

PRE-SCHOOL CHILDREN OF THE SCIENCE OF INTRODUCTION TO NATURE PLACE IN LIFE

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ABSTRACT

Things in nature consist of two parts: animate and inanimate nature. Inanimate nature includes the earth, sun, moon, stars, water, air, stones, soil, animate plants, animals, microorganisms, and 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, if we take a stone, it needs neither water nor air. Representatives of living nature cannot live without plants, air, water, light, heat and food, and the most powerful of all creatures in living nature is man.

Man thinks that Nature is an inexhaustible source of spiritual enrichment of man. The role of ecological education in ensuring the harmony between nature and man is extremely large. The continuous ecological education and upbringing carried out at all stages of the educational system is not only for human nature, but also for instilling love for oneself. It leads to the formation of a highly spiritual person to educate the motherland in the spirit of respect for its natural monuments, historical monuments, traditions of our people. biosphere has been developing for long historical periods since the appearance of life on earth. Russian scientist Academician V. I. Vernadsky called it the biosphere (Greek - bios - life, —sphere— - sphere). The biosphere is considered to be the "life shell" of our planet and forms a complex ecosystem consisting of close connections and relationships of living organisms. the lithosphere part formed with the participation of organisms during periods is also included. That is why the biosphere is divided into components such as neobiosphere and polybiosphere. The biosphere is functionally composed of several layers. The biosphere is the largest ecosystem on Earth, which is divided into smaller systems at lower levels. These are land and water basins, oceans, the upper layer of the metosphere, the lower layers of the atmosphere, as well as evolutionary-historical systems on land, biogeographic natural regions, biomes, landscape zones, certain landscapes, zones, certain landscapes, etc.

A method in pedagogy is a method of cooperative activity of a pedagogue and a learner (child) aimed at achieving a certain educational result: acquiring knowledge, developing abilities to form skills and habits, and forming moral qualities and habits. Different methods are used in the process of introducing children to nature in kindergarten. Methods of introduction to nature are divided into three main groups: Demonstration method - observation, viewing pictures, slides, movies, excursions; Practical method - game method, work, simple experiments, oral method - educator's story, reading works of art, conversation, when choosing methods, the educator's age characteristics of children, psychology, knowledge of the program requirements, the nature of the climate of the individual, adapt to pedagogical principles, the above methods are compatible with each other. are inextricably linked and complement each other.

the preschool education organization is carried out in various forms: excursions in classes, daily life, observations, conversations and work. The activities of introducing children to nature allow to form knowledge taking into account the capabilities of children and the characteristics of nature. In the classes conducted under the guidance of the teacher, elementary knowledge is

formed in children in accordance with the requirements of the program, basic cognitive processes and children's abilities are developed in a certain order. Children's personal knowledge accumulates during observation, play, and work in everyday life. Exercises allow them to identify and systematize.

Teaching children in classes is done in different ways. The method was chosen according to the type of training and its main purpose. Basic knowledge is formed in the same classes. For this purpose, the educator uses observation, viewing of pictures, reading of works of art, story, showing slides and movies.

of excursions is that children have the opportunity to see plants and animals in their environment, as well as to form an initial worldview about the interactions that exist in nature, and form a materialistic understanding of the world. The beauty of the educator helps to develop aesthetic feelings in children. On this basis, love for mother nature and careful treatment of it is formed. Excursions are conditionally divided into 2 types: organized nature excursion - garden, forest, river, meadow, as well as zoo, botanical garden (these are held in different seasons) and agriculture jalik excursion - excursions organized to the field, poultry factory, garden, plantation, etc. in order to get acquainted with the work of adults. The excursion is held as a type of training in middle, senior and preparatory groups. For each excursion, the content of the program is determined, which all children must learn. he uses them. preparing children for the excursion, a few days before the excursion, the educator holds a small conversation with them, i.e. distributes the duties of the excursion, the behavior of the excursion introduces the rules of the character, as well as prepares tools and equipment. Excursions are unique in that the child can observe both human activity and the nature it affects.

mention the works of our great grandfathers. Written by Babur, Babur's novel contains interesting information about the history, geography, lifestyle, culture of the peoples of Central Asia, Afghanistan, and India, as well as the flora and fauna. , but also describes the information about the animals, plant structure, way of life, their mutual similarities or differences. Medieval scholars Musa al-Khorazmi, Abu Nasr Farabi, Abu Rayhan Beruni, Abu Ali Ibn Sina, and others made a great contribution to the development of natural science. They spoke valuable thoughts about nature and its balance, flora and fauna, respect for nature at a time when the science of ecology had not yet come to the world - know that if the eyes of the river are filled with tears, it will be sad and sad. People, do not miss your love from the river! What did Muhammad Musa al-Khorazmi mean when he said "young eyes" of the river?

Perhaps he meant the excessive waste of river water? However, our great grandfather first of all intended for people to understand and love each other with the river.

Abu Nasr Farabi is one of the largest and most famous representatives of the social and philosophical sciences of the peoples of Central Asia. Farabi's scientific and philosophical heritage is extremely rich. His works have not yet been fully identified. German scientist M. K. Brockelmann lists 180 works of Farabi in various fields. Farabi was engaged in various branches of natural science, and his —Kitab alhajm va almiqdor, —Kitab almabodi alinsonia (Book about the beginning of mankind). —The book is a beautiful animal (—The book about animal organs) can be a proof of this.

cannot be overestimated. A close relationship with nature has a positive effect on a person, makes him more sincere and gentle, and awakens the best feelings in his heart. The role of

nature in children's education is especially large. the changes that occur in it in different seasons are introduced.

On the basis of the acquired knowledge, qualities such as the ability to clearly understand natural phenomena , to be curious , to observe, to think logically, and to look at living things with pleasure are formed. Loving nature, respecting it carefully, taking care of living animals not only arouses interest in nature, but also patriotism, hard work in children, respect for the work of adults who honor and increase natural resources. It also opens the way to form the best features of the character. The nature corner of the kindergarten, where houseplants and some animals are cared for, helps to introduce children to nature and instill a love for it. Children see creatures living in the nature corner every day, which makes the work of the educator easier; under his guidance, children regularly observe living creatures, take care of them, take care of them. In the process of taking care of them, children form an idea about the extremely diverse world of plants and animals on earth, how plants and animals grow and develop, and what conditions need to be created for them. The educator teaches children to do comparative analysis, i.e., to analyze by comparing animals to each other, to find similarities and differences between them, commonalities and differences in plants, to notice interesting features in the behavior of animals, helps them to learn. While looking at indoor plants, the children's attention is attracted to the beauty of flowers and leaves, the plants in the group and the well-maintained aquarium give the room beauty. All this helps children to develop a sense of beauty. In the process of regularly taking care of plants and animals and tending to them, the educator forms certain work skills in children, teaches them to pay attention to the animals in the living corner, to take care of living creatures. goes and thus strengthens children's interest in nature and the habit of being persistent in achieving results. While planning the work , the educator must take into account the specific conditions: the children in his group, the level of their knowledge and skills, the surrounding nature.

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