

THE SIGNIFICANCE OF INTRODUCTION TO NATURE IN THE DEVELOPMENT OF COGNITIVE PROCESSES IN PRE-SCHOOL CHILDREN 6-7 YEARS OLD

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Annotation: This article talks about the role of introducing preschool children to nature in the development of cognitive processes and the didactic possibilities of the model of introducing children to nature.

Key words: preschool, adult, youth, child, technology, form.

ЗНАЧЕНИЕ ПРИОБЩЕНИЯ К ПРИРОДЕ В РАЗВИТИИ ПОЗНАВАТЕЛЬНЫХ ПРОЦЕССОВ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА 6-7 ЛЕТ

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Annotatsiya: Ushbu maqola maktabgacha yoshdagi bolalarni tabiat bilan tanishtirishning bilish jarayonlarni rivojlantirishdagi oʻrni va bolalarni tabiat bilan tanishtirish modelining didaktik imkoniyatlari haqida soʻz yuritiladi.

Kalit soʻzlar: maktabgacha, katta, yosh, bola, texnologiya, shakl.

Аннотация: В данной статье говорится о роли приобщения детей дошкольного возраста к природе в развитии познавательных процессов и дидактических возможностях модели приобщения детей к природе.

Ключевые слова: дошкольный, взрослый, юношеский, ребенок, технология, форма.

As the development of the preschool education system in our country is becoming more and more different, great attention is being paid to improving the educational process and increasing the efficiency of this process. In the "First Step" state educational program, the main issue of education and training of children has been fully developed. In accordance with the requirements of the program, it is important to introduce children to nature in pre-school educational organizations in order to raise children as spiritually mature, moral and pure people. Its purpose is to prepare children of preschool age for school, to be careful with nature in the process of introducing them to nature, to be kind to the Motherland, to implement ecological education and upbringing, and to educate young people who have perfect knowledge about nature. Introduction to nature occupies an important place in the didactics of preschool education, because all types of education are carried out through introduction to nature. Children are introduced to nature, taking into account their age characteristics and physiological structure. At the same time, their interests, abilities, needs, character traits, and talents are taken into account in different age groups.

- The structure of the child's organs

- higher nervous system, internal organs, body structure, age-related changes are important in getting acquainted with nature. One of the main tasks of education is to enrich children's understanding and imagination about inanimate natural phenomena, plants and animals, and human labor, as well as to create simple skills in growing plants and caring for animals.

According to M. Umarova, who conducted research on the formation of a responsible attitude to the environment in preschool children of 6-7 years of age, it is important to start educating this feeling from an early age of childhood. Every child grows a desire to look at the local country where he lives and the nature of Uzbekistan with love, to put his heart into it. This feeling born in childhood develops and enriches during school years. That is why P. Yusupova is his «Формирование начала материалистического миропонимания у старших дошкольников в процессе знакомства их с растениями в условиях Узбекистана» in the research work called, the Methodist scientist A.V. Zaporozhes quotes the following opinion: "... the didactics of preschool age should be developed in such a way that children are not only familiar with the external aspects of the objects around them, but also with the simplest connections between them, let them get acquainted with the closest causes of observed phenomena, some features of their changes and development, such material is not only suitable for the level, but also interesting for a preschooler." A child learns the laws of nature through awareness. Based on the above considerations, it can be said that introducing children of preschool age to nature is an educational tool to educate them in the right attitude to nature and to understand real knowledge about the environment based on emotional experience. According to my observation, children's activities in the environment are mostly spontaneous and unexpected, and it is correct to consider this as the main reason for their attitude towards nature. especially with the pedagogical influence of educators of the preschool educational organization, such illegal activities are corrected. That is why it is very important for children to acquire reliable information about nature from preschool age. In order for children to correctly perceive natural phenomena, it is necessary to direct the process of their perception of nature. It is impossible to successfully solve the task of educating children of preschool age in all aspects - mental, aesthetic, moral, physical, without introducing children to nature and using it widely in the educational work of preschool educational organizations. Educational tasks of introducing children to nature. According to the concept of development of the preschool education system of the Republic of Uzbekistan until 2030, interrelated educational and educational tasks are carried out in the process of introducing children to nature. The main task of mental education is to provide children with information about inanimate nature, plants, animals, to enable them to adequately perceive natural events. Sensory culture is an integral part of mental education. It is related to improving the analysis, strengthening the emotional experience that is the basis for further generalizations in children, natural science. aimed at forming initial concepts. Children's acquisition of knowledge about nature should

