

# FORMS AND METHODS OF ENVIRONMENTAL EDUCATION OF PRESCHOOL CHILDREN

*Nematova Shirinoy Nizomiddinovna*

*Bukhara State Pedagogical Institute*

*Teacher of the Department of Preschool Education*

**Annotation.** *Discusses the forms and methods of environmental education for preschool children, the importance of forming children's ecological culture, ways to introduce preschool children to nature, the main directions and areas of education for children's environmental education. Opinions and opinions are presented about the importance of introducing children to the environment, teaching them to protect nature, and the importance of caring for the environment.*

**Keywords.** *Ecological education, ecological culture, nature, First step, play, work, excursion, environment.*

Today, one of the events that endangers humanity is the ecological situation. Society's interconnectedness with the environment is causing great concern among the general public. Article 50 of the Constitution of the Republic of Uzbekistan states that "Citizens are obliged to treat the natural environment with care", and Article 55 states that "Subsoil resources, water, flora and fauna and other natural resources are national resources, their rational use is necessary and they are under the protection of the state." As a result of human overuse of natural resources, the face of our planet is changing. Green forests are thinning, plant and animal species are decreasing, mineral resources are running out. As a result of the pollution of water bodies and atmospheric air, as a result of increasing emissions, the problems of providing food, energy and fresh water to the population are becoming more and more complicated. As a result, it destroys the natural state that has been stagnant for millions of years.

Today, the nature of the relationship between man and nature is related to the preservation of life on earth. The urgency of these problems is based on the use of natural resources without taking into account ecological and biological laws, the

rapid growth of industrial production, and finally, the fact that there is a clear environmental danger caused by human activity in nature. Scientists have come to the conclusion that nature and society should be transitioned to a new type of society in today's conditions by analyzing the uniqueness of the influence of nature and society on each other. Ecological education of preschool children is important, because at this age they receive 70% of information, the foundations of personal ecological culture, which is considered a part of spiritual culture, are formed.

Ecological education is a new form and component of general education, and it is planned to be implemented in the teaching of all subjects at school. The main goal of ecological education is to form a conscious attitude to the environment and its problems in the young generation. In the process of ecological education, young people are taught to conserve and protect the resources of our living nature . In ecological education, students are taught their school; It is very important to attract people to participate as much as they can in activities such as beautification of urban and rural streets, planting fruit and ornamental tree seedlings, keeping avenues and water bodies tidy, taking care of pets.

The concepts of environmental education are first formed in kindergarten children. In grades 1-5 , environmental education is given to teachers mainly in science classes. In this, scientific concepts from ecology are generalized in all subjects taught in schools, especially in the teaching of subjects such as natural science, physics, ecology , mathematics, geography, history. At the same time, they study problems in optional activities, in extracurricular club meetings, during field trips, and in their daily activities.

Formation of ecological culture. This should first of all start with the family. There are the following ways to introduce preschool children to nature:

1. Conducting training
2. Excursion
3. Work
4. Games

## 5. Daily life tasks

Excursions are one of the main methods of education in preschool educational organizations in introducing children to nature. During the excursion, children will get a clear idea of nature by seeing, feeling, and hearing. In the course of the excursion, preschool children develop realistic ideas about nature and its laws. Concepts learned in this process form the basis of scientific knowledge acquired by children, and facilitate learning of natural sciences studied at school. If the knowledge about nature is not taught to children in time, it will lead to their misuse of nature.

In addition, the "Science and Nature" center, which is one of the 5 developmental centers organized on the basis of the "First Step" State curriculum, is designed to increase children's knowledge of nature.

