



MODERN TECHNOLOGIES FOR INTRODUCING SCHOOL-AGE CHILDREN TO NATURE

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Received: 6 th December 2022	The article provides information about the technology and methods of introducing children to nature for future educators. The tasks facing future educators to acquaint children with the world are described.
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Abstract. Keywords: We are not mistaken to say that after the independence of the Republic of Uzbekistan, there are positive changes in education. Work is being done steadfastly in every aspect of public life. The basis for educating a lot of people in every way is to develop a scientific worldview in them. Introducing children to nature plays a major role in accomplishing this task. Man is an integral part of nature. Nature presents all the blessings that a person's vital activity requires. At this time, a careful attitude towards nature is required. Otherwise, mankind may be in the throes of muddy disasters. The main objective of educating school-age children is to preserve nature and to develop a love for nature, a healthy, intelligent, spiritual to be educated as a rich, comprehensively perfect person and to prepare for school education. It is very important for future school-age children to acquire theoretical and methodological knowledge of nature. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared. their types; School-age children are introduced to the right forms, methods, and tools for introducing them to nature. With the methodology for properly organizing and conducting these forms of work, prospective scholars took over by studying the subject "Introducing Children to Nature" They go. With the help of sensory organs, the child directly understands nature. Therefore, in front of him are manifested in different types of shapes, sizes, colors, sounds, smells, movements. It shapes its emotional development and gives it original clear notions of nature, the formation of relationships, vision, the relationship and dependence of natural p events (from visual switching to logical thinking) allows you to understand.

Here are some of the tasks facing future educators and teachers to introduce children to the environment :

1. Formation of primary education system in children. The system of knowledge of nature includes knowledge of its predecessors and events (their characteristics, properties), as well as the relationships and relationships between them.
2. Formation of labor skills and skills in children. Childhood labor skills and skills will not disappear, but in the future they will continue to become more prosperous laborers.
3. Developing a love of nature in children. Treating nature with care refers, if necessary, to the manifestation of good deeds and actions- and for this, how children go to plants they need to know how to care, what conditions they create for their comfortable growth and development. (Matthew 24: 14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you. has.

Content of knowledge, skills, and skills in introducing children to the world around them and nature: In a small group, children are separate objects of nature: natural material (sand, water, snow, knowledge of ice) and its characteristics, the structure of plants (foundations, leaves), i.e. their characteristics (foundation, leaves, flowers) and their need for moisture; it is necessary to introduce animals to the appearance (fish, birds, breastfeeding) and their mobility. Kids get acquainted with the polopons of some animals. Primary knowledge of the peculiarities of seasons will be provided. In the middle group, children's perceptions of the properties

and quality of inanimate objects expand and shed light (e.g. water is a transparent liquid, some things float in the water, others drown; the characteristics of snow and water vary depending on the temperature of the air). In a large group, the main task is to develop knowledge of the relationships and relationships that exist in nature in children: plants and about the needs of animals, the connections between certain organs and their functions. The main task in the school preparation group is to clarify and expand regular changes in inanimate natural phenomenon, systematicize and generalize them later is an issue. Opinions about changes in seasons, extended (or shortened) duration of day and night, regular change in air temperature, nature of precipitation need to be formed. Thus, by the end of preschool, children will acquire an

initial system of knowledge of nature, a sustainable positive attitude toward mental activity and nature to form. The complexity and diversity of tasks require a teacher to be able to use different methods and forms of working with children, which are one layer of requirements, different related to the characteristics of age groups

Nature - Great Teacher! Ecological education is a very close moral upbringing — it is the upbringing of humanity, kindness, compassion, a responsible attitude, people living nearby. Up to the stage, a child as a child becomes intensive in social development. This is done when in contact with peers and adults around. The basis of the foundation of a future individual is the age of preschool.

Our mission is to present every living organism as a unique organization with self-esteem, a right to life. The best result is achievable if you start to form the foundations of preschool-age environmental culture.

