

Methods of Ecological Education in the Process of Familiarizing Preschoolers with the Nature of our Country

Radjabova Iroda Khamidovna

Bukhara State University Lecturer at the Department of Preschool Education

A B S T R A C T

In this article, the role of nature in the environmental education of preschoolers, to acquaint children with the nature of our Motherland in the pedagogical process, development of the natural environment is a key factor in the environmental education of preschoolers.

ARTICLE INFO

Article history:

Received 24 January 2022

Received in revised form
29 January 2022

Accepted 14 February 2022

Keywords: Nature, natural beauty, environmental education, education and upbringing, "First step", method, Motherland, preschool education

Hosting by Innovatus Publishing Co. All rights reserved. © 2022

Environmental education is also significant from the standpoint of the child's personal development - properly organized, systematically carried out in educational institutions under the guidance of people with environmental culture, it has an intense impact on his mind, feelings, will.

The "First step" Program provides for the comprehensive development of children - physical, mental, moral, labor and aesthetic. In the process of children's activities: play, study, work - the personality of the child is formed.

The basis of the content of children's activities is the knowledge and skills that they develop in the process of getting to know the environment, in particular with nature. We think that familiarization with nature is one of the main means of the comprehensive development of preschool children. It is carried out in the process of formation in their minds of specific knowledge about the phenomena of inanimate and living nature.

Environmental education is a new category that is directly related to the science of ecology and its various branches. For the development of thinking and speech of the child, a rich sensory experience is necessary, which he receives from the perception of various objects, the natural world, social life.

Nature surrounds the child from an early age. We believe that this is a source of new knowledge of various natural phenomena.

The special role of nature in the development of logical thinking and coherent speech was emphasized by K.D. Ushinsky. He considered the logic of nature the most accessible, visual and useful for the child. It is the direct observation of the surrounding nature "... that will constitute those initial logical exercises of thought on which the logicity, the truth of the word itself depends, and from which logical speech and understanding of grammatical laws will then follow by itself."

The ability to observe, developed in the process of cognition of nature, gives rise to the habit of drawing conclusions, brings up the logic of thought, clarity and beauty of speech - the development of thinking

and speech goes as a single process.

Each acquaintance with nature is a lesson in the development of the child's mind, creativity, feelings.

The diversity, brightness, beauty of nature, the visibility of its connections and dependencies ensure the accessibility of their understanding by children and have a significant impact on the improvement of their mental activity of thinking. The child learns to find and correctly define in words the causal and temporal dependence, sequence, interconnection of objects and natural phenomena, learns to explain the observed in an elementary way. The ability of children to compare, compare, draw conclusions is being improved. This creates the prerequisites for the formation of such valuable qualities of coherent speech as reliability, evidence, consistency, clarity. The child learns to reason, tell, describe.

The beauty and diversity of nature at any time of the year, changes within each of them directly affect the emotional state of children, make them want to observe, ask, reason, and tell. Watching bright, colorful phenomena (leaf fall, snowfall, snowstorm, thunderstorm), children want to comprehend them, ask questions and gradually come to their understanding, they can explain why birds fly away in autumn, why puddles are frozen today, why snow is melting, etc. . This creates favorable conditions for the development of logical thinking and speech.

During their stay in kindergarten, the child must learn to notice and highlight the characteristic features of the season, establish the simplest connections and dependencies between objects and phenomena, acquire fairly systematic knowledge about the life of animals and plants, then the general tasks that are specified depending on the age of the children: gradually expand and become more difficult.

In the middle group, children should know what phenomena are characteristic of each season, highlight some signs of the season, for example: fruits ripen in autumn, birds fly away, leaves fall. At the same age, babies can already establish the simplest connections, for example: between the appearance of vegetables and fruits and their degree of maturity, between the properties of snow and the state of the weather, between people's work and the season.

The teacher leads the children to understand the dependence of animal life on the season, the need to create certain conditions for plant growth.

