

ECOLOGICAL EDUCATION OF SCHOOLCHILDREN IN GEOGRAPHY LESSONS (5TH GRADE)

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Abstract. The article presents modern approaches to substantiating the essence of environmental education. The features of ecological education of schoolchildren in the process of teaching geography in the 5th grade are described.

Keywords: environmental education, ecology, nature, geography, schoolchildren, lesson, activity.

The troubles of the state of the surrounding nature are spoken on all continents, in different languages. The ecological present and the future of all nations are common, because everything in our complex world is interconnected. Nature is fragile and sensitive. From a dangerous enemy at the dawn of civilization, nature has turned into a fragile satellite that requires our protection. That is why it is important to educate ecological culture from early childhood, that is, to influence not only the consciousness of children, but also the subconscious.

In order to prevent further destruction of nature, it is necessary to provide ecological education for preschool children, schoolchildren, students and even adults who have not previously been introduced to the basics of ecological culture. An important fact is the involvement of parents, grandparents, brothers and sisters in this process. Thus, the issue of environmental protection will be of interest to a large number of people of different ages [4].

Environmental education in the middle class differs from this process in younger schoolchildren. Teenagers are more pragmatic, less sentimental. They view nature as a source of valuable resources and an object of protection. 5th grade students are aware of their responsibility towards the environment. Schoolchildren are involved in project activities. The class is divided into groups, each of which will create its own project to improve the environmental situation in its native country. Global projects sometimes require multiple classes to work at the same time.

The main task of the teacher is the formation of a highly developed personality, not indifferent to the problems of society and the environment, able to apply a complex of knowledge, skills and abilities to solve existing problems. In the course of educational activities, the teacher must make sure of the spatial environment of the subject being studied and the emotional mood of the students in order to gain reliable knowledge about the environment. But it is important to carry out work in the field of environmental education and personal development not only in geography lessons, but also in extracurricular activities. The difficulty is that it is necessary to purposefully educate an entire generation that will transform the environment in accordance with the principles and laws of nature [1].

In school years, when the main activity of children is intellectual cognition, the basis of environmental education is pedagogical activity. It is important to develop the following skills:

1. Formation of project and creative activity skills;
2. Development of an appropriate position on the use of natural resources;
3. Acquiring the necessary knowledge about a healthy lifestyle;
4. Teaching discussion skills [3].

The issues of environmental education do not lose their relevance in high school. Opportunities for organizing events are multiplying: high school students enthusiastically organize fairs to raise funds for the purchase of plants, shoot and mount films.

The environmental event for high school students is aimed at bringing environmental responsibility to a new level. The most important thing in environmental education is regularity and continuity. Thanks to regular educational work, young people will acquire new skills and qualities:

- learn to see the beauty of nature;
- improve organizational skills;
- they will bring into adulthood an interest in the environmental well-being of the area of residence;
- acquire the skills necessary to take care of the environment.

In school education, the source of environmental education is lessons, optional activities and interest groups. The priority areas of activity are research and professional activities. On their basis, professional student counseling is created. Like any educational impact, environmental development in different age groups has its own characteristics that should be taken into account. Individual and psychological differences of children also influence the choice of means to achieve goals and objectives.

Example: When fully studying the topic of "the process of Rocks" in the 5th grade, it is possible to effectively consider the development of questions about the consequences of mining research, the direction of minerals formation by people, value spontaneously developed, therefore, the diversity of sand extraction and clay determination. students Making a small, at first glance, harmless learning deepening in the surrounding Earth's crust, people do not also think that Mammadov will be studying a ravine here in the next few years. When studying the topic "Hydrosphere components" of derivatives, underground water processes are studied. implementation Instead of with the surrounding schoolchildren, you can compare to find out that how in our life the city is deepening people use our water and everyone gets a task in the process to study the creation of water quality. Its main activity is therefore the assimilation of a clearly defined sample [5].

Taking care of the Earth's ecology is a priority in the policy of many countries. Therefore, environmental education of children is carried out through school programs. Its goal is to develop in the younger generation an understanding of how their vital activity affects natural resources and how to make their existence on the planet as useful as possible.

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