

EDUCATIONAL AND UPBRINGING SIGNIFICANCE OF USING NATURAL MATERIALS IN TECHNOLOGY LESSONS IN PRIMARY SCHOOL

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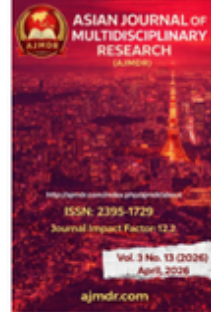
Abstract. This thesis examines the educational and upbringing significance of using natural materials in technology lessons in primary school. The role of practical activities organized on the basis of natural materials in developing students' creative thinking, forming ecological culture, and labor skills is analyzed. It is noted that working with natural materials contributes to increasing the cognitive activity of younger students, fostering a careful attitude toward the environment, and developing interest in practical activities.

Keywords: technology lesson, natural materials, practical activity, ecological education, creativity, methodology.

Introduction. At the stage of primary education, one of the most important directions in teaching the subject "Technology" is the formation of students' positive attitude toward work, the development of interest in practical activities, and the acquisition of basic labor skills and abilities. At this stage, it is essential not only to provide theoretical knowledge but also to create conditions for the practical application of this knowledge, which helps to shape a well-rounded, independent, and socially active personality.

The Republic of Uzbekistan possesses rich natural resources, including various plants, wood, and other types of natural raw materials. The rational and purposeful use of these resources in the educational process makes technology lessons more visual, meaningful, and effective. It also allows teachers to connect theoretical learning with real-life experiences, thereby increasing students' engagement, motivation, and overall learning outcomes.

In addition, the use of natural materials in primary education aligns with modern pedagogical approaches that emphasize student-centered learning and experiential education. Through hands-on activities, students actively participate in the learning process, which enhances their understanding and retention of



knowledge. Practical work with natural materials creates favorable conditions for developing independence, responsibility, and initiative among young learners.

Furthermore, integrating natural materials into technology lessons supports interdisciplinary connections with subjects such as natural science, art, and environmental studies. This integration helps students develop a holistic understanding of the world around them and strengthens their ability to apply knowledge in different contexts. It also contributes to the formation of ecological thinking, which is especially important in today's world, where environmental issues are becoming increasingly significant.

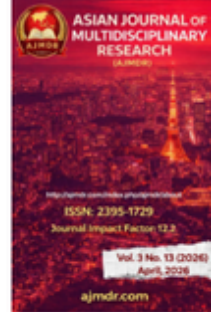
Another important aspect is the emotional and aesthetic development of students. Working with natural materials allows children to appreciate the beauty, diversity, and harmony of nature. This fosters their aesthetic taste, creativity, and emotional sensitivity. As a result, students not only gain practical skills but also develop a deeper appreciation for their cultural and natural heritage.

Moreover, technology lessons based on natural materials contribute to the development of communication and collaboration skills. Many practical tasks are performed in groups, where students learn to cooperate, share ideas, and respect the opinions of others. This social interaction plays a key role in their personal and social development.

Thus, the introduction of natural materials into technology education at the primary level plays a crucial role in ensuring the holistic development of students. It combines educational, practical, developmental, and upbringing aspects into a unified pedagogical process and creates a strong foundation for lifelong learning and responsible interaction with the environment.

Working with natural materials plays a significant role in the comprehensive development of primary school students, contributing not only to their intellectual growth but also to their emotional, aesthetic, and moral formation. The use of such materials in the educational process creates a natural and engaging learning environment where children can interact directly with elements of the surrounding world. This interaction fosters a deep and lasting connection with nature, which is especially important in the early stages of a child's development.

First and foremost, working with natural materials contributes to developing children's love for nature. Through direct contact with leaves, flowers, seeds, branches, and other natural objects, students begin to perceive nature not merely as an abstract concept, but as a living and valuable part of their everyday life. This



emotional connection encourages them to treat the environment with care and respect. As a result, children gradually develop a sense of responsibility toward preserving nature, which later becomes an important component of their ecological consciousness.

In addition to fostering love for nature, such activities play a crucial role in developing students' aesthetic taste. Natural materials are unique in their diversity of colors, shapes, textures, and structures. By observing and working with these materials, students learn to appreciate natural beauty and harmony. They begin to notice subtle differences in form, color combinations, and structural features, which enhances their ability to perceive and evaluate beauty. This process is particularly important for the development of artistic sensitivity, as it lays the foundation for future creative expression.