be strongly connected with their cognitive abilities - sensory apparatus, logical thinking, attention, speech, observation, interest in learning, etc. In order to develop thinking and form a scientific outlook, it is necessary to introduce children to natural objects and phenomena, to teach them to understand the observed objects and phenomena, and to make them understand the connections and relationships between them. Causal connections and relationships between natural phenomena in the process of understanding develop thinking. The child perceives certain properties of the surrounding environment and nature: the hot and cold of the air with his skin, the taste of liquids with his tongue, the smell in the air with his nose, the color of various objects in nature with his eyes, and the sounds with his ears. sense with 'i, that is, these properties affect the child's five different senses, and go to the brain through the nerve cells located in these organs, and as a result, some of the nature in the brain knowledge about their properties appears, their appearances, images, images, scenes are created. It is also important to cultivate curiosity in children. Education through nature is a part of general education, and it sets itself the task of educating children with a good knowledge of their young characteristics, cognitive processes, and abilities. Preschool education has many aspects, it is a very broad social phenomenon that deals with the study of the laws of pedagogy. The goal of providing aesthetic education to young people is to develop the aesthetic taste and ideal of a person, to develop the ability to perceive the surrounding things correctly. Aesthetic education instills in the child such feelings as the ability to warm oneself with taste, behave, work, behave properly in public. In particular, mother teaches to love and enjoy nature, that is, to feel beauty. The smell, shape and colors of flowers and fruits, the singing of birds, the gurgling of water in streams, the rustle of snow in winter - all this allows children to imagine things and phenomena in nature and serves as a rich material for educating and growing their aesthetic sense. . The growth of such an aesthetic feeling in children of the age of preschool educational organization, in turn, creates the necessary conditions for love, understanding and learning of art, life, and nature.

There are many and various ways to teach moral education to children through nature. We mentioned only some of them above. It would be an excellent light upon light if every educator would implement it based on their own circumstances and national traditions. Children's participation in growing plants and taking care of animals instills in them a sense of responsibility and hard work in every work. Physical education. The importance of being physically healthy in the spiritual formation of a person and in living a meaningful life is incomparably great. It is not for nothing that our people said that "healthy body is wealth of the region" and "may your four children be healthy". These sayings have different meanings. The body of children of preschool age develops very quickly. It is known from children's anatomy and physiology that up to 6-7 years old, children grow up to 5 cm every year, and their body weight increases by 2-2.5 kg. And then it slows down a bit. It can be seen from this that it is necessary to ensure a child's healthy physical growth from a young age. What should be paid attention

to in order to raise physically healthy children of preschool age? In this case, legitimate questions may arise as to what educational tools should be used. In order to properly educate children physically, the following conditions must be strictly observed:

- education by forming hygienic skills (building, yard, equipment, clothing, footwear hygiene);

- to be under the constant control of medical personnel (health, anthropological data, physiological condition);

- planning the daily routine of children in preschool educational organizations (eating, sleeping, playing, training, walks, exercising). To provide physical education to children of preschool age by means of nature, taking walks in the open air, going on trips to the foothills, river banks, being in a park in the city, working with them in the yard of a preschool educational organization, organizing action games activities, getting to know the world of plants and animals, visiting zoos play an important role in the physical education of a child. Taking care of the flowers in the yard of the preschool educational organization, softening the soil, watering, cleaning the flower garden from weeds, applying mineral or cultural fertilizers to the flowers, help children to be hardworking and physically healthy. gives The existence of a playground and a yard of a preschool educational organization is of great importance in the physical education of the young generation.

Summary. A component of the personal environmental culture of preschool children aged 6-7 is knowledge of nature and its orientation from the point of view of ecology, organization of use in daily life, various activities: (home environment, work process and various games) does. In the pedagogical process of preschool educational organizations, environmental education of a person can be carried out by revealing the following types of activities.

1. Formation of elements of environmental consciousness in children. A child is defined by understanding and imagining the elements of ecological consciousness, character and content of knowledge about nature. They should have knowledge that has an ecological content that shows the interdependence of natural phenomena.

2. Formation of various nature-related knowledge and skills in children, activities related to nature should have the character of nature conservation. During specific activities related to nature (looking at plants and animals in the field yard and nature corners, active participation in work related to nature protection), children, taking into account the needs of living organisms, for plants and animals they learn to organize an environment close to natural conditions. In this case, it is important to foresee the consequences of negative actions, to know how to behave in nature, and to preserve the integrity of selected species and living organisms.

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