

## The use of interactive methods in forming the ecological worldview of preschool children

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**Abstract:** This article describes the formation of environmental ideas in preschoolers from an early age, and the use of interactive methods of getting to know nature in the classroom, their environmental protection, the assessment of every creation of nature, as well as education in the spirit of environmental protection.

**Key words:** Ecological worldview, interactive methods, excursion, innovation, modern pedagogy, acquaintance with nature, caution, role-playing games.

“I opened the children's "Alphabet",  
To read the first word  
The most amazing in the world before  
To read a book of nature  
I would like them to do it”

V. A. Sukhomlinskiy

The problem of forming ecological worldview of preschool children is related to the fact that most children do not have enough knowledge about the environment. As children living in urban areas are less likely to interact with the environment than children living in rural areas. It is very important to equip children from an early age with ecological knowledge of nature conservation and familiarize them with nature, thereby enriching their perception of existence, developing their worldview, developing independent thinking skills, developing spiritual feelings. In addition, the environmental situation, which is now a global problem that worries the whole world, the problem of environmental pollution in large cities is acute, so it is very important to treat nature with care. Therefore, it is necessary to form environmental ideas in children from an early age to preschool age. From an early age, children are taught about man and nature, how they interact with each other, how they fit together, how to instill in them a love for nature.

Ecological ideas are related to the formation of knowledge about the environment, plants, animals, insects and the improvement of human attitude to nature. Developing environmental awareness helps a child become intellectually perfect, increase vocabulary, and broaden the worldview of preschoolers in general. It also allows them to feel a sense of beauty, that is, to enjoy aesthetically from the gifts of nature. Ecological ideas should be formed in the interaction with nature, that is, in the process of caring for plants and animals of preschool children. There are ecological views related to the concept of ecological worldview in the scientific literature.

As the famous educator V.A. Sukhomlinsky said in his book that " I sacrifice my life to children, I would like children to read the most wonderful book in the world - the book of nature - before opening

the "Alphabet" and reading the first word". It is advisable to start work at an early age. One of the main activities of educators is the formation of environmental beliefs among preschool children, aimed at the comprehensive development of children's consciousness in the framework of preschool education.

A variety of methods and techniques are used to form the ecological ideas of preschool children. It is implemented as part of a subjective approach with children who are actively involved in the learning process, taking into account modern curricula. Interactive learning methods are especially effective in achieving these goals.

The concept of "interactive method" is a combination of the words "interactive" and "method" - a purposeful interaction between teachers and students to solve pedagogical problems. "Inter-active" means to be active, and to communicate.

Thus, interactive methods mean the interaction of the participants of the pedagogical process, interactions, conversations based on interactions with children in the learning environment. These methods are consistent with a personal-oriented approach in education. It should be noted that interactive methods are now a priority in educational reform and their role in solving pedagogical problems is an important factor in ensuring the effectiveness of education.

The system of professional development in recent years pays great attention to updating the content, form, tools and methods of education, the search for innovations in preschool education, its introduction into the educational process, the pedagogical activity of educators. In particular, the introduction of advanced pedagogical technologies in the pedagogical process, the introduction of innovations, the use of modern methods of teachers and educators, equipping them with skills and abilities are carried out based on the system of professional development. Under the leadership of our president SH. M. Mirziyoyev, a large-scale work is being carried out constantly improve the ecological knowledge and culture of young people, to strengthen their skills in the preservation of nature, and the rational use of its resources. One of the important issues of modern Pedagogy today is to teach educators to use interactive methods rationally, in accordance with the goals and conditions, based on didactic principles.

One of the important tasks in environmental education in preschool education is to develop children's interest in education. According to psychologists, curiosity is a driving force in the teaching of the environment, activates the knowledge acquired by children, and develops skills to apply it in practice. Introducing nature to the comprehensive education of preschool children has its own educational features. This process can be done through a variety of tools, interactive methods, and ways. For example, children can be introduced to nature through excursions, observations, walks. The educator tells what kind of trees are in the yard under the same conditions, and people rest in their shade. Explaining that the essence of fruit trees is food for people, he concludes the conversation by telling them to grow trees carefully, not to break their branches, to drop their leaves with a cool fall and to gather strength and bloom again in spring. Games also increase children's interest in knowledge. For example, to introduce the types of trees, the educator can use the game "Say the name of the tree based on the leaves". First, the children tell the names of the trees, compare their color, shape, size, and tell the signs. The children eat the fruit and stand in the shade of the tree without difficulty. Therefore, that is why people plant trees and take care of them. We break a branch of a tree, put it in water, and watch it. This branch does not develop. Because there are no conditions for branch development. It is proven that children need soil, water, air and sunlight to grow a tree.

In addition, interactive methods can be used in preschools: "Brainstorming", "Role play", "Working in small groups", "Discussion", "Gallery tour", "Cluster", "Boomerang", "Energizers".

It is advisable for the educator to use the brainstorming method at the beginning and end of the lesson to identify children's understanding of the topic and to reinforce their knowledge. "Working in small groups" is based on children interacting and exchanging ideas. In this case, the group develops a given topic based on analysis, verification. In role-playing games, children are given a problem situation. Children use this method to animate real life situations. In the discussion method, the children are given a topic the day before. Children ask their parents questions and find answers, and the answers to the questions are based on "discussion".