The upbringing of the correct attitude of children to nature, the ability to carefully handle living beings can be fully implemented in the preschool period only if the system of work in kindergarten is combined with the impact on the children in the family.

To create and improve the developmental environment in the family and ensure adequate interaction between adults and children, work can be done with parents.

Establish contact, mutual understanding and identify the needs of parents in matters of raising children. First of all, in order to establish contact and mutual understanding with parents, it is necessary for each teacher to assess what opportunities he has in order to help parents in raising children. In addition, it is important to think about what kind of help parents would like to receive from kindergarten. In this way, teachers can identify a preliminary "picture" of interaction and compare it with their own capabilities.

It should be taken into account that parents may not know all the possibilities of teachers in solving the problems of raising children, therefore, it will be necessary to disclose them to parents. In this regard, teachers can offer parents a questionnaire or have a conversation with them. This is possible when holding parent-teacher meetings, organizing messages or lectures.

Having provided parents with information about the relevance of environmental education for the development of the child and his future life, teachers need to acquaint parents with the system of work of a preschool institution in this direction. Parents should know how the life and activities of the child are organized during the day.

All subject and social environment at home, in the family has an impact on the development of the child. These are TV shows for children, the maintenance of indoor plants and pets.

The ability to see and understand the state of another living being is a subtle respect for the soul of a child, depending on the interest in a plant or animal, on the degree of development of observation, moral

feelings. This is the beginning of responsibility for all living things..

Raising children's interest in the mysterious world of plants, children get acquainted with specific types of indoor plants, learn their names, characteristic features. They learn that they are living beings and they have needs for certain living conditions: that all plants need nutritious soil (earth), water, light, heat, air. The child, with the help of an adult, learns that without these conditions they cannot remain alive. These conditions are created by a person: they plant them in a pot with earth, regularly water them, sometimes feed them with fertilizers, put them in a bright place, and do not allow cooling..

References

1. Ражабова Л. Ч., Очилова Л. Т. Методика использования мультимедийных образовательных технологий и средств в процессе обучения школьников младших классов //Academy. – 2019. – №. 12 (51).
2. Temirovna O. L., Chorievna R. L. Methodology to organize independent work of students in mathematics lessons in primary school //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – Т. 10. – №. 10. – С. 387-393.
3. Ражабова Л. Ч., Бахранова А. А. Профилактика конфликтов средствами игровой деятельности у детей старшего дошкольного возраста //Вестник магистратуры. – 2020. – №. 1-5. – С. 33.
4. Rajabova L. Bolalarni tabiat bilan tanishtirishning shart-sharoitlari //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 3. – №. 3.
5. Rajabova, Lobar. "Boshlang'ich sinflarda o'quvchilarning matematikadan mustaqil ishlarini tashkil qilish metodikasi." ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz) 2.2 (2020).
6. Rajabova L. Maktabgacha ta'limda metodika fanlarini o 'qitish texnologiyasining asosiy tamoyillari //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2020. – Т. 1. – №. 1.
7. Rajabova L. Steam ta'lim dasturi asosida matematika masalalarini yechishning ilg'or usullari //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2020. – Т. 1. – №. 1.
8. Rajabova L. Matematika mashg'ulotlarida didaktik o'yinlardan foydalanishning ahamiyati //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2020. – Т. 2. – №. 2.
9. Ochilova L. КОМПЬЮТЕР ТЕХНОЛОГИЯЛАРИДАН БОШЛАНГИЧ СИНФЛАРДАГИ МАТЕМАТИКА ДАРСЛАРИДА ФОЙДАЛАНИШ //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2020. – Т. 2. – №. 2.
10. Очилова Л. Т. Обучение математической науке в начальном образовании с помощью информационных технологий //Научный журнал. – 2019. – №. 6 (40).
11. Temirovna O. L. EQUATION, IDENTITIES, EQUIVALENT EQUATION, EQUATION WITH ONE UNKNOWN OF THE FIRST ORDER, FRACTIONAL RATIONAL EQUATIONS AND THEIR SOLUTION //Archive of Conferences. – 2021. – С. 103-106.
12. Rajabova L. MENTAL ARIFMETIKA–МАКТАБГАЧА YOSHDAGI BOLALARGA OG‘ZAKI SANASHGA O‘RGATISHNING NOAN’ANAVIY USULI //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 3. – №. 3.
13. Rajabova L. МАКТАБГАЧА ТА’ЛИМДА МЕТОДИКА FANLARINI O ‘QITISH TEXNOLOGIYASINING ASOSIY TAMOYILLARI //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2020. – Т. 1. – №. 1.
14. Rajabova L. МАКТАБГАЧА ТА’ЛИМ TASHKILOTLARIDA “STEAM” TEXNOLOGIYASINI TADBIIQ ETISH //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 7. – №. 7.
15. Rajabova L. С., To‘Xtayeva M. H. МАКТАБГАЧА ТА’ЛИМ MUASSASALARIDA TABIAT BURCHAGINI TASHKIL QILISHNING AHAMIYATI //Scientific progress. – 2021. – Т. 2. – №. 7. – С. 1224-1229.

