



Boshlang'ich sinf o'quvchilari ongida ekologik tarbiyani rivojlanishning muhimligi.

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Annatsiya: Boshlang'ich sinf o'quvchilariga ekologik tarbiya berishda tabiatni asrash kompetensiyasini shakllantirish, tabiat bilan muloqot qilish, tabiat qonunlari va hodisalariga oid kreativ fikrlashini rivojlantirish, ekologik tarixiy qadriyatlarni singdirish va ekologik mehnat ko'nikmalarini rivojlantirishga erishish.

Kalit so'zlar: Ekologiya, tabiat, suv, havo, yer, avtotransport zararli gazlari, maishiy chiqindilar, ekologik madaniyat.

“Bugun singdirilgan bilim kelajakda e'tiqodga aylanadi”

Kirish: Yurtimizda yosh avlod tarbiyasida Ona vatanga muhabbat tushunchasi, ekologik madaniyat tushunchasi bilan uzviy olib borilmoqda. Uni asrab avaylash, keyingi avlodlarga ham g'amxo'rlik qilish mas'uliyati yuklanmoqda. O'zbekiston Respublikasi Prezidenti SH.M.Mirziyevning quyida aytib o'tgan so'zlari diqqatga sazovordir: —Eng muhim masala-aholining ekologik madaniyatini oshirish haqida jiddiy bosh qotirishdir. Albatta, bunday muammolarni faqat ma'muriy yo'l bilan hal etib bo'lmaydi, bunga e'sh avlod qalbida ona tabiatga mehr-muhabbat, unga daxldorlik hissini tarbiyalash orqalierishish mumkin. Bu vazifalarni bajarish, unga erishish esa avvalom bor oilada ota-ona, ta'lim muassasasida esa ustoz, murabbiy, pedagoglar zimmasidadir.

Tabiat bilan inson o'rtasidagi uyg'unlikni ta'minlashda ekologik ta'lim-tarbiyaning roli nihoyatda katta. Ta'lim tizimining barcha bosqichlarida amalga oshiriladigan uzluksiz ekologik ta'lim va tarbiya insonning tabiatiga, qolaversa, o'ziga nisbatan yangi munosabatlarning shakllanishini taqozo etadi. Bu o'z navbatida barkamol insonning shakllanishida poydevor bo'lib xizmat qilishi mumkin. Tabiatga nisbatan muhabbat uyg'otish ona Vatanga, uning tabiat yodgorliklari, tarixiy obidalari, xalqimizning an'analariga hurmat ruhida tarbiyalashga, yuksak ma'naviyatli shaxsning shakllanishiga olib keladi.[3]

Duneda yuz bera'tgan ekologik yangiliklardan foydalanish o'qituvchining bilimi, pedagogik mahorati va kompetensiyasiga bog'liq. SHu munosabat bilan o'quvchilarni ekologik masalalar bo'yicha nazariy va amaliy bilimlar bilan qurollantirish asosiy vazifalardan biridir. Buning uchun o'quvchilarga ekologik ta'limning asosiy manbalari dasturlaridagi o'quv materiallarini ma'ruzalarda chuqur tushuntirib berishga, sinfdan va sinfdan tashqari ekologik ishlarda samarali foydalanishga o'rgatish va o'rgatish zarur

O'rta Osiyo xalqlari, jumladan o'zbek xalqi qadimdan ekologik madaniyat merosiga ega. O'rta asrlarda O'rta Osiyoda yashab ijod etgan olimlardan Muhammad Muso al-Xorazmiy, Abu Nasr Forobiy, Abu Rayhon Beruniy, Abu Ali ibn Sino, Al-Farg'oniiy va boshqalar



tabiatshunoslik fanining rivojlanishiga katta hissa qo'shganlar. Ular hali ekologiya fani dunyoga kelmagan davrda tabiat va undagi muvozanat, o'simlik va hayvonot dunyosi, tabiatni e'zozlash haqida qimmatli fikrlar aytganlar.

Beruniyning ilmiy qarashlari, asosan, «Saydana», «Mineralogiya», «Qadimgi avlodlardan qolgan yodgorliklar» asarlarida o'z aksini topgan. Unda Eronning turli tropik o'simlik va hayvonlarining tashqi muhit bilan aloqasi, ularning xulq-atvori yil fasllarining o'zgarishi bilan bog'liqligi misollar bilan tushuntirilgan.

Abu Ali ibn Sino (980–1037 y.y.) yirik qomusiy olim sifatida tanilgan. Uning 450 ta asari mavjud bo'lib, bizgacha 240 tasi yetib kelgan. Ibn Sino asarlari orasida «Tib qonunlari»shox asari tibbiyot ilmining qomusi bo'lib, o'rta asr tibbiyot ilmi tarqalishining oliy cho'qqisi bo'lib hisoblanadi.