Moreover, the process of direct observation of natural objects allows students to develop important cognitive skills. While examining materials, children learn to analyze shapes, sizes, textures, and structures. They compare different objects, identify similarities and differences, and draw conclusions based on their observations. Such analytical activities contribute to the development of logical thinking and enhance students' ability to process and organize information. In this way, working with natural materials becomes not only a creative activity but also an intellectual exercise.

Another important aspect is the development of artistic and creative thinking. Natural materials provide endless opportunities for imagination and creativity. Unlike artificial materials, which often have predefined forms and purposes, natural objects are more flexible and open to interpretation. A simple leaf, for example, can be transformed into part of an artistic composition, an animal figure, or a decorative element. This encourages students to think creatively, experiment with different ideas, and express their individuality through their work.

Furthermore, engaging in such activities stimulates the development of imagination. When children create crafts using natural materials, they are required to visualize the final result, plan their actions, and find innovative solutions to practical problems. This process activates their imagination and helps them develop the ability to think beyond conventional boundaries. As a result, students become more confident in their creative abilities and more willing to explore new ideas.

Working with natural materials also has a positive impact on emotional development. Creative activities help children express their feelings and emotions



in a constructive way. The process of creating something with their own hands brings a sense of satisfaction and achievement, which positively influences their self-esteem and motivation. Additionally, the calm and natural context of such activities can reduce stress and create a positive emotional atmosphere in the classroom.

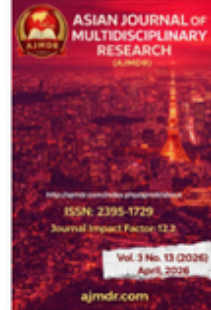
Another important benefit is the development of perseverance and patience. Creating crafts from natural materials often requires careful attention to detail, precision, and time. Students learn to complete tasks step by step, overcome difficulties, and achieve their goals. These qualities are essential not only for academic success but also for personal development.

In addition, working with natural materials promotes the development of fine motor skills. Activities such as cutting, gluing, assembling, and decorating require precise hand movements and coordination. The development of these skills is closely linked to cognitive development, including speech and thinking abilities. Therefore, such practical work contributes to the overall intellectual growth of students.

The educational value of using natural materials is further enhanced when it is integrated with other subjects. For example, during technology lessons, students can simultaneously learn about natural science concepts, such as plant structure and seasonal changes. They can also develop mathematical skills by measuring and comparing objects, as well as language skills by describing their observations and creative work. This interdisciplinary approach makes learning more meaningful and effective.

The role of the teacher in this process is also very important. The teacher should guide students in observing natural objects, encourage their curiosity, and support their creative initiatives. By creating a supportive and stimulating learning environment, the teacher helps students fully realize their potential and gain maximum benefit from working with natural materials.

In conclusion, working with natural materials is a powerful educational tool that contributes to the holistic development of primary school students. It fosters love for nature, develops aesthetic taste, enhances cognitive and creative abilities, and supports emotional and social growth. By incorporating natural materials into the educational process, teachers can create engaging, meaningful, and effective learning experiences that prepare students for both academic success and responsible participation in society.



Main Part. The use of natural materials in technology lessons plays an important role in developing the practical skills of primary school students. Working with dried leaves, flowers, seeds, tree bark, nutshells, cotton bolls, and other materials enables pupils to master such basic technological operations as cutting, gluing, joining, and modeling.

Such types of activities contribute to the development of fine motor skills, attentiveness, perseverance, and accuracy. In addition, collecting natural materials during excursions forms in students a careful attitude toward nature, an awareness of the need to protect it, and the rational use of natural resources. Seasonal collection of materials broadens children's understanding of natural phenomena and changes in the environment.

The teacher's guidance is of special importance in the process of working with natural materials. The teacher should explain to students the rules of collecting, storing, and safely using materials, as well as foster a responsible attitude toward completing practical tasks. Well-organized pedagogical support increases the effectiveness of the educational process and contributes to achieving the planned learning outcomes.

Conclusion. Thus, the use of natural materials in technology lessons in primary school contributes to the comprehensive development of students' personalities. During such activities, schoolchildren develop diligence, creative activity, and ecological culture. Practical activities based on working with natural materials enrich the content of technology lessons, improve the quality of education, and create conditions for forming a sustained interest in learning.

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