



 Research Article

METHODOLOGY OF ORGANIZATION OF NATURE INTRODUCTION CLASSES IN PRE-SCHOOL EDUCATIONAL ORGANIZATIONS

Journal Website:
<http://sciencebring.com/index.php/ijasr>

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Submission Date: June 16, 2023, **Accepted Date:** June 21, 2023,

Published Date: June 26, 2023

Crossref doi: <https://doi.org/10.37547/ijasr-03-06-39>

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ABSTRACT

This article describes the activities and scientific-research activities carried out in connection with the introduction of preschool children to nature. Forms, methods of organization of introduction to nature in pre-school educational organizations, components to be acquired in the field of introduction to nature and criteria have been developed on this basis.

KEYWORDS

Component, criterion, ecological knowledge, experience in nature, ecological education, intellectual understanding, research knowledge, ecological criterion.

INTRODUCTION

The main goal of the reforms in the field of education, which are being carried out today in our independent Uzbekistan, is to bring up the growing young generation in a way that guarantees the future and development of our independent Uzbekistan. Based on these

priorities, every knowledge given to our children in preschool education organizations should educate them in the spirit of loyalty to the Motherland, love for their country, and pride in the Motherland. In the comprehensive education of children, it is necessary to provide mental

education, moral education, sophistication education, physical education, environmental education, and economic education through nature. Aesthetic, intellectual, moral upbringing and physical development of preschool children by introducing them to nature have always been considered as urgent problems. A number of activities have been carried out in our country to introduce children to nature. In particular, in order for children to acquire knowledge related to nature from preschool age, the issues of introducing children to nature have been put forward in the programs of preschool education organizations and in decisions and decrees on preschool education. Introduction to nature (the improved "First Step" state curriculum was called "fundamentals of natural science and ecology" [1]) was included in the weekly classes in preschool educational organizations. In addition, "Science and nature" centers and nature corners were organized in the groups. For each group, a playground, i.e., a place for familiarization with nature, is allocated on the territory of the preschool educational organization.

Analysis of literature on the topic. In the President of the Republic of Uzbekistan No. PQ-4312 of May 8, 2019 "The concept of development of the preschool education system of the Republic of Uzbekistan until 2030", and in the state standards of preschool education and upbringing, there are several grounds for introducing children to nature there is. A number of activities have been carried out in our country to introduce children to nature and provide them with ecological education. A number of literatures related to the

introduction of preschool children to nature have been developed, they were developed by the following pedagogues: Sh. Sodikova, M.A. Rasulho'jayeva[2], O. Hasanboyeva, Kh. Jabborova, Z. Nodirova,[3] K. Haydarov, S. Nishonova,[4] Yusupova P.A,[5] Akbarova T.[6] In our country, Tarmiza Latipovna Hurvaliyeva conducted her scientific activity not only on the methodology of introducing nature, but also on the methodology of introducing people to the environment. In particular, in his scientific work, the mechanisms of effective organization of the process of familiarization with the environment in preschool educational organizations are developmental educational technologies aimed at the systematic formation of research, tolerance, communicative, reflexive competences in children (STEAM, NBIC, Sand-Art, conducted the issue of improving adaptation of Quest-game) to educational activities through prognostic-diagnostic approaches [7].

A number of scientific articles have been published on ecological education of children, introducing them to nature. D. I. Tosheva, a teacher of Bukhara State University, worked on the topic "The role and pedagogical significance of folklore in ecological education". This article expresses an opinion about the role and importance of examples of folk art in providing environmental education to children in elementary grades. In particular, the influence of proverbs, riddles, rapid shooting, fairy tales and other rich spiritual heritage on the minds of young people, on the formation of their worldview, and the methods of delivering them to

children of junior school age in the educational process. passed.

I.N. Khasanova worked on the topic "Formation of love for nature in preschool children as a pedagogical problem", and that preschool educational organizations are the main basis of continuous education, pedagogical for educating preschool children on the basis of national and universal human values. information is provided on the methods used to create conditions and create a sense of love for nature in children. M.M.Topilova works on the topic "Principles of introducing children to nature in preschool educational institutions" and thinks about ecological culture in the spiritual form of a perfect human personality.