Table 1

## Training module of educators

Direction: The process of cognition, the acquisition and understanding of knowledge about the environment. Course theme: Introduction of the weather.	
Aim of the course: To acquaint children with the environment, to form ideas about the weather, to increase the richness of vocabulary, to develop artistic and aesthetic views and independent creative abilities. Tasks: 1. Educational: shaping children's perceptions of the weather. 2. Up-bringing: cultivate caution when working with air and water. 3. Developmental: to expand the scope of independent thinking and thinking of children based on practical experiments.	Basic concepts that children should learn: - the weather information; - to study the method of air retention; - knowledge of weather properties; - experimental determination of the presence of air in the human body
Technological map of activity: · What do you know about the weather? · "Brainstorming"- 3 minutes (through the puzzle) · Airborne experiments in the laboratory - 20 minutes · Energizer - 3 minutes · Reflection - 4 minutes	Necessary equipment for activity: polyethylene bags (depending on the number of children), gouache (paints), balloons, cups and tubes, boxes, tubs, stones, boards and small objects

Based on the above, we give an example of the training module and lesson development by the educator of the experimental-research session in the preparatory group using interactive methods (Table 1).

Topic: Introduction to the weather.

Course:

Educator: Guys, today I am going to give you the opportunity to play the role of research scientists. Now I tell you a riddle. Once you find the answer to the riddle, you will know the research

topic.

Children: Weather.

Educator: We take it and blow it a few times, now we turn it, the bag is full of air, the air-filled bag looks like a pillow. The air settled all over the pillow and occupied the bag. What happens if we take it off?

Children: The air in the bag escapes and the item returns to its original position.

Educator: As long as we have to hold it to feel the air, we have achieved this. We caught the air.

Experience 2. «Blowing activity».

Educator: You have a glass of water in front of you; we blow out the tube in the glass and watch what happens.

Children: Small bubbles are formed.

Educator: When we blow, air comes out and bubbles form in the water. So we watched the weather again

Experience 3. «Flying balloons».

Educator: Guys, look, balloons have come to our class today. One is cheerful, full and crimson, the other is pale, thin and sad. Why do you think the second ball is like that?

Kids: There's no air in it, you have to inflate it to make it balloon round.

Educator: What do you think happens when we inflate a balloon, what happens inside the balloon?

Children: Weather.

Educator: Now let us put our palms in our mouths and exhale. How did you feel?

Children's answer: The air has touched our palms.

Didactic game.

“Will it sink?”

The children take turns throwing stones, boards and other small objects from the box into the water in the tub.

Educator: Guys, have you seen the objects in the air floating on the water?

Energizer. "Cheerful balloons".

The course of the game. You will need 6-8 balls for this game. Participants are divided into 3 or 4 groups by saying “count”. Each group member forms a circle and holds each other’s hands tightly. The tutor gives each group several balls. Their task is to play the balloons as much as possible in the air without releasing their hands. It is impossible to get a ball that falls to the ground. The team that plays holding the balls in the air for a long time is declared the winner.

Experience 4. The drop swell.

Drawing with air.

Educator: We draw a tree on paper; we use more water for that. We take a tube of liquid paint, direct the lower end of the tube to the center of the picture, then forcefully blow, then blow the paint in all directions. See how the paint spreads everywhere. What does it look like?

Kids: It looks like a tree.

Tutor: Did you like it?

Children: Yes.

Tutor: You are great air seekers. As a result of our research, we have learned the followings:

- There is air around us;
- Method of air retention;
- Air is lighter than water;
- The presence of air in objects;
- The presence of air in the human body.

This completes the lesson. In conducting interactive training sessions.

It is recommended to pay attention on:

Age of participants, their interests;

Temporary signs of training;

Have these groups been trained on this topic before?

What is the group's interest in this session?

Criteria of the activity:

Aim of the activity.

Handouts.

Technical equipment.

Participants.

Key questions and their sequence.

Practical samples.

Each activity should include:

To define the problem;

Introduce participants (introductory exercises, overcoming emotional distress).

Using acquired knowledge in the future.

Practical part.

Organizing and conducting a variety of fun activities using these interactive methods expands children's ecological outlook, increases their interest in learning, and develops their creative abilities. In the end of the application of interactive methods, children learn these methods on their own, and acquire more practical knowledge and skills.

As a conclusion we can say that while one of the problems that threatens, worries, and is becoming a global problem today is the environmental situation around the world, the main reason for their origin is the lack of ecological culture and ecological consciousness in humans. There are problems with the irrational use of natural and surface resources, the rapid depletion of forests, excessive pollution of water and the atmosphere in nature, and a sharp increase in waste.

As a result, nature, which has been destroyed which was stable for thousands year. That is why it is necessary to teach children to use nature consciously, to take care of nature like the apple of their eye, to form an ecological worldview from an early age using various methods and life examples. At the same time, educators and educators need to be inquisitive, hard-working people who feel the importance of the task assigned to them.

An important factor of improving the quality of preschool education is the fact that the interactive methods used by the educator are organized in such a way as to meet the interests and needs of children.

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