16. Rajabova L. C., Muxtorova M. A. Q. MAKTABGACHA YOSHDAGI BOLALARDA TABIATDA ODDIY TAJRIBALARNI O'TKAZISHGA O'RGATISH //Scientific progress. – 2021. – Т. 2. – №. 7. – С. 1218-1223.
17. Temirovna O. L., Choriyevna R. L. Mental Arithmetic is a Non-Traditional way to Teach Preschoolers Verbal Arithmetic //International Journal of Culture and Modernity. – 2021. – Т. 11. – С. 205-208.
18. Rajabova I. Ossobennosti organizatsii i provedeniya didakticheskix igr s detmi starshego doshkolnogo vozrasta //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2020. – Т. 1. – №. 1.
19. Xamidovna R. I. Play as a means of developing the creative abilities of Preschool Children //Middle European Scientific Bulletin. – 2021. – Т. 10.
20. Ражабова И. Х., Эшова Д. Ш. Методы и средство внедрения инновационной педагогической технологии в систему ДО. Academy, № 3 (54) 2020.
21. Ражабова И. Х. Эргашева Гулзод Бахтиёровна. Дидактические требования к занятиям математикой в дошкольных учреждениях. Проблемы педагогики, № 6 (51) 2020.
22. Ражабова И. Х. Методика индивидуализации в преподавании вузах //Вестник магистратуры. – 2019. – №. 4-3. – С. 70-71.
23. Ражабова, Ирода Хамидовна, and Инобат Хамидовна Ражабова. "ТАРБИЯЧИНИ ИННОВАЦИОН ФАОЛИЯТГА ТАЙЁРЛАШ." Scientific progress 2.7 (2021): 1072-1078.
24. Ражабова И. Х., Шукурова М. У. К. Словесное воздействие как коммуникативные способности учителя //Academy. – 2020. – №. 3 (54).
25. Halimovna K. S. et al. El papel de las tecnologias pedagogicas modernas en la formacion de la competencia comunicativa de los estudiantes //Religación. Revista de Ciencias Sociales y Humanidades. – 2019. – Т. 4. – №. 15. – С. 261-266.
26. Ражабова И. Х. ВОСПИТАНИЕ СТУДЕНТОВ В ДУХЕ НАЦИОНАЛЬНОЙ ИДЕИ СРЕДСТВАМИ МУЗЫКИ И НАЦИОНАЛЬНЫХ ЦЕННОСТЕЙ //Молодежь в науке и культуре XXI в.: материалы междунар. науч.-. – 2016. – С. 132.
27. Makhmudovna N. M. et al. Language is a Means of Cognition and Communication for Teaching in Education //International Journal of Psychosocial Rehabilitation. – 2020. – Т. 24. – №. 1. – С. 247-256.
28. Эшова Д. Ш. Методы развития творческих способностей у детей дошкольного возраста //Academy. – 2020. – №. 12 (63).
29. Эшова Д. Ш., Ражабова И. Х. Методы и средства внедрения инновационной педагогической технологии в систему дошкольного образования //Academy. – 2019. – №. 11 (50).
30. Эшова Д. Ш. ПРОБЛЕМЫ ФИЗИЧЕСКОГО ВОСПИТАНИЯ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА //Проблемы педагогики. – 2020. – №. 6 (51).
31. Эшова Д. Ш. РАЗВИТИЕ ТВОРЧЕСКИХ СПОСОБНОСТЕЙ ДЕТЕЙ МЛАДШЕГО ВОЗРАСТА В ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЯХ //Проблемы науки. – 2021. – С. 69.
32. Nurulloyev F. Oilada sog'lom, ma'naviy-axloqiy muhit //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 5. – №. 5.
33. Nurulloyev F. Maktabgacha yoshdagi bolalarda oilaga nisbatan hurmat munosabatini hakllantirish //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2020. – Т. 2. – №. 2.
34. Nurulloyev F. Maktabgacha ta'lim yoshidagi bolalarini axloqiy tarbiyalash //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 3. – №. 3.

