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EFFECTIVE METHODS, FORMS, AND TECHNIQUES FOR SHAPING THE ATTITUDE TOWARDS THE ENVIRONMENT IN PRESCHOOL PREPARATORY AGE CHILDREN

Sirojiddinova Nilufar Qodirali kizi
nilufarsirojidinova2@gmail.com
Egamberdiyeva Muqaddas Gupronqul kizi
Lecturers at Bukhara Innovations University

Annotation: Children in preschool educational institutions can observe existence, related events, and situations aimed at loving nature. In the context of innovative education, the necessity of preserving all underground and surface natural resources, the importance of nature in child upbringing, and the need to explain its rational use are emphasized. Particular attention is given to special methods and techniques. For older children, information is provided on the importance of fostering moral qualities through forming concepts about nature in innovative educational conditions, as well as forms of work and methods of introducing nature.

Keywords: observation, conversation, preschool education organization, innovative environment, nature, love for nature, human, role, protection, thought, history, introduction, method, science, technique.

Аннотация (Russian): Дети дошкольных образовательных учреждений могут наблюдать существование и связанные с ним события и ситуации, направленные на любовь к природе. В условиях инновационного образования затрагивается необходимость сохранения всех подземных и наземных ресурсов природы, значение природы в воспитании детей и необходимость объяснения ее рационального использования, а также используются инновационные методы. У детей старшего возраста путем формирования у них представлений о природе в образовательных условиях дается информация о важности воспитания у них нравственных качеств, форм работы и способов ознакомления с природой.

Ключевые слова: наблюдение, беседа, организация дошкольного образования, инновационная среда, природа, любовь к природе, человек, роль, защита, мысль, история, внедрение, метод, наука, метод.

Introduction

In the Concept for the Development of the Preschool Education System in the Republic of Uzbekistan until 2030, priority tasks include "creating conditions for the comprehensive intellectual, moral, aesthetic, and physical development of preschool-aged children, introducing innovations, advanced pedagogical, and information-communication technologies into the preschool education system." To implement these tasks, programs have been developed for fostering thinking and independent reasoning in preschool children in accordance with state requirements.

The Resolution of the President of the Republic of Uzbekistan dated May 8, 2019, No. PQ-4312, "On Approval of the Concept for the Development of the Preschool Education System in the Republic of Uzbekistan until 2030," and the Cabinet of Ministers' Resolution dated May 13, 2019, outline measures to further improve the activities of preschool educational institutions and enhance the quality of education and upbringing. The main goal of the law is to reform the education sector, completely free it from outdated ideological views, and create a national

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system for training highly qualified personnel that meets the high moral standards of developed countries.

In implementing this law, preschool educational institutions, as the first link in the education system, play a significant role in introducing preschool-aged children to nature, protecting nature, and providing ecological education and upbringing. This field holds an incomparable place in raising the younger generation as mature specialists, intellectually and spiritually developed individuals who love and cherish their homeland. Nature, its events and phenomena, and natural laws play an important role in the comprehensive formation of the child's personality. As children become acquainted with these, their intellectual, moral, physical, and scientific worldviews are shaped and consolidated, and they are raised in the spirit of preserving, protecting, and safeguarding nature.

Literature Review on the Topic. In studying this topic, we familiarize ourselves with the scientific works of Western educators such as J.A. Comenius, J.J. Rousseau, and I.G. Pestalozzi on the role of nature in child upbringing. Among Russian educators, we refer to K.D. Ushinsky's work "Man as the Subject of Education." Ushinsky stated: "Even if you consider me a pedagogue in every way, from my life experience, I have come to the conclusion that beautiful nature has such a great educational impact on the young soul that even pedagogy's influence cannot compete with it."

In her research "Formation of the Foundations of Materialistic Worldview in Older Preschoolers Through Familiarization with Plants in Uzbekistan Conditions," P. Yusupova appropriately cites methodologist A.V. Zaporozhets: "... preschool didactics should be organized so that children become acquainted not only with the external aspects of surrounding objects but also with the simplest connections between them, the closest causes of observed phenomena, and certain features of their changes and development. Such material should not only match the level but also be interesting for preschool-aged children." Through understanding these connections, the child learns the laws of nature.

The ideas of forming moral and ecological-moral upbringing in preschool-aged children, including the use of samples of oral folk art (legends, fairy tales, riddles, narratives, epics, parables, proverbs, and wise sayings), have been explored in research by D.A. Abduraimova, O.R. Jamoliddinova, M.A. Alimova, P. Yusupova, M.R. Khalilova, G.O. Komilova, and M. Umarova.

The ecological aspects of moral education have been studied by Russian academician I.D. Zverev, Ph.D. Prof. E.O. Turdiqulov, A. Zakhlebny, and I.T. Suravegina.

Observation is the direct perception of natural objects and phenomena in their natural environment through the senses without influencing them. Observation is a complex cognitive activity that includes perception, thinking, and speech, requiring constant attention.

Today, the interaction between humans and nature has become one of the most pressing and exciting problems, making the formation of ecological culture in the younger generation a key societal task.

Preschool age is a crucial period for shaping ecological culture in individuals. At this age, children easily absorb new knowledge and skills, with high interest and curiosity toward the surrounding world. Preschool educators have great opportunities to organize ecological education for children.

They can introduce children to various forms of life in nature, explain natural laws and ecological principles, and demonstrate how to help preserve the environment. Developing ecological culture in preschool age can be achieved through various forms of activity: observing nature, conducting experiments, creating miniature models of natural phenomena,

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games, and more. The main point is that children understand nature as an irreplaceable source of life and health for all people on our planet and realize that they themselves can contribute to its preservation and protection.

