

## IMPROVING THE METHODOLOGY OF INTRODUCING PRESCHOOLERS TO NATURE

*Khamraeva Mavluda Djurayevna*

*Bukhara State Medical Institute Reader of the Department of Uzbek language and literature, Russian and English*

**Abstract:** This article talks about improving the methodology for introducing preschool children to nature.

**Keywords:** preschool children, nature, methodology, environmental education education, inanimate nature.

Currently, New Uzbekistan is working steadily on every aspect of the life of society in order to restore its national values. Especially when solving problems related to human relations with nature. Initially, it is necessary to start this pedagogical process from family and Mtms. Accordingly, one of the most important tasks of educators in kindergartens is also the fact that children can see the beauties of nature, love it, have the right understanding of events that occur in nature, and educate in the spirit of rational use of the riches of nature is an important pedagogical problem.

Nature is an inexhaustible treasure. The world of plants, the animal kingdom serves as a great resource in the proper growth and formation of a young soul, in adulthood, studying the mystery of events in nature. Things in nature consist of two parts: inanimate and animate nature. Inanimate nature includes Earth, sun, moon, stars, water, air, stones, soil, and Living Nature-Plants, Animals, microorganisms, people. The reason why they are called inanimate nature is that they do not feed, do not grow, do not reproduce, do not develop. For example, when we take a stone, it does not need either water or air. Those who enter the Living Nature, on the other hand, feed, breathe, grow and reproduce. Representatives of a living nature cannot live without vegetation, air, water, light, heat and nutrients. The most powerful of all creatures in a living nature is man. A person thinks, works, invents various discoveries. Nature is an inexhaustible source of spiritual enrichment of man.

The role of environmental education in ensuring harmony between nature and man is extremely large. Continuous environmental education and upbringing, carried out at all stages of the educational system, presupposes the formation of new attitudes towards the nature of a person, and, moreover, towards himself. This in turn can serve as a foundation in the formation of a harmonious person. Instilling love for nature leads to upbringing in the spirit of respect for the Motherland, its monuments of nature, historical monuments, traditions of our people, the formation of a person of high spirituality.

Much attention is paid to improving the educational process, increasing the effectiveness of this process. The "national program of Personnel Training" also provides for the development of citizens who have matured in every possible way, adapted to marriage in society, the conscious restoration of educational and professional programs and the creation of legal, psychological and pedagogical conditions, and feel their responsibility to society, the state and the family. In preschool educational institutions, the subject of the methodology of introducing children to nature is important in bringing them to adulthood as spiritually

mature, moral, pure people. Its purpose is to prepare preschool children for school, to treat nature with care in the process of introducing them to nature, to be affectionate with the motherland, to carry out environmental education, to educate young people with excellent knowledge of nature. Famous Czech educator Y.A.Komensky took over from the history of mankind as the founder of Democratic pedagogy. He devoted his conscious life and practical pedagogical activity, the scientific works he created, to the noble work of teaching and raising children. In his opinion, man is the most beautiful creature of nature. A person can follow nature and find out everything. He expressed his important pedagogical ideas in such works as "great didactics", "languages are the open door of all sciences", "physics", "Falakiyot", "mother's school", "Angel of peace". Y.A.Komensky compared 4 types of schools to 4 seasons of the year. "Mother's school" reminds of a wonderful spring, which is twisted into fragrant plants, buds and flowers. The "mother tongue" school looks like summer and some early ripe fruits. In the "gymnasium", the plentiful harvest of fields, gardens and poplars is reminiscent of the autumn season, which places it in the "treasure of the mind". Finally, the "Academy" is likened to someone who is distributing the harvested crop with the intention of spending it for life. Y.A.Komensky recommended a course in 18 subjects in the "mother's school". In his opinion, a six - year - old child: - Water, Earth, Air, Fire, rain, snow, ice, stone, iron, tree, grass, bird, fish; - the difference in light and darkness, knowledge of the sky, sun, moon, stars, visions of their daily exit and setting; - he must know what is a Mountain, Valley, field, River, Village, City, in accordance with the nature of where he lives. Y.A.Komensky explained everything by tying it to nature. In order to attract the attention of readers, he gave an interesting name to the books and fully expressed the content. He said that the most beautiful of what exists in this area is the sampling of the various views of the park. Y.A.Komensky also revealed the importance of nature in raising children in his other works. I.G.Pestalotsti was born in 1746 to a Swedish physician. He was a prominent pedagogue of his time. His thoughts are still used in the field of pedagogy. He created works such as "how Gertrude educates her children", "observation Alphabet", "instruction in numbers", "swan song". I.G.Pestalottsy believes that the upbringing given to the child should be in harmony with nature. He Ya.A.Komensky followed this idea of Jean Jacques Rousseau: "these actions quietly save people from animalistic-emotional traits if the action that nature is doing for the growth of human forces is not helped. Proper upbringing helps to cultivate them, that is, all human powers". I.G.Pestalotsti advances the following didactic rules that cultivate the mental maturation of children:

Harmony of education with nature.

1. Simple to complex orientation.
2. Adaptation to the strength and abilities of the child.
3. Exhibitionism.

I.G.Pestalotsti laid the foundation for the private methodology of primary education. In doing so, he based on the content of elementary education from the subjects of mother tongue, calculus, geography, local lore, and recommended that geography, Medical Sciences also be carried out inextricably to enrich the child's language. I.G.Pestalotsti is a scientist who has made a monument to himself with his works, contributing greatly to the development of World pedagogical science. The founder of Russian national pedagogy K.D.Ushinsky was born in Tula, Russia in 1824. He wrote "children's World", "mother tongue", "teacher's guide". K.D.Ushinsky made a significant contribution to the science of didactics, developing in addition to substantiating the content of education in elementary school, the Law, Order, methods and means in it. This was instrumental as a great innovation. He recommended first of all that teaching should be associated with child labor.

K.D.Ushinsky studied education carried out in foreign schools, studied at his own

He wrote "the benefit of pedagogical literature", "the methodology of Primary Education" and "the mother's word". Enriching children about inanimate natural phenomena, expanding their understanding and perception of plants and animals, human labor, as well as growing plants, generating simple skills in children in animal care are among the main tasks of Education. In this, children develop observation,

interest in knowledge, thinking and logical speech, vocabulary increases, new concepts are formed. Educational tasks are solved in children by growing such qualities as love of Labor, appreciation of the work of others, preservation of plants and animals, their care, love of their homeland, nature, the ability to see the beauties of nature. In preschool educational institutions, it is impossible to carry out the tasks of physical development of children, enrichment of speech and thinking without closer acquaintance with nature. The influence of acquaintance with nature on the mental growth of children is great. When introducing preschool children to nature, it is important in the educational process to form in their minds specific knowledge based on emotional experience about the world that surrounds them. Giving knowledge that correctly reflects reality, misconceptions about nature are formed in children. Correcting misconceptions is much more difficult than generating new concepts. Therefore, from the age of preschool education in children, the formation of scientific worldviews about nature is very important, based on experiences of perception, acceptance and mental development.

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