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PEDAGOGICAL IMPORTANCE OF ECOLOGICAL EDUCATION OF PRESCHOOL CHILDREN

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Annotation:

The pedagogical significance of ecological education of preschool children, the love of mother nature, its care issues such as cultivating a child's love for nature and living beings through ecological education and the formation of devotion to the motherland are widely covered.

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Preschool children are the starting point of a system of continuing education, which means that the content of education should be linked to the content of environmental education. The basic ecological knowledge that children acquire at an early age helps them to further master the environmental sciences;

Knowledge is not a goal in itself, it only helps to form in children a certain attitude to nature, ecologically harmonious and safe behavior, an active life position; Cognitive interest in preschool children is highly developed, especially in nature. It is at this age that they perceive the world as a whole, which helps to shape the ecological worldview.

Maintaining this cognitive interest is crucial ; The content should be scientific. Regardless of their age, children should be able to openly get scientific ideas about the world around them, especially nature. The formation of a scientific worldview is especially important in a time when mythological consciousness is prevalent in society, and a non- scientific approach to explaining natural phenomena is prevalent; Content should, on the one hand, contribute to the formation in children of a holistic perception of the world around them, and, on the other hand, the interdependence of the parts of this whole;

Environmental education is a part of general education, which has an interdisciplinary character and helps to form thinking, speech, knowledge, emotional sphere, moral education, that is, the individual as a whole; Principles of environmentally sound safe behavior: children should know the cause-and-effect relationships in nature and learn to understand and form independently based on a set of elementary environmental knowledge;

Maktabgacha age children ecological upbringing the following o ' z into takes :

- to nature human attitude upbringing (ethical education);
- ecological knowledge and g ' oylar system formation (intellectual development);
- aesthetic feeling them _ development (nature beauty _ _ to see _ and his to do to him admire stay it _ save aspiration);
- of children o ' wires and to animals g ' amxo ' rlik make, nature protection to do and protection to do for possible which was _ in events participation reach _

Children ecological of upbringing basic directions _ _ and ta'lim areas physical development cognitive and speech development badiiy and aesthetic development Social and personal development physical culture health _ _ badiiy creation communication music badiiy o ' winter idrok prospects Socialization labor security _

Ecological ta ' lim big group ecology upbringing big group live and lifeless nature with get acquainted emotional and aesthetic development excursions, excursions, ecological yo ' lida objects observation excursions, cultural - recreation get activity ta ' lim projects o ' yin activity, art and creative activity .

Ecology is derived from the Greek word 'oikos', meaning 'roof' or 'home', and was first introduced to science by the German scientist Ernest Haeckel. Ecological science has many branches: plant ecology, zoocology, soil ecology, human ecology and others. Ecological science studies the living conditions or norms of one or more selected objects and helps to determine the optimal standard of living. Work in this area provides us with environmental knowledge, but humanity is not limited to this. The period requires work in another direction. It is also a matter of environmental education. One of the events that threatens humanity is the ecological situation, which has become a topical issue today. The image of our planet is changing as a result of human overuse of natural resources. The reason for the violation of the laws of nature is the lack of ecological knowledge in humans, their inability to foresee the future state of nature. Ecological knowledge is the structure, development of living nature, The change is to study the state of living things on earth, to learn how to use natural resources sparingly. The depletion of the ozone layer and the drying up of the Aral Sea are causing environmental problems. The release of toxic gases from factories, the release of toxic gases from cars, the release of chlorine gases into the air as a result of various explosions, leading to the depletion of the ozone layer. Such air pollution, an increase in carbon dioxide in it, poses a serious threat to human health. The river was drowned, the road was blocked, artificial seas were created, lands were developed. As a result of these "achievements", the laws of nature and its complex and delicate balance were disturbed. However, people did not think that these activities could lead to various disasters. As a result, grasslands were destroyed and new lands were developed. Due to the toxic chemicals sprayed from the sky and the ground, part of the bird that ate insects and benefited the plant world was extinct. Environmental education should be considered a personal issue. Our ancestors knew that planting trees and creating gardens was a good deed. It is no coincidence that a person who plants a fruit tree will prosper in both worlds. The hadiths of our Prophet Muhammad (pbuh) regarding the reward of this work say : It is up to us to ensure the cleanliness and purity of the environment.