Zahiriddin Muhammad Bobur (1483–1530 y.y.). Bobur nafaqat shoir, balki podsho, ovchi, tarixchi, bog'bon va tabiatshunos bo'lgan.«Boburnoma» asarida Bobur o'zi ko'rgan-kechirganlari, yurgan joylari tabiati, boyligi, urf-odati, hayvonoti, o'simliklarini tasvirlagan. Asarda yer, suv, havoga tegishli xalq so'zlari ko'plab uchraydi.Bobur o'z asarida joyning geografik o'rni, qaysi iqlimga mansubligi, o'simliklari, hayvonlari haqida bayon etgan va O'rta Osiyoda qadim vaqtlardan buyon qovun, bug'doy, o'rik, nok va mevalarning bir necha navlari borligi haqida ta'kidlagan.[3]

Boshlang'ich sinf èshidagi bolalar hali ham o'zlarning to'laligicha mustaqil qarashlariga ega bo'lmaydilar. Ushbu èshdagi bolalar uchun "munosabat" atamasidan foydalanish faqat shartli ravishda amalga oshiriladi. Ba'zi tadqiqotchilarning fikricha, boshlang'ich sinf o'quvchilarining tasavvurlari va xulosalari juda oddiy tartibda shakllantiriladi.

Boshlang'ich sinf o'quvchilarida atrof-muhitga ijobiy munosabatni shakllantirish ekologik ta'limsiz amalga oshmaydi. Boshlang'ich sinf o'quvchilarining umumiy xususiyatlaridan biri shundaki, ular o'zini va tevarak-atrofdagi olamni o'smirlarga qaraganda bir butun sifatida idrok etadilar. Ularning har biri uchun “men”tabiatni, tabiat esa “men”ni ifodalaydi. Eng muhimi, ular tabiatning bir qismini his qilishadi. Agar birinchi sinfda bolalarda faqat hayvonlar va o'simliklarga rahm-shafqat, ularga muhabbat, atrof muhit go'zalligidan estetik zavqlanish qiziqтира, o'smirlik davrining oxiriga kelib, bu his-tuyg'ular ekologik yo'naltirilgan faoliyatga aylanadi. Natijada hayvonlar va o'simliklarga nisbatan rahm-shafqat tuyg'usi shakllanadi. Maktabda ekologik tarbiyaga oid quyidagicha ommaviy tadbirlar tashkil etiladi. Bular: kechalar, ma'ruzalar, hikoyalar, ko'rgazmalar, tanlovlar, o'quvchilar ishlari, referatlar, ma'ruzalar, atrof muhitga oid plakatlar va boshqalar. Bu vositalar boshlang'ich sinf o'quvchilarining ekologik madaniyatni ongli tushuna bilishi, tabiatni muhofaza qilish va yaxshilashda muhim ahamiyatga ega.Atrof muhit xulq-atvori va mehnat faoliyati birlashtirilib, to'g'ridan-to'g'ri tabiiy bog'liqlik mavjud bo'lsa, ular yaxshi natijalar berishiga shubha yo'q. [5]

O'zbekiston respublikasi vazirlar mahkamasining —O'zbekiston respublikasida ekologik ta'limni rivojlantirish kontseptsiyasini tasdiqlash to'g'risidalgi 434-sonli qarori qabul



qilingan. Qarorga ilova sifatida O'zbekiston Respublikasida Ekologik ta'limni rivojlantirish Kontseptsiyasi ishlab chiqilgan. Kontseptsiyaning asosiy maqsadi o'sib kelaётgan ёsh avlodda ekologik bilim, ong va madaniyatni shakllantirish hamda rivojlantirish, ekologik ta'lim-tarbiya jaraёnini samarali tashkil etish, shuningdek, ekologiya sohasidagi ilm-fanni jahonning ilg'or innovatsion texnologiyalarini jalb etgan holda yanada takomillashtirishdan iborat. Mazkur kontseptsiyada ta'limning barcha bosqichlarida ekologik tarbiyaning o'rni va roliga alohida urg'u berilgan.

Bunda bilim berish «oddiydan murakkabga», «uzviylik va uzluksizlik» kabi pedagogik tamoyillarga tayangan holda nazariy va amaliy bilimlar uyg'unligiga, o'quvchilarda ekologik madaniyat hamda tarbiyaning bosqichma-bosqich shakllanishini ta'minlaydigan maqsadga yo'naltirilgan. Boshlang'ich sinflarda o'quvchilar o'quv fanlari doirasida qo'shimcha ravishda: Suvni tejash va asrash; -Atmosfera havosining ahamiyati va uni muhofaza qilish; -Er resurslari va yer osti boyliklaridan oqilona foydalanish; -O'simlik va hayvonot dunёsini muhofaza qilish; -CHiqindilarni yig'ish va joylashtirish; - O'zbekistonning go'zal va takrorlanmas tabiatini asrash; -O'zi yashaydigan qishloq (shahar) tabiatini asrashda faol ishtirok etish; O'zbekistondagi qo'riqxonalar va tabiat bog'lari to'g'risida; Orol dengizi fojiasi to'g'risida umumiy bilim va ko'nikmalarga ega bo'lishi lozim.[4]

