

EFFECTIVE WAYS OF USING DIDACTIC GAMES IN TEACHING ENVIRONMENTAL EDUCATION FOR KINDERGARTENERS

Rakhimova Sayyora Azimovna*

*Teacher,

Department of Preschool, Primary and Special Education,
Bukhara Regional Center for Retraining,
Advanced Training of Public Education Staff,
Bukhara, UZBEKISTAN

DOI: 10.5958/2249-7137.2022.00874.6

ABSTRACT

This article Teaching kids about the environment is an important part of their education and also an important part of helping our planet. Some people may think preschoolers are too young to learn about environmental conservation and sustainability. But it's actually the perfect age. We can notice how young children playing outside, how kids just seem to have an innate connection to nature. They're fascinated by the clouds in the sky, the dandelions in a field, the bugs crawling in the dirt.

KEYWORDS: *Nature, Environmental Education, Kindergarteners, Preschool Education, Indoor Activities, Outdoor Activities.*

INTRODUCTION

Children love to learn, especially from young ages. It's important to take the time with your children to teach them lots of different worldly things which of course includes nature, animals and all things earth. Ensuring they are aware of the beauties of nature from a young age allows them to be more in tune with the environment and healthy living lifestyles as they mature and grow up. In this article we describe the importance of being kind to nature and practicing environmentally friendly routines in the early ages. Not to mention, we are mud play enthusiasts, because getting amongst the earth is the best way to form a healthy relationship with it.

The foundation of environmental education is learning respect for the natural environment. An easy way to spark child's interest in these topics is by beginning with animal interactions. Children are fascinated by other living creatures and must learn to treat them with respect early on. Encourage your children to be inquisitive about bugs, animals and plants without disturbing them, so they can learn that all creatures have a natural home where they belong.

The natural world is a giant, open-ended learning laboratory. Children are innate scientists and love to experience the sights, scents, sounds, and textures of the outdoors. Nature provides countless opportunities for discovery, creativity, problem-solving, and environmental education.

Interacting with natural environments allows children to learn by doing and experiment with ideas. In nature, children think, question, and make hypotheses - thereby developing inquisitive minds. Whether they are judging the distance between two rocks before jumping or considering where insects go in the winter, children are constantly thinking when they are in nature. These

experiences offer real, authentic learning like nothing else can. As children take risks, try and fail, and try again, they gain resilience and confidence.

In order to make the teaching process effective, kindergarten teachers should be aware of the pedagogical principles of teaching environmental studies. The pedagogical principles that guided the development and implementation of teaching environment for kids are following:

- **Connecting Deeply With Nature:** Environmental stewardship - Teachers would nurture their relationship with nature with care, compassion, and a sense of wonder for the physical world in which they live, by encouraging curiosity, inquiry and a sense of responsiveness, caring and commitment to the environment and by supporting an understanding of ecology and sustainability.

- **The Environment As Another Teacher** - Teachers would appreciate that all living things and systems are connected; this concept is central to the program. Spending significant periods of time in the outdoors should support children's growing awareness of their intertwined connections with natural landscapes and phenomenon. By moving freely in outdoor spaces, learning by looking into and with nature rather than at it, developing self-confidence in natural landscapes, engaging with the sensuality of nature, engaging in unstructured and spontaneous play and enjoying the sensory awareness of being engaged outside will all provide a rich learning situation.

- **Learning Collaboratively As A Part Of A Community** - Children should understand that they are embedded in a circle of communities. Through a growing sense of place, children should begin to appreciate their connections within their local community that includes family, neighbors, friends and local nearby nature. The kids would learn and teach with a kindergarten teacher.

- **Physical and Mental Health** - With consistent and sustained interaction with the natural environment, children's physical and mental well-being should benefit as being in a green setting fosters mental health and provides multiple opportunities for movement.

Environmental education for kids builds on their natural interest, encouraging their curiosity and helping them grow into adults who consider to be environmentally-friendly in everything they do.

Now we are going to give the five didactic games to teach kindergarteners environmental science.

1. Spending Time Outside. It may seem obvious, but spending time outside is about more than just hanging out at the park. The park is a great place to start, but also explore the area around the park, treed areas, ponds, lakes – and of course your own backyard!

Follow your child around and see what they're drawn too. Kids love picking up things like rocks, sticks, leaves and flowers. When they show them to you, talk about where the items come from and why they're an important part of nature.

You do not have to be an environmental expert to have these conversations. They can be as simple as chatting about how trees help clean our air, or how bees help grow our food.

Examine different rocks or leaves and talk about how they are the same or different. The goal is to encourage your preschooler to engage with all of the wonderful things just outside your door.

2. Reading Books About the Environment

Reading about the environment takes care of two learning goals at once. First, it encourages your preschooler to engage with books. Second, it helps teach them about pretty much any environmental topic you can think of.

Tree planting, green energy, recycling, organic farming, endangered animals, climate change – there’s a children’s book about all of them!

3. Make Your Class a Green Home

There are so many ways you can make the kindergarten/room or class a more eco-conscious space and the awesome part is that your preschooler can help!