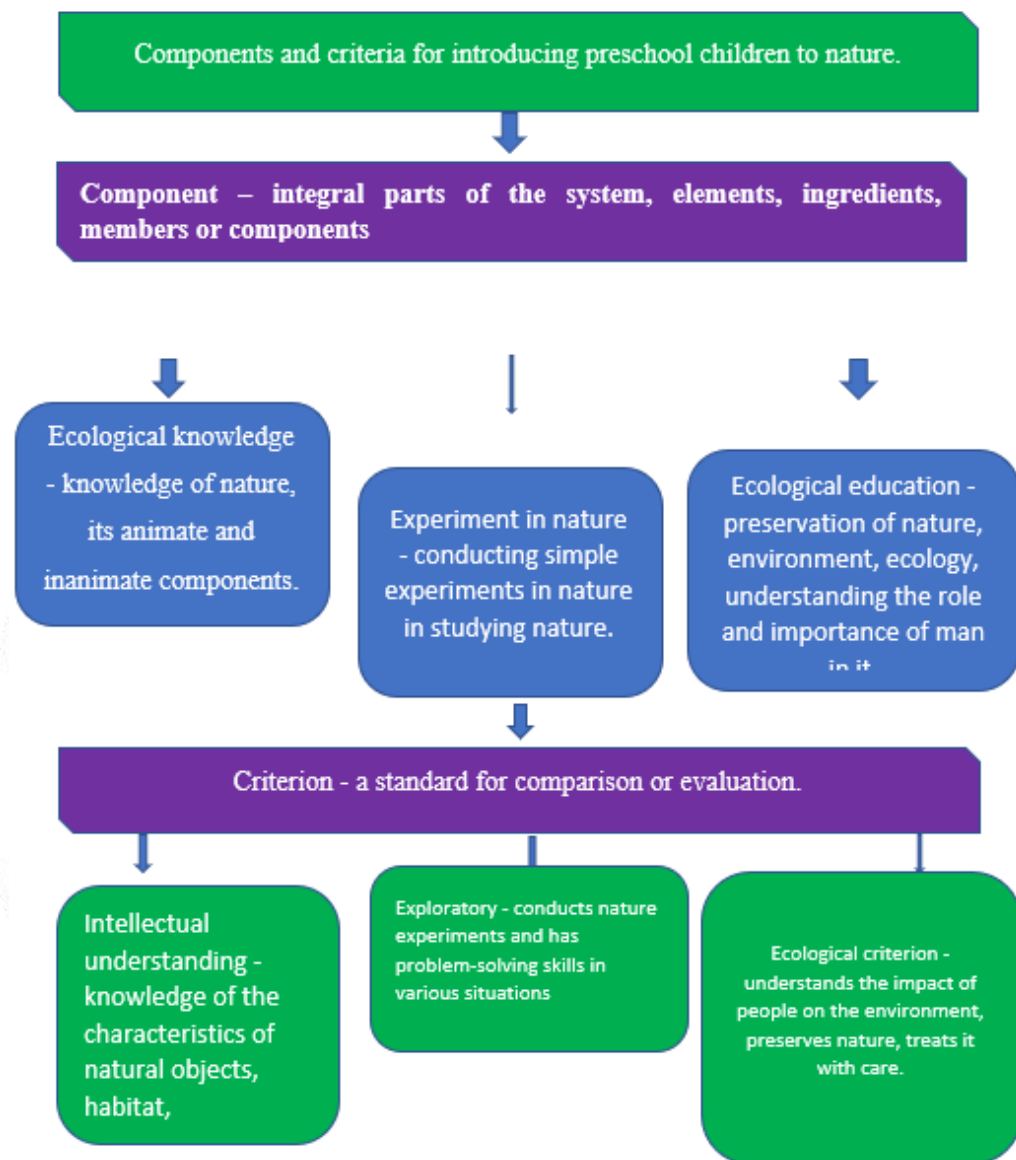
D.Sh.Nafasov's studies highlight the possibility and effectiveness of tourist trips as an acceptable form of introducing children to nature [8], [9].

