to express them. It is necessary to convince them that the protection of the environment by all people is one of the most important conditions.

Persuasion by guiding in the process of environmental education. In academic pedagogy, it is important to bring the method of persuasion to the process of environmental education, guiding it as one of the methods of persuasion. Because students, especially young schoolchildren, need to be guided to participate in yard activities, gardens, orchards, greenery, tree planting subdivisions, and tree care activities. It is easier to convince young students by guiding them to teach them to be sensitive and caring for nature. To do this, it is important to regularly refer to the method of persuasion.

Persuasion by understanding the process of environmental education. By teaching young students to be sensitive and caring for nature, it is necessary to explain to them that people cannot build a healthy lifestyle without maintaining the purity of the environment. We need to convince them that we cannot purify the air we breathe without creating greenery. In order to instill in students a sensitive and caring attitude towards nature, it is necessary to give them the most necessary advice. To do this, it is useful to apply the method of persuasion by giving recommendations. When giving advice to students, it is necessary to give them a lot of advice on how to love and care for nature, to be closely involved in natural phenomena, to plant trees, to plant greenery, to protect the purity of water. Recommendations for young students to be sensitive and caring for nature should be implemented through more individual conversations.

Persuasion through personal conversation in the process of environmental education. It is very useful to teach young students how to be sensitive and caring for nature by inviting them to individual conversations in the post-training period. During individual conversations, it is useful to teach young students how to plant trees, take care of trees, protect greenery, and fight against environmental disasters. The best way to do this is to involve young students in extracurricular activities.

Methods of igniting environmental education. In academic pedagogy, ignition methods are classified as one of the leading methods. As in all educational work, it is necessary to use the methods of habituation in environmental education. Especially when teaching young children to be sensitive and caring for nature, it is necessary to use appropriate methods to

get them used to this work. It is advisable to use a number of ignition methods to form a sensitive and caring attitude towards nature in young schoolchildren. These methods include getting used to following the regime, getting used to socially useful work; ignition by making demands (making demands); igniting by giving instructions and trust; Specialization has a special place in extracurricular activities.

Getting used to learning to follow a regimen during environmental education. When applying this method, it is necessary to determine the specific regime of teaching young students to be sensitive and caring for nature. Children accustomed to this regime will be accustomed to planting trees, caring for trees, planting greenery, growing flowers in pots, maintaining the purity of the water, and combating environmental disasters.

Accustoming to socially useful work during environmental education. In general, parents, classroom teachers, and those who lead extracurricular activities should work purposefully to accustom children to community service. It is necessary to involve students who are interested in planting more trees in the community, students who tend to plant greenery in school areas, students who are interested in creating greenery in prominent places of the village, settlement and city. In addition to subject teachers, classroom teachers and school community organizations should be closely involved to make this work more widely available. Because the habituation of young schoolchildren to socially useful work should be accepted as a concrete principle.

Ignition by setting requirements during environmental education. It is necessary to set specific requirements for students to clean up the environment and fight against environmental disasters. Such a requirement for young schoolchildren directs them to take an active part in the activities related to the purification of the environment, as well as in the fight against environmental disasters.

Training to be exemplary by giving tasks and trust in environmental education. It is very useful to give students specific tasks to get them used to caring for nature and natural phenomena. Provided that the assignments serve a specific purpose. "You have to go to the city farm today and plant 10 trees for a person", "You have to plant 10 fruit trees for a person in your yard", "You have to find and heal wounded birds and release them into nature", "Each of you must fight against environmental disasters every day" Teaching students to be sensitive and caring for nature

Getting used to engaging students in extracurricular activities during environmental education. In addition to the learning process, primary school teachers should involve students in a number of extracurricular activities to take care of their environmental education during extracurricular activities. Because younger students can be taught to be more sensitive and caring about nature in extracurricular activities. Because students have more opportunities for extracurricular activities to form a sensitive and caring attitude to nature.

It is also useful to use methods of encouragement and punishment in environmental education. Because during the encouragement, praise with kind words, written and oral gratitude, appreciation with valuable gifts, praise,

hanging pictures on the plaque of students who excelled in environmental education, awarding honorary diplomas to students who excelled in environmental cleaning and landscaping, school, village, settlement, to award I, II, III degree diplomas to the students who regularly work in the field of landscaping and are exemplary in their activities.

When applying general pedagogical methods, we must not forget about the methods of punishment. Students who are weak in environmental education and indifferent to natural phenomena can be punished by reprimanding, reprimanding and reprimanding.

All this ensures the formation of a sensitive and caring attitude to nature and natural phenomena in young schoolchildren during the organization of environmental education.

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