

## CAUSES OF CHILD CRUELTY TO NATURAL OBJECTS (ANIMALS AND PLANTS).

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**Abstract:** It is well known that preschool institutions are the basis of lifelong education. In recent years, special attention has been paid to the training of qualified pedagogues and teachers. The curricula of preschool institutions have been redesigned. Modern teaching aids, technical means, toys are being developed. Particular attention is paid to the mental, spiritual, physical, personal and cultural development of preschool children. Pedagogical conditions have been created for the spiritual and moral education of preschool children on the basis of national and universal values. Scientific research has been carried out since independence.

**Key words:** preschooler, environmental education, nature.

Аннотация: Общеизвестно, что дошкольные учреждения являются основой непрерывного образования. В последние годы особое внимание уделяется подготовке квалифицированных педагогов и учителей. Учебные планы дошкольных учреждений были переработаны. Разрабатываются современные учебные пособия, технические средства, игрушки. Особое внимание уделяется умственному, духовному, физическому, личностному и культурному развитию детей дошкольного возраста. Созданы педагогические условия для духовно-нравственного воспитания дошкольников на основе национальных и общечеловеческих ценностей. Научные исследования проводились с момента обретения независимости.

Ключевые слова: дошкольник, экологическое воспитание, природа.

Philosophers, poets and artists of all times have respected the eternal and ubiquitous theme: the interaction of man and nature. But the danger and possibility of an ecological crisis, the problem of greening the material and spiritual activity of man was not as acute as it is today, when it has become a vital necessity, one of the conditions for its preservation. The common home for all is the earth.

Today, there is only one step from the ecological ignorance of a person to a crime against humanity, and this ecological ignorance is formed in the family, kindergarten, school, institute. That is why modern scientists study the problem of ecology in detail, studying its various aspects, including pedagogical ones.

The main task of pedagogy is to educate children in an ecological culture, the basis of which is reliable knowledge and practical skills aimed at protecting nature. A careful and conscious attitude to nature should be specially brought up in children from an early age. Preschool age is the first stage in the formation of a person, the orientation of his values to the world around him. During this period, a positive attitude is established towards nature, the “man-made world”, towards oneself and the people around. The nature of a preschooler includes a variety of natural objects, so his acquaintance with plants and animals is inevitable - a natural process of learning about the world around him and acquiring social experience. This process should be led by a focused and evidence-based adult.

S. N. Nikolaeva believes that the main content of environmental education is the formation of a consciously correct attitude to natural phenomena and objects that surround the child and get to know him at preschool age.

The conscious attitude of children to nature is based on a sensitive perception of nature, an emotional attitude towards it and the characteristics of life, the growth and development of some living beings, some biocenoses, etc.

The process of forming a conscious attitude to nature is accompanied by certain forms of children's behavior, which can become a criterion for assessing the level of environmental education.

Determining the initial level of environmental education of preschoolers requires solving a number of problems.

**Functions:**

1. Develop criteria and levels of environmental education for children of senior preschool age;
2. Development of the main stages of diagnosing the environmental education of schoolchildren;
3. Diagnose the attitude towards natural objects in real life;
4. Determine knowledge of the norms and rules of behavior in nature.

The diagnostic criteria and levels developed by us make it possible to more objectively and accurately record changes in the environmental education of each adult preschooler.

To solve the above problems, plans for individual conversations, problem situations, analysis of children's activities, didactic games, observation of the pedagogical process, questioning, and study of educational work with children were used.

The diagnostics developed by us includes:

2 main steps:

Step 1 - to identify environmental education through the attitude of older preschoolers to natural objects in real life situations;

Step 2 - Reveal environmental education and knowledge of the norms and rules of behavior in nature by discussing situations and introducing a game approach into the educational process of older preschoolers.

Based on this diagnosis, the following indicators were obtained:

Diagnostics of the attitude of children to living objects in nature:

The reverse side of the attitude to living organisms is that it prevails in 40% of children in the experimental group and 40% in the control group. These are children who have a low level of development of ideas about living organisms; cognitive attitude to nature was found in 40% of the experimental group and 32% of the control group. At the same time, in many children this attitude is combined with emotional and activity aspects; emotional and aesthetic attitudes prevail in 20% of the experimental group and 20% of the control group; the orientation of humanity and activity is expressed in relation to nature in 8% of children in the control group.

Environmental education is currently considered by many scholars. Much has been said and written about child abuse. It is often feared that child abuse will develop into adulthood and become such a bad trait that it poses a serious danger to others. Many experts are trying to trace the origins of juvenile delinquency and even political extremism.

Thanks to my little experience, I came to a deeper understanding that the relationship of man to nature is not unrequited. For example, the Aral Sea for many years of aggressive treatment of nature called on humanity to be vigilant.

But I mean one thing: nature corrects human error - so you need to educate the younger generation in an environmentally friendly way. The Law of the Great Balance requires...

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