4. Healthy Quizzing

Sometimes some healthy quizzing can be really helpful for children to retain information. For example, “what kind of bird is that”, “what’s the name of that tree”, “is that a pigeon or a cockatoo?” Simple questions about animals and nature can really assist in their overall level of general knowledge which is extremely important.

Teaching environmental education kids there are emotional, social and physical benefits. Being outside feels good. Children are free to explore, move about, and make noise - all delightful forms of self-expression that are often restricted indoors. In nature, children can run, jump, hop, skip, climb, roll, and shout, which relaxes, and reduces tension, anxiety, and restlessness. In terms of social benefits, when children play outdoors there may be opportunities to interact with new and different playmates. In nature, children can play alone or connect with one another, learn to share, and problem solve. In the natural world, children often collaborate to make up games and rules because there are no prescribed sets of instructions. When exploring outside, school-age children may not be in close proximity to adults, which gives them time to make up their own rules and solve their own problems without inhibition. Outdoor play also allows a child to be more physically active than indoor play, potentially burning more calories and contributing positively to a child’s overall fitness.

In addition to the individual benefits gained by being connected to nature, there is a collective benefit shared by all of us. Children all over the world play outside, creating a unity of shared experiences. Our children are future stewards of the earth. In order to raise adults who are passionate about protecting the environment and preserving our planet, they must first develop a deep love for it. The only way to enable children to grow comfortable in nature is to open the door and let them out to explore the wonder and awe of the natural world.

CONCLUSION

So many of us have forgotten or never known the joys of spending Teacher engagement with children outdoors enhances learning. Early childhood teachers are invaluable guides to children’s experiences and have a direct impact on development and learning. By giving children frequent opportunities to play outdoors in plant-rich settings, teachers prepare children to recognize, appreciate, and reap the benefits of the natural beauty in our world throughout their lives. We have only to step outside of the classroom door to pique children’s curiosity and take learning to a new level.

REFERENCES:

1. Sultonmakhmudovna, M. M. (2020, June). The Construction Of The Irrigation Systems In The Period Of Amir Temur And The Temurids' reigns. In *Archive Of Conferences* (Vol. 1, No. 1, Pp. 40-43).
2. Kenjaev, A. (2022). The Effect Of The Negative Effects Of Globalization On The Spiritual Development Of Challenging Youths. *Conferencea*, 78-80.
3. Sattorovich, K. A. (2021). Improving The Teaching Methods Of General Subjects Using Interactive Methods.
4. Sattorovich, K. A. (2021). Article On The Methodology Of Teaching General Subjects Using Interactive Methods. *Eurasian Journal Of Humanities And Social Sciences*, 3, 22-25.
5. Sattorovich, K. A. (2022). Methods Of Teaching General Sciences Using Interactive Methods. *Web Of Scientist: International Scientific Research Journal*, 3(4), 284-288.
6. Vaslidin O'G'Li, M. N., & Norhujavich, M. O. (2021). Comparative Typology Of Verbal Means Expressing The Concept Of " Goal" In Languages With Different Systems. *Central Asian Journal Of Literature, Philosophy And Culture*, 2(12), 51-55.
7. Nasridinov, M., & Usmonova, D. (2022). Exposition Functions In The Novel " The Jungle Book". *International Journal Of Literature And Languages*, 2(05), 22-28.
8. Karimjonova, S. R. (2021). Cognitive Aspects Of The Causative Verb To Have In Modern English. *Current Research Journal Of Philological Sciences (2767-3758)*, 2(11), 141-145.
9. Ravshanjonovna, K. S. (2021). O'zbek Va Ingliz Tilidagi Sifatdoshlarning Strukturaviyfunksional Xususiyatlari. *Oriental Art And Culture*, (6), 153-158.
10. Mukarramovna, Q. M., & Rahmonaliyevna, A. G. (2022). Nemis Tili Darslarida Enerjayer Oyinlardan Foydalanish Haqida Ayrim Mulohazalar. *Barqarorlik Va Yetakchi Tadqiqotlar Onlayn Ilmiy Jurnali*, 91-93.
11. Mamurkhanovna, D. B. (2022). The Concept Of "Love" As An Important Element Of The Emotional World Landscape. *Epra International Journal Of Research And Development (Ijrd)*, 7(5), 95-98.
12. Yuldasheva, D. K. (2019). Communicative Approach In Teaching A Foreign Language. *Theoretical & Applied Science*, (11), 50-52.
13. Akborvna, B. B., & Mo'yudinjanovna, Y. D. (2021). Comparative Analysis Of Uzbek, English And Russian Folk Fairy Tales. *Barqarorlik Va Yetakchi Tadqiqotlar Onlayn Ilmiy Jurnali*, 1(5), 388-392.
14. Burtabaeva, B. A., & Yuldasheva, D. M. (2020). Various Ways Of Teaching Writing. *Проблемы Педагогике*, 13.
15. Yuldasheva, D. Communicative Approach In Teaching A Foreign.
16. Axmedova, N., & Sobirova, B. (2021). Клинические Особенности Течения Дилатационной Кардиомиопатии У Детей. *Interconf*.
17. Жамолов, А. Ш., & Axmedova, N. A. (2022). *Psychological Aspects Of Commitment Treatment Of Patients With Rheumatoid Arthritis* (Doctoral Dissertation, Tashkent).