

**METHODOLOGY FOR THE FORMATION OF THRIFT SENSATIONS IN STUDENTS IN ELEMENTARY SCHOOL NATURAL SCIENCE CLASSES***Boypo'latova Fazilat Chori kizi**4th-year student at Tashkent University of Applied Sciences*

**Annotation:**The article aims to show the importance of teaching the younger generation of thrift and environmental awareness in the development of society. The limitation of Natural Resources and the need for their rational use is one of the main factors in the sustainable development of society. It plays an important role in the formation of respect for the environment, labor products and national wealth for children, the absorption of a culture of thrift through them, the provision of economic and environmental well-being in the future. The article highlights the techniques and approaches used in teaching thrift, including practical training, interactive games, and teaching children to save and process resources through environmental education. The importance of the interaction of family and educational institutions in the development of hard work, economic responsibility and environmental awareness among children is also shown. Article, by educating the younger generation of thrifty, it is not only a personal, but also an economic part of society.

**Key words:**Economic education, environmental awareness, thrift, resource conservation, hard work, thrift culture, recycling, family, education electricity, younger generation, environment.

Our honored President of 2016, Shavkat Miramonovich Mirziyoyev, after coming to power, put forward an initiative that finance and economics should be started, more precisely, from kindergarten.

Currently, environmental problems are facing humanity as a serious task. Misuse of resources, waste and indifference to nature are leading to environmental crises on a global scale. Therefore, providing environmental education to students, teaching them to save resources is considered extremely important for the current society. The formation of environmental education at the stage of Primary Education provides the basis for students to become conscious and responsible citizens in the future.

As President Shavkat Mirziyoyev noted: "saving and rational use of natural resources, ensuring environmental sustainability is an urgent issue today.

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The progress and well-being of each society depends, first of all, on the rational and economical management of its existing wealth. Natural resources, food, energy sources and other consumer items are not unlimited — their avaricious use is an important duty of every citizen. Especially the upbringing of the younger generation in the spirit of thrift from childhood, in which the formation of a sense of respect for the environment, labor products and national wealth in them creates a solid foundation for the future. After all, a deep meaning is also embodied in the folk tale” everything begins in childhood.” Saving and using our existing wealth will increase the wealth of the people, the motherland, by avarying everything. That is why it is important to instill in students the qualities of thrift from an early age. The qualities of savings are instilled during various activities, starting from the family, in addition to lessons and lessons at school. teacher to students, first of all.

Thrift is one of the main values that plays an important role in the development of mankind. Any wealth, regardless of the gift of nature or the product of human labor, requires avaylab-Arash, its rational use. Therefore, the absorption of the culture of thrift into the minds of the younger generation from childhood is considered an urgent issue.

In today’s era of globalization and environmental problems, humanity is faced with such tasks as saving natural resources, preserving them, ensuring economic stability. In order for each citizen, in particular, young people, to realize their place in this process, family and educational institutions must act together.

Providing economic education to children from an early age, directing them to frugality, entrepreneurship and the formation of the right financial habits, will set the stage for their future growth as a successful and responsible person. Therefore, it is important in preschool educational organizations to convey economic education to children through understandable, simple and interesting methods. Because school-age children have the nature of observing, mimicking, and learning through play, it is necessary for them to communicate economic concepts with simple, understandable, and child-friendly methods. In this process, the formation of economic knowledge through role-playing games, interactive activities and real-world situations acquired from everyday life is an effective method. First of all, it is important to correctly understand what economic education is and deeply understand its meaning and essence. Economic education students have savings, hard work, initiative, business, economic

1. Teaching nature care; practical activities: doing activities with children such as tree planting, flower care, garden work. To explain to them the need of plants for water and light. Explanation with examples: “What does nature give us?” topic and learning to save resources.

2. Teaching recycling; waste separation: teaching children to divide waste into types such as plastics, paper and organic waste. Handmade items: making various toys or decarative items from old newspapers, paper or plastic bottles.

3. To save time and focus on cleanliness; to explain to children habits such as turning off the lamp, wasting water (such as closing water when brushing your teeth). Using the game to save water and electricity, for example: “who saves water first?” selection.

4. Bringing children closer to nature; organizing excursions in nature. For example, to show how important resources are by traveling to a forest, river or park. Teaching children to be kind to animals and adolescents and plants.

5. Organize training using natural resources; conduct manual labor training using natural materials (leaves, twigs, stones). To explain to children the benefits of natural materials instead of artificial ones.

6. Environmental fairy tales and stories; reading and discussing fairy tales that deal with environmental themes. For example, showing how heroes succeed by saving resources. To explain to the children what problems the heroes faced, who polluted nature and wasted resources.

7. Teach through games; “saving resources” Game: children play a role-playing game about how resources can be saved (e.g.)

8. Cooperation with the family; making recommendations for parenting and environmental education. For example, teaching children the habit of saving water, electricity and food in the House.

9. Organize a “thrift corner”; organize a thrift corner with children and focus on it. For example, the placement of items made of recycled materials.

10. Teaching through experiments and observations; conducting simple experiments to show how it is important not to waste water (e.g., to show the difference between saving and wasting water). Comparison of two different home conditions (saving and wasting) to show how important it is to save electricity.

### Conclusion

Currently, the formation of savings qualities in elementary students is one of the important tasks of natural science classes. The formation of skills for rational use of Natural Resources, Preservation of nature and combating waste from childhood, is of great importance in their personal and social development.

During natural science classes, students develop a culture of thrift by instilling in them the concepts of love for nature, preservation and effective use of it. In this case, the use of observations, experiments, interactive methods, project developments and small research work in the course of the lesson provides high efficiency.

The cooperation of parents and educators is necessary to form the habits of students to use resources such as water, electricity, paper, food sparingly, even in their daily lives.

Thrift education given in primary school, environmental, economic and social awareness of students

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