



ACADEMICIA
**An International
Multidisciplinary
Research Journal**
(Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00977.0

ABOUT THE PRACTICE OF USING EXCURSIONS IN NATURAL LESSONS

Gulomjon Mamurovich Mahkamov*^{*}; Rozali Yakubovich Ruzmatov^{**}**

*Teacher,
Department of Methods of teaching biology,
Kokand State Pedagogical Institute
UZBEKISTAN

**Teacher,
Department of Methods of teaching biology,
Kokand State Pedagogical Institute
UZBEKISTAN

ABSTRACT

The article is devoted to the use of excursion practice in natural science. The article also highlights topical issues of natural science and biology, the science of science and its significance for human consciousness, the relationship between man and nature, didactic conditions for the formation of environmental consciousness in young people, excursion science, conditions of excursions, types. excursions and their educational value for young people.

KEYWORDS: *Natural science, biology, ecology, schoolchild, school, ecological consciousness, excursion, zoo excursion, biological excursion, ecological culture, environment, plant, animal, man, natural environment, wildlife, inanimate nature.*

INTRODUCTION

It is known that an excursion is a form of organizing the educational process that allows observation, direct study of various objects, phenomena and processes in natural or artificially created conditions, thereby developing the cognitive activity of a younger student, nature is also studied in nature. According to R.S. Oganova, this excursion is based on the direct perception by children of the objects and phenomena being studied in a natural or artificially created environment. And therefore it can be carried out both during the lesson and outside the classroom. Its content is determined by curricula [1,90].

As a rule, excursions are of great educational and educational value. They expand and improve student knowledge. Students see plants and animals in their natural environment: plants - in connection with soil, animals - in connection with plants, getting ideas about biocenoses, about holistic nature at certain times of the year.

The first stages of this work begin in high school, in which environmental awareness is formed among students. According to Alekseev, ecological awareness is the correct attitude of young people to the environment, which is characterized by the ability to use natural resources wisely, to treat plants and animals with care, to preserve all the natural resources of the world [2, 66].

A school excursion is a form of teaching and educational work with a class or a group of students, carried out outside of school with a cognitive purpose when moving from object to object in their natural environment or artificially created conditions, at the teacher's choice and on topics related to the program. The excursions are part of a lesson system on a number of topics, taught mainly in spring and autumn in courses in botany, zoology and general biology. The content of the excursions has a direct connection with the material covered in the previous lessons, and at the same time, the ideas obtained, the results of observations and collected in nature are used in many subsequent lessons.

The teacher determines the dates of the excursions in advance in the annual plan, and in the corresponding lessons before the planned excursion creates for the students the situation of the need to familiarize themselves with the studied phenomena in nature itself. At the same time, questions are highlighted that need to be clarified in nature, tasks are given for repetition and preliminary acquaintance with the material in terms of preparation for the excursion. The teacher also provides feedback on the excursion after it is conducted: what should then be remembered from what he saw and how to use the collected material for demonstrations and practical work. On excursions, students experience aesthetic emotions. A lively perception of the beauty of nature evokes love for Russian nature, for the Motherland. The methods of conducting excursions teach students to navigate the terrain, observe, compare, establish connections between phenomena, find the necessary objects, acquire the skills of independent naturalistic work - the skills of an elementary study of nature.

According to the description of I.V. Izmailova, on excursions, material is collected (taking into account the protection of nature), which is used in the future in lessons, extracurricular and extracurricular activities. At the same time, the skills of collecting living objects of collecting and herbarization are acquired [3,114].

Excursions to agricultural production, to experimental breeding stations, to fruit nurseries, showing the application of biological knowledge in practice, diverse plant varieties and animal breeds created by man, conditions that increase plant productivity and animal productivity, acquaint students with man-controlled nature, which is of great informative and educational value. Clarification and expansion of biological concepts, education of the worldview of thinking, aesthetic feelings, the acquisition of the ability to observe in nature - all these possibilities for the teacher must be borne in mind when conducting an excursion.

Preparing for the excursion. Each excursion requires a thorough preparation of the plan. Previously, in a day or two, the teacher needs to inspect the area, find the most typical objects of

study and determine the route, stopping places for explanations, students' independent observations, collecting material, generalizing conversations.

With this reconnaissance, the time of transitions, stops and rest is scheduled.

According to B.E. Raikov, excursions are different methods: a story, a conversation, a demonstration, independent practical work on assignments (observation, recognition, collection of objects). Preparation of students for the excursion is of particular importance. Equipment must be provided. For each group of students there should be [4,145]: a compass, a magnifying glass, a shovel, a hatchet, a meter, a rope to limit areas, labels, folders for herbarium, stains, jars, a net, etc., depending on the topic and class. But the main thing is the cognitive preparation of students. It is necessary that they know what to see, consider, learn in nature.

According to the classification of V.V. Travnikova, types of excursions [5,123]:

- Excursions in botany;
- Guided tours in general biology;
- Excursions in zoology;
- Excursion to nature;
- Excursions to museums, botanical and zoological gardens;
- Excursions to agricultural and other industries.