"Influence of anthropometric parameters of children of preschool age on mental

development" [10] was studied by K.S. Salavatova and "Climate change and food security within the scope of human influence" [11] by I.T. Otaboyeva.

RESEARCH METHODOLOGY

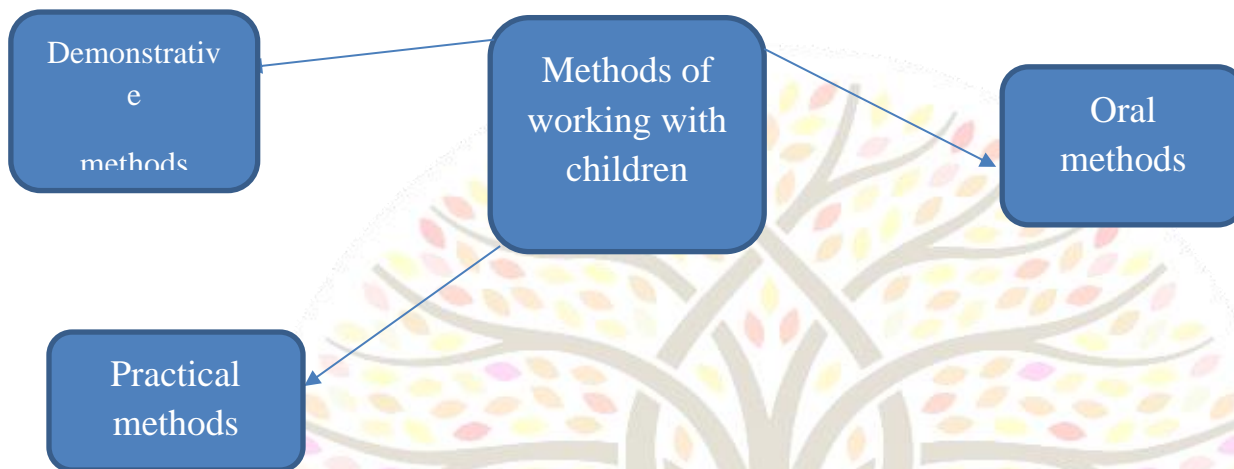
The famous pedagogue V. A. Sukhomlinsky says in his book "I dedicate my life to children" that "I would like children to read the most wonderful book in the world - the book of nature before they open the Alphabet and read the first word aloud." It is known from the opinion of a well-known pedagogue that before becoming literate, a child must have an idea, understanding, knowledge, and skills about nature. For this reason, preschool education organizations conduct nature introduction classes starting with small groups. Nature has a great influence on the formation of a child's personality. Introduction to nature in preschool educational organizations is based on the following components and criteria.



In preschool educational organizations, introduction to nature in different groups is carried out in various forms: classes, excursions, everyday life, observations, conversations, and work. Activities to familiarize children with 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 an educator, elementary knowledge is formed in children in accordance with the requirements of the program, basic knowledge and children's abilities are developed in a certain order. Children's personal knowledge accumulates during observation, play, and work in everyday life. Training allows them to identify and systematize.

The following methods are mainly used to organize activities with children:



Each of these widely used methods should be studied separately.

In particular, the visual method - observing the environment, showing thematic pictures, slide films, cartoons, multimedia, animations and films, gives children knowledge about living and inanimate nature through various means on the basis of the exhibition.

In the practical method, practical games are organized based on the learned knowledge about nature, work skills are formed, and simple experiments are conducted. Through this method, children memorize the studied process by applying it in practice, conducting an experiment.

