

Article

Theoretical Principles of Introducing Children to Nature in Preschool Educational Organizations

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Annotation: The system of introduction to nature in pre-school educational organizations is organized by the agenda, trainings to introduce nature. With the correct organization and method of carrying out these forms of work, future educators will master the science of "Theory and Technology of Introduction to Nature". The article describes the theoretical and pedagogical technologies of introducing nature in the education of children of preschool age, the knowledge about nature and the connections between them.

Keywords: children, nature, observation, didactics, games, technologies, educator, education

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1. Introduction

Improvement of the educational process should be carried out on the basis of assessment of children's level of development and their readiness for general primary education, as well as their social, personal, emotional, speech, physical and creative development. Special attention should be paid to the formation of children's love for the motherland, respect for the family, national, historical and cultural values of their people, and careful attitude towards the environment.

Educating preschool children is to encourage the young generation to protect nature, healthy in building a love for mother nature, mentally mature rich in meaning. It consists of education as a well-rounded person and preparation for school education. It is extremely important for the educator of the preschool educational organization to acquire theoretical and methodical knowledge in forming the knowledge of nature for preschool children [1].

To introduce children to the world, the tasks facing the future teachers-pedagogues are:

1. Formation of primary knowledge system in children.

The system of knowledge about nature includes knowledge about its objects and phenomena (their signs, properties), as well as connections and relationships between them.

2. Formation of labor skills and qualifications in children.

Labor skills and abilities acquired from childhood do not disappear, in the future they will become more complex types of work.

3. Formation of love for nature in children.

Caring for nature implies the display of good deeds and actions when necessary, and for this children learn how to care for plants, their comfortable growth and they need to know how to create conditions for their development. In order to form such an attitude towards nature, first of all, it is important to acquire knowledge about a living organism, to be able to distinguish it from inanimate objects of nature [2]/

2. Literature Review

We know that when a child is born, he communicates with nature from an early age. Our great scientists have emphasized that it is a gift of nature that provides spiritual nourishment for the child's all-round growth. Among the scientists who lived and worked in the Middle Ages, Muhammed 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, and respect for nature at a time when the science of ecology was not yet born.

Famous Czech pedagogue Ya.A. According to Comenius, man is the most beautiful creature in nature. Man can learn everything by following nature. For example, a six-year-old boy:

- water, earth, air, fire, rain, snow, ice, stone, iron, tree, grass, bird, fish;
- the difference between light and darkness, knowledge about the sky, the sun, the moon, the stars, the imagination of their daily rising and setting;
- He should know what a mountain, valley, field, river, village, city is according to the nature of the place where he lives.

Ya. A. Komensky revealed the importance of nature in raising children in his other works.

S.A. Veretenikova in the book "Methodology of introducing children to nature" based the method of introducing children of each age group to nature depending on the seasons.

In the textbook "Introduction of preschool children to nature" edited by PG Samorukova, methods, means and methods of introduction to nature, forms of work, issues of organization of the nature corner in the kindergarten yard are widely covered [4].

M.M Markovskaya in the book "Nature corner in the organization of preschool education" showed the conditions for organizing the nature corner, indoor plants,

animals, seasonal activities in the nature corner, ways to introduce children to the animals in the nature corner.

About the development of the field of preschool education in our republic, the issues of preschool children and their education, as well as knowledge related to ecology in preschool educational organizations F.R.Qodirova, D.R.Boboyeva, Sh.A. Sodikhova, N.M.Kayumova, M.N.A'zamova are conducting scientific research work and they contributed to the issues of methodological support are counted.

M.X.Umarova, M.R.Xalilova, M.A.Rasulhodjayeva, T.L.Xurvaliyeva, A.Q.Aymatov, N.J.Isakulova, G.O.Komilova conducted researches in our republic on various ways and problems of forming a responsible attitude to the environment and ecological concepts in preschool children.

