

**EXPERIENCE OF ORGANIZING ENVIRONMENTAL PROJECTS ON NATURE  
PROTECTION IN PRIMARY CLASSES****Abdunazarova Zebiniso Khudoysukurovna**

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**Abstract:** This article analyzes the importance of the method of environmental projects in the formation of environmental awareness and nature protection culture in primary school students, the process of their organization, and effective experiences. The results of the study show that project activities play a high role in developing students' environmental thinking, responsibility, and creative thinking.

**Keywords:** environmental education, environmental project, nature protection, primary education, sustainable development, environmental culture.

**Introduction**

Today, environmental problems are one of the most pressing issues worldwide. Such phenomena as climate change, waste problems, water and air pollution are forcing humanity to reconsider its relationship with nature. Therefore, the formation of an ecological culture from childhood, that is, teaching every person to have a responsible attitude towards nature conservation, has become a requirement of the time.

In the Republic of Uzbekistan, great attention is paid to the development of ecological education and upbringing. The nationwide project “Green Space”, holding “Ecological Weeks” in schools, and the “Best Ecological Class of the Year” competitions are vivid examples of practical work in this direction.

**Primary school**

is the foundation stage for the formation of love, respect, attention and responsibility for nature in students. In this regard, the method of ecological projects teaches them to learn through direct practical activities, to make their contribution to the process of nature conservation. The project method develops students' independent thinking, teamwork, observation and creativity. In the modern world, environmental problems are becoming increasingly urgent. Environmental pollution, depletion of natural resources and loss of biodiversity resulting from human activities are seen as global threats. This requires educating the younger generation as environmentally conscious and responsible individuals for nature protection.

Ecological education should begin at an early age, especially for primary school students, because it is during this period that the child begins to form a sense of love, interest and responsibility for nature. In primary education, it is important to impart environmental knowledge and skills not only on a theoretical basis, but also through practical, activity-oriented methods. In this regard, the methodology of ecological projects is an effective tool for consolidating knowledge about nature protection in students, developing creative thinking and teamwork skills.

In the education system of the Republic of Uzbekistan, special attention is paid to the formation of ecological culture, and ecological projects and campaigns are regularly organized in schools. This serves to stimulate the active participation of the younger generation in nature protection.

In this article, primary school students The experience of organizing ecological projects, its methodological foundations and practical results are analyzed. The purpose of the article — is to study the importance of the project method in developing ecological culture in students and to identify effective pedagogical approaches.

Main part

**1. The role and purpose of ecological projects in primary education**

An ecological project

— is an activity of students to identify a specific environmental problem, develop and implement practical measures to solve it. Its main purpose

— is to form ecological awareness, ecological thinking and a responsible attitude to nature conservation in students.

In primary grades, ecological projects can be organized in the following areas:

Protection of plants and animals: flower beds in the classroom or schoolyard, tree planting campaigns;

Attention to cleanliness: waste sorting, plastic recycling, the “Clean School — Healthy Childhood” project;

Protection of water, air, land resources: conservation, anti-pollution measures;

Promoting ecological culture: preparing wall newspapers, models, stage performances, videos.

## 2. Stages of the project method

Organizing ecological projects in primary school is carried out in the following stages:

1. Selecting a problem: Students observe the environmental situation around them and identify important problems (for example, the school area is full of waste, there are not enough trees, etc.).

2. Setting the goal of the project: A specific goal is set, such as “We will clean the school yard”, “We will create a green corner”, “We will recycle paper”.

3. Planning: Groups are formed and who will do what.

4. Implementation: Students carry out practical work, for example, planting flowers, collecting garbage, preparing information posters.

5. Presentation of the result: Each group presents its work in front of the class or at a school meeting.

6. Analysis and evaluation: Together with the teacher, the project results are discussed, errors are analyzed, and future work is planned.

### 3. Experimental results and observations

As an experiment, the project “Green space - it starts with us” was organized in the 3rd “B” class of school No. 20 in the Muzrabat district. Students planted 25 ornamental plants in the schoolyard, prepared posters about water conservation and waste sorting.

The analysis of the results showed that:

90% of students expressed a high interest in environmental topics;

80% of students acquired practical knowledge and skills about nature conservation;

60% of parents participated in the projects, which strengthened family ecological culture. Bu tajriba shuni isbotladiki, ekologik loyihalar o‘quvchilarning ekologik ongini shakllantirish bilan birga, jamoaviy mas’uliyat, mehnatsevarlik va milliy qadriyatlariga hurmat ruhini ham mustahkamlaydi.

## Conclusion

Organizing environmental projects in primary education is the most effective means of combining students' environmental knowledge with practical activities. Projects form love, attention and responsibility for nature in children, preparing them for an active civic position in solving environmental problems.

Experience shows that project activities lead to the following results:

students develop skills in understanding and solving environmental problems;

teamwork, leadership and creativity are formed;

a careful attitude towards nature is strengthened;

ecological awareness is embedded in the daily lives of students.

The following recommendations can be put forward to further improve the method of environmental projects in the future:

1. Integrate environmental projects into each subject program;
  2. Organize environmental campaigns in cooperation with the school and the neighborhood;
  3. Establish environmental project competitions based on digital technologies;
  4. Involvement of students' families and local communities in environmental educational activities.
- Thus, environmental projects are an important pedagogical tool that has not only educational, but also educational significance in the process of primary education, instilling the principles of sustainable development from childhood. Today, there is no doubt that environmental problems have become one of the most urgent and complex problems of the world community. Therefore, teaching the younger generation to treat nature with respect and love, to be responsible for environmental protection is one of the priority tasks of every state and society. Primary school students are the most important stage in the formation of environmental awareness and culture, and it is at this age that the knowledge and skills acquired have a great impact on their future relationship with nature.

As noted in the article, environmental projects are an effective tool for improving the knowledge of primary school students not only at the theoretical level, but also by involving them in practical activities. The project methodology allows students to identify problems in their environment and develop an independent and creative approach to solving them. This process forms teamwork skills, a sense of responsibility, leadership and initiative in children. The results of the experiment showed that by participating in environmental projects, primary school students not only acquire practical knowledge and skills related to nature conservation, but also develop ecological culture, collective responsibility and moral qualities. Their ecological awareness is strengthened and this awareness is embedded in everyday life activities. At the same time, projects carried out with the participation of parents and the school community also strengthen the family ecological culture of children, that is, the educational process affects the wider social environment.

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