Forming a new species of environment with an environmental task, which realizes the consequences of their actions against the environment, and knows how to live in relation to nature.

Vazifalar:

1. Different types of emotional functioning and correction of children through the widespread use of psychological and pedagogical learning games in natural content and direct contact with the living nature of children

2. Formation of basic aspects of ecological culture in children:

Reflect that mastering initial ecological knowledge of nature is related to the habitat of local regional organisms;

Obtaining initial representations and practical skills in the field of environmental management (economic impact on nature),

Conservation of nature; get initial ideas about the living organism, the individual in human ecology;

Disclosure and development of the artistic and spiritual well-being of each child in the process of communicating with the nature of the homeland.

The problem of environmental education is adequately covered in all respects methodological recommendations. Goals, tasks, principles, tools, forms and methods, as well as the content of ecological education are determined. All this is familiar to you. We want to pay attention to the use of innovative methods and methods of working with preschoolers.

Kindergarten for children to stay on a daily basis. It was fun and rich, we strive to accomplish environmental education tasks through an integrated approach to education. Environmental knowledge and skills. Children receive not only in specialized organized classes, but also in classes such as walking and gaming and research, reading books, visual traditions and musical activities.

One of the most important conditions for the introduction of an ecological education system is the establishment of an environment that develops these topics. In our group, we tried to create an environment because it contributed to the development of a child, shaped it as a person and created conditions for the formation of elements of ecological culture and created conditions for the formation of ecologically magnetic behaviors. Therefore, the learning process is trying to build the children's basic ecological knowledge as they get the visual method. To this end, they created an eco-friendly corner in the Group, where children are recorded in the most simple experiences and the special journal Our Observations. The corner of the habitat in the group we called the Science Center with the guys. Thus, the ecological knowledge brought in for independence can be accepted as a means of bringing the mentally intelligent communications of preschool children to the surrounding world.

I. Ecological and educational environment of the group and kindergarten:

Kindergarten with fire

Tourist destinations outside kindergarten

Saytda bog'da

"The God of God"

Visual and demonstration materials.

The main content of the study:

About man ;

About materials (sand, clay, fabric, wood, etc.);

About natural phenomena (wind, snowfall, sun, water, etc.);

About the world of plants (breeding, bulbs, methods of growing sheets);

Interactive games in partnership with kindergarten.

Work technology

Work - Technology- It's a business game to analyze a situation or a certain business. Its main goal is to analyze various problems and develop their solution, as well as the ability to work with information.

Computer technology and multimedia presentations

Information and computer technology are strictly part of the preschool education system, widely used to form and work with children.

Unlike older adults, it is impossible to understand the word "children, better to see once, than a hundred times," to listen to an oral explanation for a natural connection, understand the meaning of information. Child, with precisely shaped thinking, you can simultaneously review, hear, evaluate the movement of the object at the same time. Therefore, the more important it is to train preschoolers, the more information available to them.

In this work practice, children familiar with nature, we use a variety of materials: artifacts, pictures, videos, writing; Which children are active, not objects of pedagogical influence.

We use various types of images below in electronic media:

1. Voice materials birds, breastfeeding, forest noise, surface, rain, wind, etc.;
2. Screen materials slides, i.e. a number of individual frames dedicated to a separate topic;
3. Multimedia presentation is a beautiful, vivid drawing that teaches the world's children about the world. Presentation combines dynamics, voice, colored image, which significantly improves the perception of the axbor horse;
3. Reading with the world around multimedia ecological games, mmgames, Victorians, Fizmirutka, finger games.
4. The intermediary hall, which is held inside or inside the group room, is equipped with a computer land, projector and screen;

Technologies used to get acquainted with nature .

Up to the end of the school year, modern pedagogical technologies are aimed at establishing state standards of preschool education, including new tools, forms, methods used in pedagogical work determines.