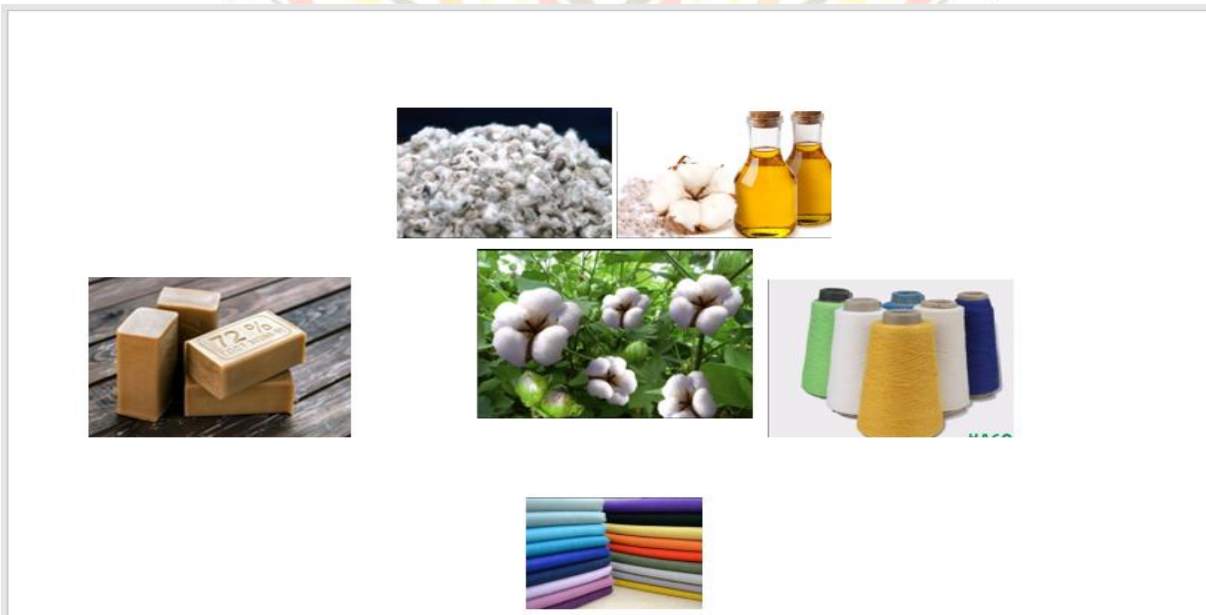
Verbal methods: expanding and strengthening children's knowledge of nature through stories, conversations, fairy tales, riddles, proverbs.

Analysis and results. In the improved "Ilk Qadam" state curriculum, it is envisaged that the educator, not the educator, will take the lead in the training, and the educator will participate here only as a facilitator (guide). In pre-school education organizations, nature introduction classes were organized based on traditional and non-traditional methods. Oral, visual and practical methods were used from traditional methods, various visual aids were used in non-traditional educational methods, interactive methods and other materials and games were used to increase the effectiveness of the educational process. Applying interactive methods to preschoolers may seem a bit complicated. However, if these

methods are used in a simple way according to the age of the children, they will give good results. Older and preparatory group children will have their own opinion and worldview. Therefore, starting from these groups, interactive methods such as "BBB" technology, "Brainstorming", and "Cluster" can be used.

Before covering the topic, it is necessary to address the children with questions, and

formulate the questions in accordance with their age. It is possible to use the "Cluster" method through pictures, grouping the studied animate and inanimate natural gifts and phenomena according to their characteristics. "White gold" is cotton. If we first express the development process of cotton in the cluster method, then we can express the sequence of cotton products and their use in the cluster method.



At the end of the training, we can find out how much the children have mastered the topic learned through the "BBB" technology and their interest. In fact, using this technique to summarize at the end of each session has worked well.

CONCLUSION

Demonstration, practical and oral methods are used in the organization of introduction to nature in preschool educational organizations, and each

method is of great importance in organizing the process. That is, the orally explained topic becomes stronger during the exhibition and practical application. Introduction to nature takes various forms: training, excursion, walk, work in the heart of nature, simple experiments in the "Science and Nature Center". As a method of organizing these various forms, the use of foreign experiences and the methods and methods of well-known pedagogues in the organization of classes, abandoning uniformity, teaching children

to be free and active in class, not to be afraid of making mistakes, It is necessary to ensure the systematicity of lessons and, most importantly, to be patient in the process of teaching children and to encourage them regularly for every work they do.

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