Ecological education should be passed from the family, from kindergarten to the younger generation. In the educational program of MTM to teach children love for mother nature, the ability to care for plants and animals, to behave in the bosom of nature, to grow plants, to take care of animals, arousing interest in conservation, cultivating the skills of not breaking trees, not torturing animals. Environmental education of children in preschool education is carried out in the following ways: 1. Demonstration (observation, viewing pictures, filmstrips). 2. Practical (in the form of a game). 3. Oral (reading a story, an explanation, a work of art) give). Demonstration method. Observations are organized by the educator on the basis of acquainting children with plants, animals, the weather, the work of adults in nature. Observations are carried out in the classroom, on trips, excursions, in nature corners. A good result can

be achieved if children combine it with practical activities.

Model "Ecological education of preschool children" Introduction of children to nature Exhibitions, competitions The organization and conduct of work in nature Creating conditions for work on environmental education, equipping nature corners in groups, plant care products equip with. living objects and seasonal natural phenomena - targeted trips - excursions - work with nature calendars, sketches, creation of a fund of methodical and exhibition-illustrative materials, exhibition of books on natural history, environmental education for parents. design of materials, communication with the educational process, ecological leisure, music festivals, quizzes on ecological topics. Construction from natural material Ecological education of preschool children "Interaction of educators and children". The role of diagnostics of children's ecological education is to observe games and field trips in nature, work with models, visual activities on the environment, watching movies about nature, experimental, exploratory activities, creating self - created books, reading children 's fiction. winter ecological leisure and holidays, checking didactic pictures, pictures about nature, working in nature mini center and site, conversations with children on ecological topics, working with nature calendar, collecting seeds collection stones, shells Educators and children joint activities, "Parents' environmental education" cognitive block environment and the child's health, the state of the environment in their neighborhood, the city Ways to solve these problems, development of the child by introducing him to the outside world, the child to the outside world methods of introduction.

Practical method. It is advisable to use didactic games played with natural materials to acquaint children with nature. For this you can use fruits and vegetables, tree branches, room flowers. The following games can be used to introduce children to plants: "Find the name of the plant", "Find the leaf", "Find the described plant or fruit" and. *hk. Oral method.* In educating the child ecologically, the educator's explanation, narration, use of folk proverbs, parables, conversations, etc. are great. Preschool age to nurture active conservationists Work with children is carried out in the following areas:

1. To give preschool children a clear knowledge of the natural world , the connection between events in it.
2. Formation in children of activities related to nature, its preservation, increase of its riches.

with the work carried out on the protection and preservation of the nature of the republic .

Preschool children: enjoy meeting nature on their own initiative, observing living objects, seeing the diversity of the natural world, recognizing the value of life, gaining an understanding of the rules of behavior in nature, the beginning of ecological culture formed. Parents: Participate in joint activities and introduce children. to the natural world "Childhood, the period we know as a period of unconditional joy, games, fairy tales - are the sources of the ideal of life. cry, it depends on what our student will be like, " VS Sukhomlinsky wrote. Only we, educators, can educate the country's patriots by instilling love for our motherland. It is multifaceted, it cannot be described in a few words. It is love for one's homeland, pride in one's people, inseparability from the outside world, aspiration to preserve and increase the wealth of the Motherland. Nowadays, when many immoral acts occur, children become aggressive and self - absorbed, and parents pay less attention to the development of children 's feelings and emotions. This problem is one of the most serious and urgent problems in modern conditions.

The goal is to identify children's perceptions of plant and animal protection, as well as their perceptions of the need for human help and care. Strengthen their understanding of plants and animals, explain the need to take care of animals and plants. Materials needed for the interview. Pictures about nature, about the reserve. The course of the conversation. You can start the conversation with the following questions: Why do we love the alley? What about the forest, the field? What about the river ? What does your plant need to grow? How should children behave in the woods? How did we take care of the birds? Then you can tell about wildlife, birds and animal husbandry in other parts of the country, see pictures with children. The corner of nature plays an important role in cultivating love for nature, care

for it, care for plants and animals, and thus interest in nature, patriotism, diligence, respect for the work of adults who preserve nature and increase its resources. Another important aspect of the nature corner is that children see it every day. Under the guidance of an educator, children systematically observe and care for plants and animals in the corner of nature. As a result, they acquire the imagination and understanding of the diversity of flora and fauna, their growth, development, and what conditions are needed for them. The educator develops comparative skills in children. By comparing animals and plants, they learn about the similarities and differences between them, their characteristics and features. The educator draws the children's attention to the beautiful flowering of the plant, the shape and color of the leaves, the beautiful appearance and agile movement of the fish in the aquarium. As a result, children see these beauties with their eyes and feel them with their hearts, and their aesthetic taste grows. As a result of children's observation and care of plants and animals in the corner of nature under the guidance of an educator, a caring attitude to nature is formed. Contributing to the further prosperity of nature in them, in addition, arouses the desire to participate in this process with all their hard work.

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