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Ecological Issues in Extracurricular Activities in Physics Selection and Solution Methodology

Rakhmonov Ikrom Abdukarimovich

Lecturer at the Department of General Physics, Termez State University

Tursunov Alisher Isoqovich

Senior Lecturer, Department of General Physics, Termez State University

Annotation: The article, discusses the unique aspects of transdisciplinary extracurricular activities' organization and execution. The importance of manufacturing excursions is highlighted in the article among the extracurricular activities organized in general secondary schools.

Keywords: environmental content, teaching material, integration, issue, education, conference, course, polytechnic education, excursion.

In the process of educating pupils, the ability to organize and conduct extracurricular activities, the ability to immediately apply theoretical knowledge, the ability to work autonomously, and a scientific approach to agricultural development are all important. Due to the limited time in the classroom, it is recommended that extracurricular activities include additional environmental content in the instructional materials.

Extracurricular activities organized to select and solve problems of environmental content based on interdisciplinary integration of physics in the development of creative abilities and thinking of students have great potential, according to the results of pedagogical experiments conducted in rural secondary schools across the country. Extracurricular activities are planned and carried out in accordance with students' interests and the school environment. Extracurricular activities pose a greater challenge for general secondary school teachers than passing classroom lessons.

Teachers must have expertise and skill in organizing and leading extracurricular activities. Based on pedagogical experience, the following extracurricular activities can be utilized to educate pupils physics by selecting and solving environmental problems. Reading specialized environmental physics literature, lectures, educational conferences, study tours, competitions and debates, numerous ingenious and business games, inter-school Olympiads, and other activities are all available.

Physics extracurricular activities are an important element of the school's educational process, and this work occupies a special place in the instructional activities of physics teachers. Special attention is paid in the organization of extracurricular activities in physics to the fact that students' education, upbringing, and development are solved in a dialectical unity.

Extracurricular activities in physics, as previously stated, are one of the most convenient ways to teach students, and they differ from courses in terms of content, scope, and structure.

Students' theoretical knowledge is gained through extracurricular activities, supplemented with new materials, and broadened, allowing for a complete understanding of the topics to be covered in later lectures.

Extracurricular activities in general secondary schools improve students' comprehension of local resources on the region's ecosystem in terms of physics and knowledge.

Extracurricular activities on ecology that are well-organized bring kids closer to nature and agricultural production.

During the study tours, students directly observe the growth and development of the plant world in a variety of conditions. The value of students' physics production excursions is expanding, as it aids in the completion

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of environmental education and career guidance in environmental protection, as well as strengthening the link between education and life. Excursions to the manufacturing plant offer educational as well as knowledge-building value. On trips, students see a variety of natural phenomena in various ecological settings.

In response to nature, feelings of joy and sorrow arise. He instills in his students the values of seeking out opportunities, being vigilant, and working hard to ensure the success of the country in which they live.

Students' extracurricular activities can be organized and done using materials about the region's ecology.

Feeling a sense of duty to not fall behind their classmates and to push their team forward, each student studies and searches for additional physics books, resulting in a broader variety of knowledge.

Organizing competitions on the selection and solution of environmental problems in physics using resources from the region, local area enriches the educational process' content, attracts more students, and increases students' responsibility and enthusiasm in learning.

The students are divided into groups by the physics teacher based on their theoretical knowledge, practical skills, and talents. The outcomes of the competition on the selection and solution of problems in the environmental context by physics students should be evaluated not only on the basis of the actual results, but also on each student's creative initiative and entrepreneurship.

Below is an example of a competition for problem selection and solution in the context of environmental physics.

Organizing competitions in physics for the selection and solution of environmental challenges. The course can be used to teach students how to pick and solve problems in a competitive environment, or it can be used to teach students how to develop theoretical knowledge, practical skills, and competencies in the study of the physical foundations of local area materials.

Students are divided into groups in class. We shall choose one member of the jury from each group to determine the winner of the competition group. Each member of the board is given a task. In the competition for the selection and solution of problems in the ecological context of physics, it is advantageous to use qualitative, quantitative, experimental, graphic, and mixed concerns.

The following is the goal of the physics competition lesson incorporating environmental issues.

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