ICT technologies of the "Information" age are well studied and used in the professional activities of future teachers:

- in classes, the selection of illustrative materials, stands for decorating groups .
- select additional resources for classes (presentations, cartoons, etc.).
- experience (kindergartens, websites created on the Internet), periodicals, and the work of other teachers abroad.
- interactive games. Project activity technology. The

technology has a number of advantages: a thorough study of any subject of a vibrant and inanimate nature, and the achievement of practical results. The method of project activity is successfully carried out and works well, especially when working with older children. This phase is characterized by greater attention, ability to observe, start analyzing, synthesis, self-esteem, as well as a desire for cooperation.

An effective way to expand knowledge of ecology is the use of pearls folk wisdom - fairy tales, legends, words, secrets n. and ecological topics. The goal is to enrich the mind, to be spiritually concerned, to use most questions a, your experience and previous observations to develop the ability to reflect independently: "Many forests are ruffee, not a small forest, but maintenance, a forest - do not turn your hand into nature," he said, etc.

Preschool age is the most suitable time to form the basis of the world's gift. Children at an early age are very emotional, sensitive and compassionate and perceive nature as a living organism.

Up to the end of the school year, educators' ecological education is aimed at fostering a positive attitude toward the environment — the earth, water, flora, and vegetation. Teaching children to love and protect nature, from natural resources - the main functions of environmental education. The culture of the environment of the X ulq is based on knowledge, practical skills, aesthetic experiences. Up to the end, the camera needs to learn to empathize, to keep, to love everything alive. Do not destroy them and do not create the surrounding dunyoni. We have to put the feeling of the world around us as a huge house where we live.

The importance of ecological education for preschool educators is enormous. It bears responsibility for maintaining the abiat;

Today, the ecological educational methods of preschool ability are largely different from outdated stereotypes, designed to be fully studied and connect with the natural objects of the preschool camera.

Various forms and methods of ecological education and education are used when working with children, which have already become a tradition.

But today we pay attention to the use of innovative methods and methods of dealing with preschoolers.

Buys additional popularity Computer Technology and Multimedia Presentations

Information and computer technology are strictly part of the preschool education system, widely used to form and work with children.

Unlike older people, listening to oral explanation is enough for h, then performing logical thinking, understanding the meaning of information, understanding the meaning of information cannot be seen to mean "seeing it a hundred times to hear it a hundred times." Child, clear-shaped thinking bsnake, you can simultaneously review, hear, evaluate the movement of the object at the same time. Therefore, the more important it is to train preschoolers, the more information you need to consult.

In the process of introducing children to nature, we use a variety of materials: using didactic images, repeating art pictures, pictures, videos, writing. At the same time, children are active and not something that has a pedagogical effect.

We use the following types of image-visual materials in electronic media:

sound materials birds, breastfeeding, forest noise, surface, rain, wind, etc.;

slides of screen materials, i.e. a series of individual frames devoted to a separate topic;

presentations screens with beautiful, vivid images that help tell the kids of the world. Presentation combines dynamics, voice, colored image, which significantly improves the perception of information;

intermediary spent on a group from a laptop or in a music hall equipped with a computer, projector and screen;

in the process of modeling;

if you need to give any virtual cognitive data.

Both can be learned to read with the world around multimedia ecological games: travel games, aftershocks, didactic games, quizzes, physical attacks, finger games.

In our work, we have used presentations:

"Or montrees", "How we bred the main cards" (stages of the development of frogs created with great observation) - to senior preschoolers. In class I was in a small group - "Cat Life" presentation, " with the sound of animal audio".

Another round of new environmental protection work will protect the environment. They have recently entered our lives and proven themselves successful.

Environmental Impact — These are social and important activities aimed at maintaining objects of nature. Together with parents, it will be held with the participation of the general public.

It is necessary to start ecological education early in the day, because impressions of this age are the brightest. Children are easily absorbed, learn from kindness, care.

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