In the classroom, the teacher makes an introduction on the topic of the excursion, distributes the students into groups and gives them assignments, marking the questions that need preliminary additional work on literature. For example, questions about an excursion to the forest require a study of books (about light-loving and shade-tolerant breeds, biological characteristics of plants, about the distribution of seeds, etc.).

For excursions dedicated to vertebrates, especially birds and mammals, the teacher gives individual students tasks to familiarize themselves with two species of birds (size, color of plumage, nesting places, feeding, singing). Such tasks, given to 10 students, will make it possible to recognize 20 birds on an excursion. The same tasks are given to students for two types of mammals (footprints, food supplies and remnants, habits, burrows). On an excursion, if you cannot see the animals themselves, you can observe their footprints and the environment of life. The previously acquired knowledge of individual students is used during the guided tour.

All requirements for the organization of excursions, preparation for them, specified in relation to botanical and zoological excursions, are observed for the IX-X grades. Only special attention is paid to the independence of the students' work.

Elements of independence are included in the methods of conducting an excursion already in grades V-VI: students are given one after another short assignments to find and collect objects, but with the subsequent obligatory summing up by the end of the excursion. The performance of each individual assignment is checked by the teacher before the children proceed to the next. In our opinion, during the excursion the following rules:

1. Remember that the excursion is not a walk, but an obligatory part of the training sessions.

2. Explore the place where you are taking the excursion, outline its topic and make a plan.

Maintain the theme of the excursion, do not be distracted by random questions. Only tell about what you can show during the excursion.

3. Avoid lengthy explanations.

4. Do not leave sightseers only as listeners, make them work actively.

5. Do not bombard tourists with many names: they will forget them.

6. Be able to show objects correctly and teach your listeners to look at them correctly: everyone should be able to see everything.

7. Do not tire the tourists unnecessarily: they will stop listening to you.

8. Secure the excursion in the students' memory by further working through the material.

When conducting excursions into nature for all biological courses, general methodological provisions should be taken into account. It is inappropriate to turn an excursion into nature into an open-air lesson with a long questioning of students on the material covered, ostensibly to link theory with the upcoming work on assignments. For example, having arrived at the place of the excursion, they repeat the provisions of the teachings of Charles Darwin, correct the students' answers and spend most of their time on this, which almost does not remain for completing assignments - the excursion loses its specificity and meaning. It is natural to start each excursion with determining the place - forest, swamp, field, meadow, wasteland, park - according to typical features: the main features of the landscape and the most characteristic plants. At the same time, it should be noted the features showing the seasonal development of nature (the state of vegetation and animals), and draw the attention of students to the aesthetic side - the peculiar beauty of each corner of nature at different times of the year and even at different hours of the day.

Confirmation by B.D. Komissarov, the excursion can have approximately the following structure [6,39]:

1. Signs of biocenosis (general impressions: forms, colors, smells, sounds).

2. Signs of the season;

3. Tiers of the forest. General observation and definition;

4. Independent work of groups of students on assignments on trial sites;

5. Gathering all students bypassing the places of independent observation with their demonstration and students' messages;

6. General conversation on this biocenosis.

From the above considerations, it is clear that the practice of excursions is one of the most important pedagogical activities in teaching biology and science, as well as in improving the biological and environmental knowledge of students. So, the introduction of excursions into the educational process in biology is a must. In our opinion, the excursion develops the following skills among young people:

- The knowledge of students is expanding and improving;
- There is a keen interest in what is being studied;
- There is a development of the ability to look and accurately perceive the appearance of the observed object;
- Subtle and sensitive attention develops;
- A love for Uzbekistan nature, for the motherland is brought up.

If these measures are taken in a timely manner, it is unlikely that a specific local area of biology teaching will develop further.

REFERENCES

1. Oganov R.S. Formation of elementary courses in natural science and teaching methods. / Diss. .kand. ped. sciences. SPb., 2004 .- 176 p.
2. Alekseev S.V. Theory and methodology of ecological and pedagogical training of teachers in the system of postgraduate education. SPb: Spetslit, 2001 - 205 p.
3. Biological excursions: Book. for the teacher / I.V. Izmailov, V.E. Mikhlin, E.V. Shashkov, L.S. Shubkin. M .: Education, 2006 .-236 p.
4. Raikov BE, Rimsky-Korsakov M.N. Zoological excursions. M .: Tropikal, 1994 .- 640 p.
5. Travnikova V.V. Biological excursions: Study guide. -SPb .: Parity, 2002 .- 256 p.
6. Komissarov B.D. Methodological problems of school biological education. M.: Education, 2009 . -160 p.
7. Jabbor Alisher Musirmon ugli. Psychological aspects of understanding religious information in religious psychology. *Education and Science: Topical Issues and Development Prospects*, 2020. - P. 28-30. (
8. Jabbor Alisher Musirmon ugli. Psychological factors in understanding religious information. *Strategic directions for the development of world science*, 2020. - P. 9-11.
9. Jabbor A.M. Cognitive and psychological foundations of the process of understanding. *Akademická psychologies*, 2020, 2. - P. 7-10.