

PECULIARITIES OF ACQUAINTING PRESCHOOL CHILDREN WITH NATURE

Aleuova Rayxan Sharibaevna*

*Senior Lecturer,

Department of Preschool Education,

NDPI named after Ajiniyaz, UZBEKISTAN

Email id: aleuova-78@mail.ru

DOI: 10.5958/2249-7137.2022.00409.8

ABSTRACT

The comprehensive development and upbringing of children is carried out by various means. One of them is getting to know nature. Nature is an inexhaustible source of spiritual enrichment. The infinitely diverse world of nature awakens in children a keen interest, curiosity, encourages them to play, work, and artistic activities. Communication with nature, knowledge of its secrets ennobles a person, makes him more sensitive. The more we learn about the nature of our land, the more we begin to love it.

KEYWORDS: *Future Personality, Observing Nature, Preschool Institution, Realistic Ideas, Moral and Ecological Positions, Practical Activities.*

INTRODUCTION

Cognition nature, penetration into its causal relationships between objects and phenomena develops thinking and the ability to form a scientific worldview. The educational value of nature can hardly be overestimated. Many great thinkers and educators have written that the development of a child in the first years of life is largely dependent on the natural environment.

The cause of nature protection depends to a greater extent on the consciousness of each person, his civic responsibility for the fate of his native nature, and this in turn, it requires increased attention to the upbringing of people, a careful attitude to nature, starting already from preschool age - the period of formation of the foundations of a future personality. The upbringing of a careful and caring attitude towards animate and inanimate nature is possible when children have at least elementary knowledge about them, master simple ways of growing plants, caring for animals, observing nature, seeing its beauty. On this basis, children's love for nature is formed, native land. Acquired in childhood, the ability to see and listen to nature as it really is, arouses in children a deep interest in it, expands knowledge, and contributes to the formation of character and interests. Familiarization of preschoolers with nature is a means of educating in their mind' s realistic knowledge about the world around them, based on sensory experience. In kindergarten, children are introduced to nature, the changes taking place in it at different times of the year. Based on purchased knowledge, such qualities as curiosity, the ability to observe, think logically, and treat all living things aesthetically are formed. [1]

However, not everything can be correctly understood by children when they communicate with nature on their own, and the correct attitude towards plants and animals is not always formed. To

introduce a child into the world of nature, to form realistic ideas - knowledge about its objects and phenomena, to cultivate the ability to see the beauty of native nature, love, careful and caring attitude towards it - are the most important tasks of a preschool institution.

Communication with nature, knowledge of its secrets ennobles a person, makes him more sensitive. The more we learn about the nature of our Motherland, the more we begin to love it. [2]

Preschool age is one of the first stages in the development of human ecological culture. During this period, the foundations of the personality are laid, a positive attitude towards nature and the world around, as well as the foundations of the moral and ecological positions of the individual, which are manifested in the interactions of the child with nature. A huge role in the environmental education of preschool children is played by practical and research activities in natural conditions. At this age, children predominate sensual, figurative perception of the surrounding world. Ecological education begins precisely with acquaintance with the objects of the immediate environment that the child encounters every day. Interest in nature awakens in children the desire to observe, work, play, and show artistic creativity. [3]

At the same time, a certain system of values is formed, an idea of a person as a part of nature, about the dependence of one's life, one's health on its state. Thus, impressions of native and nature, received in childhood, leave an indelible mark on the soul of the child, and sometimes determine the interests and sympathies of a person for life. Ecological knowledge becomes the basis of ecological education. Educators and parents are the main assistants in familiarizing and communicating kids with this world! In the process of familiarizing children with nature, moral, physical and mental education is carried out. [4]

In the moral development of the child, a special place is occupied by the upbringing in him of love for his native land. Nature and respect for all living things. Walks and games in the fresh air develop muscles and strengthen the nervous system. Children need to be taught the simplest skills and techniques for growing plants and caring for animals. It is important that children get joy from the process and the result of joint work. In any city, you can find natural objects of interest for observation: trees, grass, insects, birds. You can study them in the process of design and research activities. Need to organize- the educational process in such a way that the child strives to learn about the world around him, knows how to establish relationships and, most importantly, can apply the knowledge gained in his practical activities. The project method combines all methods of familiarization with nature: visual, verbal, and practical. [5]

The project allows you to integrate information from different areas of knowledge to solve one problem and apply them in practice. This method makes it possible to develop the individual and collective activities of children, expand their communication experience, enables the teacher to implement a student-centered approach to each child.

At the heart of any project is a problem, the solution of which requires an exploratory search. In the process of children's research, the child receives specific cognitive skills: teaching observation, reasoning, work planning, predicting results, comparison, analysis, generalization, development of cognitive abilities. Therefore, children are given an additional opportunity to join research work, as the leading way of knowing the world around them. Project type: • Group •

Long term • Cognitive and creative the project is a “ serious game” , the results of which are significant for children and adults. [6]

Required components of the project are children's independence, co-creation of children and adults, development of children's communication skills, cognitive and creative skills, application of acquired knowledge by preschoolers in practice. The tasks of project activities that are set for children when studying the nature of their native land: – Formation of skills of caring attitude to objects of animate and inanimate nature; – Mastering the immediate environment; – Expansion and systematization of elementary geographic ecological views; – Formation of skills for setting up elementary experiments; – Formation of the ability to draw conclusions based on the results obtained; – Development of aesthetic values of nature; – Ability to express the received impressions in creativity; – Development of curiosity, creativity, fantasy and imagination.

For the development of the child's thinking, a rich sensory experience is necessary, which he receives from the perception of various objects, the natural world, and social life. [7]

Environmental education is a new category that is directly related to the science of ecology and its various branches. Each acquaintance with nature is a lesson in the development of the child's mind, creativity, feelings. The purpose of the ecological education of preschoolers is to educate the basics of the ecological culture of the individual, to familiarize themselves with the nature of their native land, in including during the design process. [8]

The initial elements of ecological culture are formed on the basis of the interaction of children under the guidance of adults with the subject-natural world that surrounds them: plants, animals, their habitat, objects made by people from materials of natural origin. Ecological education of children should be considered, first of all, as moral education, since the basis of a person's attitude to the natural world around him. We must have humane feelings, that is, awareness of the value of any manifestation of life, the desire to protect and preserve nature.

REFERENCES:

1. Mirziyoyev ShM. Together we will build a free and prosperous, democratic state of Uzbekistan. – Tashkent. “ O’ zbekiston, 2017. 32 p.
2. Mirziyoyev ShM. The rule of law and the protection of human interests are the key to the development of the country and the well-being of the people. – Tashkent: “ O’ zbekiston, 2017. 48 p.
3. Voronkevich OV. Welcome to ecology! St. Petersburg. : "Childhood-press"; 2002.
4. Streltsova OB. Creation of an ecologically developing environment. Creativity in kindergarten . 2012;(2):12-15
5. Nizomova E. Preparing 6-year-olds for school and going to school to study adaptation. Methodical manual. Tashkent. 2006.
6. Sharipov D. If you want your baby to be healthy. (To parents about the hygienic upbringing of preschool children). Methodical manual. Toshkent. 2006.
7. Gaybullayeva M. Raising children from one to three years old. Tashkent. 2006.
8. Ravshanova N. Environmental education in preschool education. structured sample program and study guide. Ilm- enlightenment publishing. Toshkent. 2006.