Experiments conducted at the Science and Nature Center's experimental testing ground arouse children's interest and encourage them to make new inventions. This center is also the center of the greatest opportunity for children to learn about nature and its phenomena. If the activity of the center is properly organized, children will learn 90% of the knowledge about nature. The center arouses interest not only in children, but also in pedagogues. The information about where the things used in our life come from, what is obtained from them, the children sprinkled the seeds in pots with their own hands, put water in them and the seeds germinated. conducted and in some of these basic knowledge is formed. For this, the educator uses observation, viewing pictures, reading stories, fairy tales, and multimedia tools. In other activities, children's knowledge is defined, expanded and strengthened. The lessons mainly use didactic games, summarizing words, and children's work in nature. In all groups, excursions are used to make training more effective and to create an interesting environment. Didactic game is considered the main form of education, making education easy, fast and a form of acquiring knowledge not intended by children in advance. For example, the game "Is the name of this animal included in the Red Book? Find this

animal." The teacher makes the children stand in a circle, calls out the name of hay won and throws the ball to a child. The child picks up the ball and says whether it is included in the "Red Book" or not. When developing the content of the game about nature protection, the relationship between people, their humaneness and care for the natural environment should be in the central place. Therefore, when using such games, it is necessary to take into account the age of the children and develop games in accordance with their age. Its use gives good results. In our national education, along with not wasting water, land, air, and soil are also considered sacred. One of the most effective ways to teach children about environmental education is to give each child the task of taking care of 1 flower pot. In this way, they are taught how to take care of this flower, and they are supervised. As a result, children first of all develop a sense of compassion and love for nature.

Environmental education of preschool children in kindergarten includes:

- education of human attitude to nature (moral education);
- formation of a system of ecological knowledge and ideas (intellectual development);
- development of aesthetic feelings (seeing and feeling the beauty of nature, admiring it, striving to preserve it);
- participation of children in activities where they can take care of plants and animals, protect and protect nature.

The main directions and areas of education of ecological education of children: *Physical development; Cognitive and speech development; Artistic and aesthetic development; Social and personal development; Physical culture; Health Art; Communication; Music; Artistic reading; Perceptual Perspectives Socialization; Labor security.*

To provide preschool children with clear knowledge about the connection between the natural world and its events. 2. Formation of children's activities

related to nature, its preservation, increase of its resources. 3. To familiarize with the ongoing work on protecting and preserving the nature of our republic.

Love for nature, caring for it, caring for plants and animals, and through this, interest in nature, patriotism, hard work, and respect for the work of adults who preserve nature and increase its wealth. Another important aspect of the nature corner is that children see it every day. Under the guidance of an educator, children systematically observe and take care of plants and animals in nature. As a result, they acquire an idea and understanding of the diversity of the world of plants and animals, their growth, development, and what conditions are necessary for them. Educator forms comparison skills in children. By comparing animals and plants with each other, they will learn the commonalities and differences between them, their characteristic signs and characteristics. The educator draws 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, their aesthetic taste grows. As a result of children observing and taking care of plants and animals in the corner of nature under the guidance of an educator, careful attitudes towards nature are formed. It awakens in them the desire to contribute to the further development of nature, and to participate in this process with their best efforts. Environmental education is mainly given in labor trainings to familiarize with nature by forming an image of nature.

### **References**

1. "Ilk qadam" state educational program. T. 2022
2. Boymurodova, G. T. (2017). Particular Characteristics of Scientific Research Methods to Continuous Rising Qualification. *Eastern European Scientific Journal*, (5), 29-34.
3. Boymurodova, G. T. (2021). O 'QITUVCHINING KASBIY KOMPETENSIYASINI RIVOJANTIRISH MASALALARI: DOI: 10.53885/edinres. 2021.54. 99.132 Nizomiy nomidag iTDPU Uzluksiz ta'lim

pedagogikasi va menejmenti kafedrası dotsenti, pfn (DSc) GT Boymurodova.  
In *Научно-практическая конференция*.

4. Nizomiddinova, N. M. S. (2023). KORREKSION PEDAGOGIKADA BOLALARNING MULOQOT KO 'NIKALARINI SHAKLLANTIRISH. *Journal of new century innovations*, 26(3), 163-166.

5. Nizomiddinova, N. M. S. (2022, April). MAKTABGACHA YOSHDAGI BOLALARNI NUTQINI KORREKSIYALASHDA PEDAGOGIK TEXNOLOGIYALAR. In *E Conference Zone* (pp. 95-97).