To achieve the best results in working with children, educators should use various methods and techniques of education and upbringing:

✓ **Game-based approach.** Play is the natural way for children to learn. The game method is used to arouse interest in studying nature, develop observation and experimental skills.

✓ **Research approach.** This approach is based on the idea that children learn by exploring the environment. The educator provides opportunities for children to independently discover new knowledge about nature and identify patterns in its processes.

✓ **Project-based approach.** The educator organizes projects that allow children to independently plan, conduct, and analyze their research. This develops teamwork, collaboration, and communication skills.

✓ **Individual approach.** The educator considers each child's individual characteristics, interests, and needs. This helps the child better understand themselves and the world, encouraging active participation in the learning process.

✓ **Excursions and nature walks.** Visiting parks, forests, and other natural sites allows children to directly experience and explore the surrounding world.

✓ **Multimedia technologies.** Modern technologies such as computer programs, videos, and interactive displays enable educators to demonstrate complex natural processes and phenomena to children, making the learning process more interactive and engaging.

✓ In addition, developing children's skills in observing, experimenting, and problem-solving in the natural environment helps foster their creativity and imagination. Children learn to form hypotheses, test them in practice, and find non-standard solutions to problems. These skills are useful not only in studying nature but also in other subjects, future life, and professional activities. It is also important to cultivate respect for nature and its resources, as well as responsibility for preserving nature and its biodiversity. This helps children grow into active citizens and ecologists in the future.

Constant observation in introducing children to nature plays a significant role in improving their logical thinking and speech.

If children are introduced to objects and natural phenomena in a certain order, their attention and observation abilities, interest in nature, and desire to learn its phenomena increase.

Observations can be classified according to various principles:

❖ **By the nature of the observed objects:**

1. Observing plants;
2. Observing animals;
3. Observing inanimate objects.

❖ **By location:**

1. In the group room;
2. In designated areas;
3. In forests, fields, etc.

❖ **By the number of children:**

1. Individual (1-4 children);
2. Group (5-10 children);
3. Collective (whole group).

❖ **By implementation method:**

1. Spontaneous;

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2. Planned;
3. In response to a child's question.

❖ **By involvement in the pedagogical process:**

1. Episodic (conducted individually);
2. Systematic.

❖ **By duration:**

1. Short-term (5 to 15 minutes);
2. Long-term (more than 15 minutes).

❖ **By the number of observations of the same object:**

1. Single;
2. Multiple or cyclic.

❖ **By position in the cycle:**

1. Initial;
2. Repeated;
3. Final.

When observing animals, the educator should maintain consistency and attract children's attention with questions like "What is it doing?" "How does it move?" "What does it eat?" "How does it feed?" "What covers its body?" "What kind of legs does it have – long or short?" "What shape and color are its eyes?" Through such questions, attention is focused on animal behavior.

The educator uses various task-giving methods and helps improve children's speech through observation with questions and tasks like "Tell me, how did you know this?" "What does this change?"

Analysis and Results. In the preparatory group for school (seventh year of life), the main trend in children's cognitive activity is the desire to generalize. This is associated with an increased ability to see essential features in objects and natural phenomena. Observation becomes more independent.

In older and preparatory groups, the educator pays special attention to deepening children's interest in mammals, helping them establish connections between phenomena based on repeated observations, understand causes, and make correct generalizations. Therefore, the educator selects more indirect questions that require children to think, such as: "Why does a rabbit jump instead of running or crawling?" "What helps it jump?" "What other animals have such leg structure?" "What does a rabbit like to eat?" etc.

When working with preschool-aged children, attention should be paid to the following:

1. Strengthening and expanding existing ideas about domestic animals, leading to the formation of concepts such as "domestic animals," "wild animals," "predators," and "herbivores."
2. Consistent description of animals' external features and life forms (lizards, turtles, etc.).
3. Distinguishing butterflies and beetles. Knowing the life cycles of butterflies and beetles. Imagining what insects eat. Knowing that ants and bees live in large families. Knowing some forms of insect protection (coloring, chemical defense).

As before, observations can be conducted not only in lessons but also during excursions, walks, and in nature corners. Practice in teaching children about nature shows the appropriateness of starting observations with inanimate nature, as changes in the life of plants and animals depend on it.

For example, when observing aquarium fish, the educator gives the following task: "Look and tell me, how do these guppies differ from the fish we had before?" By giving children the

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opportunity to independently observe the new fish, the educator asks additional questions only when difficulties arise.

The educator strives to make children's research actions conscious. For this purpose, research activities are used to verify impressions obtained during observation. Using questions, the educator encourages children to understand the method of acquiring knowledge: "How did you find out about this? Let's check." Labor activities are widely used to form skills and abilities in caring for plants and animals.

It is good if the educator asks riddles, reads poems, and tells interesting stories, as all these expand preschool-aged children's knowledge. Among pedagogical methods and techniques, inquiry-based questions hold a special place. They help children understand relationships between observed natural phenomena. Observation concludes with generalization.

A complex type of observation – long-term observations – is used to accumulate knowledge about the growth and development of plants and animals, seasonal changes in nature. In this case, children must compare the observed state of the object with the previous one. Observations are also organized to determine the state of objects by certain signs (for example, watering a flower based on leaf wilting, changing water in the aquarium based on its condition, or based on footprints on the ground – a bird's sign; determining fruit ripeness by color).

This type of activity helps develop skills in analyzing natural phenomena, comparing data, and drawing simple conclusions. Due to the complexity of comparison and long-term transmission content, it is applied in preschool education, middle, older, and preparatory groups. During these observations, children improve analysis, comparison, and conclusion processes. Excursions, walks, and activities in nature corners are organized according to the content of observations and the goals set by the educator.

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