Maktab va jamoat mulkini ehtiётkorlik bilan saqlash; uyda yelektr, gaz va suvdan tejamkor foydalanish o'rgatishda boshlang'ich sinf o'quvchilarida atrof-muhitga ijobiy munosabatni shakllantirish jaraёnidagi turli shakl va usullar bolalarning ёsh xususiyatlariga qarab tanlanishi kerak. Bunday usullardan biri ekologik loyihalardan samarali foydalanishdir. Ekologik loyihalarni amalga oshirishda ota-onalar ishtirok etishi ham muhim zarurat hisoblanadi. Bu jaraёnda har bir oilaning faol ishtiroki e'tibordan chetda qolmaydi. Boshlang'ich sinf o'quvchilarining ekologik tarbiyasi barcha oila a'zolarining ekologik madaniyatini shakllantirishga qaratilgan doimiy tarbiyalash jaraёni bilan chambarchas bog'liqdir.

O'quvchilarga atrof muhit tozaligi birinchi navbatda toza havo va toza suv tushunchasi bilan bog'liqligi bu esa, bugungi kunda har bir sinf, oshxona, maktab, xonadon, ko'chalardan chiqayotgan qattiq maishiy chiqindilarni to'g'ri saralash, belgilangan maxsus joylarga tashlash, maishiy chiqindilarni yoqmaslik, ichimlik suvini isrof qilmaslik, suvga axlat tashlamaslik, tupurmaslik, behurmatlik qilmaslik tushunchalarini singdirib borish kerak. Tabiatga qilingan noto'g'ri munosabat natijasida sodir bo'layotgan ekologik muammolarni anglatish lozim. O'quvchilar ongida ekologik madaniyatni turli she'r, esse, hikoya tarzida o'rgatilsa ularni maqsadga muvofiq bo'ladi. Masalan:

Necha xalqlar suvga zor,
Faqat bizda bermalol.
Oqar suvni qadrlang,
Asrang, aslo qilmang xor.



Suv, havo, non uchovlon
Bo'lmasa netar inson?
Suv bilan tirik jahon,
Oqar suvni qadrlang?!

Birlashgan Millatlar Tashkilotining maxsus dasturlarida qayd etilishicha, 2025 yilga borib yer yuzidagi davlatlarning yarmidan ko'prog'ida suv taqchilligi yuzaga kelsa, 2050 yilga borib, sayèra aholisining to'rt dan uch qismining chuchuk suv taqchilligiga uchrashi bashoratt qilinmoqda. Qolaversa, bugungi kundagi kasalliklarning 80 foizi suvlarning ifloslanishi bilan bog'liqdir. Asosiy ekologik muammolar yirik shaharlardagi sanoat korxonlaridan chiqayotgan chiqindilar va avtomobil-transport vositalarining organik yoqilg'ilarining yonishidan chiqadigan zaharli gazlar ulushiga to'g'ri keladi. Bular esa yirik global muammolar iqoim o'zgarishlariga sabab bo'lmoqda.

Atrof-muhit va turmush sharoiti aholining salomatligiga bevosita ta'sir qiladi. Yomonlashaètgan ekologik sharoit nafaqat hozir yashaètgan aholining, balki kelgusi avlodlarning ham salomatligiga, irsiyatiga oid omillariga salbiy ta'sirini o'tkazishi mumkin. Ko'plab tug'ma va g'ayritabiiy kasalliklar, chaqaloqlarning chala tug'ilishi atrof-muhitning èmonlashuvi bilan bog'liq.[6]

Xulosa: Ta'lim berishning nazariy asoslari qoniqarli darajada, ammo amaliy jihatlariga ko'proq ahamiyat berilishi kerak. Maktablarda jonli tabiat burchaklari, TVda ekologiyani asrash borasida bot-bot beriladigan ijtimoiy roliklar samarasi juda kam. Bularning barchasi tashqi tarafdin berilayotgan ta'sirlardir. O'quvchilar tabiatning bir bo'lagi ekanliklarini o'zlari his qilishlari zarur. Buning uchun amaliyotga ko'proq e'tibor qaratgan ma'qul. Masalan, maktab maydonida poliz mahsulotlarini yetishtirish, turli foydali o'simliklarni o'stirish, maktab bog'ini tashkil qilish kabilar.

Foydalanilgan adabiyotlar

1. Prezident SHavkat Mirzièevning Oliy Majlis palatalari, sièsiy partiyalar hamda O'zbekiston Ekologik harakati vakillari bilan videoselektor yig'ilishidagi ma'ruzasi 13 iyul 2017 yil Toshkent sh.
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