3. Discussion

Nature is an inexhaustible treasure. The world of plants and animals serves as a great resource for the proper growth and formation of a young soul, for learning the secrets of natural events and growing up.

Things in nature consist of two parts: inanimate and animate nature. Inanimate nature includes the earth, sun, stars, water, air, stones, soil, and living nature includes 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. The main goal of the reforms in the field of education, which are being carried out today in our independent Uzbekistan, is aimed at this. That is, the growing young generation guarantees the future and development of our independent Uzbekistan. Based on these priority directions, any knowledge given to our children in kindergartens should cultivate in them the spirit of loyalty to the Motherland and pride in the Motherland. Therefore, the main tasks of the theory and technology of introduction to nature should be:

- Teaching children to love themselves.
- Teaching to appreciate the work of oneself, peers and adults.
- development of mental processes through nature (sensations, perception, memory, imagination, imagination, speech focus).
- To develop children's character and will.
- Teaching to carefully preserve the gifts of nature.

Education through nature is a part of general education, and it is a task to educate children with a good knowledge of their young characteristics, cognitive processes, and abilities. In the work of preschool education, it has many facets, it is a very broad social phenomenon that deals with the study of the laws of pedagogy. We introduce children to nature. first of all. We are based on the mentioned ideas of the founders of the science of pedagogy. Yakomensky, one of the leading pedagogues of the West, said that "the knowledge given to children should be based on vitality and

demonstrability." The knowledge given to children through nature is carried out by various methods and methods and is strengthened and deepened through excursions, walks, and educational games [3].

In introducing children to nature, educators must plan the knowledge given to children in accordance with the State Standard and the "First Step" program, taking into account age characteristics. The programs require the educator to properly plan his knowledge of nature in each season, to be able to organize a nature corner and land areas in a group, to grow plants, to feed and care for animals.

The following requirements are placed on the educator when conducting nature introduction classes, organizing walks and excursions:

1. To have a complete understanding of nature.
2. To have general knowledge about plants, animals, insects, birds, fish.
3. Knowing how to care for and feed plants, animals, insects, birds and fish.
4. Knowing how to choose animals suitable for children's age.
5. Be able to treat animals carefully and teach children properly.

Children's work in nature creates conditions for physical development, activates their movements, activates the movements of various organs, stabilizes the nervous system. In this labor process, unlike other labor, mental and voluntary actions are combined.

It is also important for the mental and emotional development of children. Systematic team work unites children, forms a sense of diligence and responsibility for their work, gives them a sense of joy. Working in the field (yard, garden), in the corner of nature, children learn to work with agricultural equipment, learn to care for plants, get a lot of information about the growth and development of plants.

4. Results

Constant observation in introducing children to nature is of great importance in developing their logical thinking and speech.

About this, K.D.Ushinsky says: "Real human, intellectual speech consists of correct logical thinking, and correct logical thinking, as we have shown, does not come from anything else, but from true and clear observations."

If children are introduced to things and phenomena in nature in a certain order, their attention and observation, interest in nature, and the desire to know its phenomena will increase.

Observability is a very important feature, in which the child develops the ability to write correctly and speak. It is necessary to teach children to be able to absorb events and things in a purposeful way and to distinguish the most important of them.

Educators should teach children to learn the connections between objects and events and cause connections while conducting observation work. In this way, the thinking of children of preschool age grows by acquiring concrete knowledge about nature.

Observations can only be made by drawing attention. By teaching observation, that is, to draw attention to objects and events in a purposeful manner, we also develop voluntary attention in them.

Correcting misconceptions is much more difficult than generating new concepts. Therefore, it is very important for children to have the correct understanding of nature, based on sensory experiences, even at the age of preschool education.

It is necessary to cultivate interest in nature in children, because it can arise even in unhealthy situations. For example, children catch sheep and butterflies and tear off their wings and legs, wondering what they are doing. Or they torture animals and birds and wonder what the result will be. It is necessary to explain to them the interconnectedness of nature, that is, that it is a "golden chain". Through this, children are given ecological education.