35. Qo'ldoshev R. A. Cognitive activity of left-handed children.«НАЧАЛЬНОЕ ОБРАЗОВАНИЕ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ» III-Международная научнопрактическая конференция. – 2020.
36. Rustambek Q. O. L. Birinchi sinf chapaqay o 'quvchilarining maktabga moslashishi, maktabga moslashishi davridagi pedagogik yordamning mazmuni //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2020. – Т. 1. – №. 1.
37. Qo'ldoshev R. ШАРАҚАЙ О 'QUVCHILARDA YOZUV KO'NIKMALARINI SHAKLLANTIRISH //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 7. – №. 7.
38. Qo'ldoshev R. BIRINCHI SINIF SHARAQAY O 'QUVCHILARNI YOZISHGA O 'RGATISH //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 7. – №. 7.
39. Qo'ldoshev R. ЧАПАҚАЙ ЎҚУВЧИЛАРНИ ЁЗУВГА ЎРГАТИШНИНГ ИЛМИЙ АМАЛИЙ АСОСЛАРИ //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 7. – №. 7.
40. Qo'ldoshev R. ЎҚУВЧИЛАРНИНГ ЧАПАҚАЙЛИГИНИНГ ФИЗИОЛОГИК, ПСИХОЛОГИК ВА ПЕДАГОГИК ХУСУСИЯТЛАРИ //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 7. – №. 7.
41. Қўлдошев Р. А. БОШЛАНҒИЧ СИНФ ЧАПАҚАЙ ЎҚУВЧИЛАРНИ ЁЗУВГА ЎРГАТИШНИНГ ИЛМИЙ-НАЗАРИЙ АСОСЛАРИ //Scientific progress. – 2021. – Т. 2. – №. 6. – С. 1120-1129.
42. Habiba G. BIRINCHI SINIF O 'QUVCHILARIDA YOZUV MALAKALARINI SHAKLLANTIRISH //Scientific progress. – 2021. – Т. 2. – №. 7. – С. 983-989.
43. Xayrulloeva D. System of Creative Exercises and Tasks in Primary School Mother Tongue Textbooks //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 7. – №. 7.
44. Xayrullayeva D. N. Q. BOSHLANG'ICH SINIF ONA TILI DARSLIKLARIDAGI IJODIY MASHQ VA TOPSHIRIQLAR TIZIMI //Scientific progress. – 2021. – Т. 2. – №. 7. – С. 1235-1242.
45. Xayrulloeva D. THE GRADUAL DEVELOPMENT OF NATIVE LANGUAGE TEXTBOOKS FOR GRADES 3-4 IN PRIMARY SCHOOL //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 7. – №. 7.