Children of preschool age should ask adults "What is this?", "Why?", "How?" endless questions such as In this case, the teacher should try to involve the children in finding answers to the questions.

Didactic, dynamic and verbal games are used to introduce children to nature.

Didactic games. In didactic games, children clarify, consolidate and expand their knowledge about things and phenomena in nature, animals and plants. Many games teach children to generalize and categorize.

Didactic games help the growth of memory, attention, observation, teach children to use their existing knowledge in new conditions, activate various mental processes, enrich the vocabulary, help to develop the ability to play together in children.

Object-based, board-printed and oral didactic games are used to introduce children to nature.

Games with objects are "Wonderful", "Fruits and roots", "Whose children are on this branch" and similar games played with leaves, seeds, flowers, fruits, vegetables. With the help of these games, children's ideas about the properties and signs of the objects with which they actively communicate are clarified and enriched. Object games are widely used, especially in small and middle-aged groups. These games allow children to use natural objects themselves, compare them, and make changes in some of their external signs. Object games involve the development of thinking and motor skills of groups of all ages.

Board-print games - "Four Seasons", "Kids", "Fruits", "Plants", "Pick the leaves" pictures and so on. These games help children to master the knowledge of plants, animals and inanimate natural phenomena, to form the ability to describe the object according to the spoken word. The game is carried out in conjunction with the word. Such games are played with a minority of children.

Verbal games ("Why does he fly, run, jump", "In the water, in the air, on the ground", "It is not necessary" and so on) are very acceptable because no equipment is required. They are played for the purpose of consolidating, summarizing and

systematizing knowledge about the tasks and actions of one or another object. These games develop attention, intelligence, speed of perception, fluent speech.

Technologies used to get to know nature.

Modern pedagogical technologies in preschool education are aimed at introducing state standards of preschool education, which determine new tools, forms, and methods used in pedagogical practice.

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

- selection of illustrative materials, stands for decorating groups in classes.
- selection of additional resources for training (presentations, cartoons, etc.).
- exchange of experience (kindergarten, sites created on the Internet), periodicals, familiarization with the developments of other pedagogues abroad.
- interactive games.

This technology has a number of advantages: in-depth study of any topic of animate and inanimate nature and obtaining practical results. The method of project activity is successfully implemented and gives good results, especially when working with older children. This stage is characterized by the ability to initiate more attention, observation, analysis, synthesis, self-esteem, as well as the desire for cooperative activities.

Classification of projects for familiarization with the environment:

"Playful" - children's training, participation in group activities (games, folk dances, dramatization, various entertainment);

"Excursion" - focused on the study of problems related to the surrounding nature and social life.

"Descriptive" is a classification in which children learn to convey their impressions and feelings verbally, artistically, gesturally;

"Building-making" is aimed at creating a specific useful product, for example, assembling a birdhouse, creating a small garden with flowers planted in the form of a closed figure.

Game technology. The concept of game pedagogical technologies includes a wide range of methods and methods of organizing various pedagogical games in the form of various pedagogical games, which differ from points and matching games in general. This, in turn, is an elegant pedagogical as a result, it is clearly separated and characterized by a specific field of study. Game technologies are closely connected with all aspects of children's education and are used to solve its main solution [4].

5. Conclusion

It is very important to choose the appropriate and specific forms of work, tools and methods for the child's age and level in the introduction to the first nature given to children in preschool educational organizations. It has been scientifically proven by scientists that in the process of introducing children to nature in pre-school

educational institutions, the child assimilates what he sees several times faster than what he hears, and keeps it in his memory for a long time. In the process of introducing children to nature in pre-school education organizations and turning this knowledge into children's skills, all concepts and abstractions are quickly reached to their thinking only through the basis, evidence, examples, symbols and images.

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