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WAYS OF INTRODUCING PRE-SCHOOL CHILDREN WITH ENVIRONMENTS

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Abstract: The article represents the content, objectives, and recommendations of the tutor for organizing the educational process for preschool children. We will talk about the stages and directions of introducing children to the world.

Keywords: environment, sensory, pedocenter, leitmotif, triad, modern technologies, psychological understanding, didactic play, lotto, domino, public-personal.

Different developmental requirements for preschoolers, the inability of children to develop primary education programs require research in the didactics of pre-school education. One of the important issues is the improvement of the organization of the process of familiarization with the world in preparing children for school education. This issue is also highlighted in the Concept of Development of Preschool Education of the Republic of Uzbekistan until 2030, adopted by President Sh., and their social, personal, emotional, speech, physical and creative development. At the same time, special attention should be paid to the formation of a sense of love for the country, the respect for the family, the national, historical and cultural values of its people, and the careful attitude to the environment. The development of social and emotional skills as a basis for the child's future self-realization”¹.

The teacher of preschool organization guides children to get acquainted with the world (objects and objects, live and inanimate nature, natural phenomena, social events: customs, national holidays and traditions). The educator helps each child to adjust his or her own experience, provides new knowledge, nurtures curiosity and observation skills, and develops an interest in learning about the surrounding world.

The following games should be used in the environmental education:

1. Particle Games
2. Board games
3. Word games

Practical discussions, discussions, and training are helpful in organizing the process of introducing children to the world. All of this ensures the development of children's mental processes, social and personal qualities - leadership and leadership, the concept of "I", and communication skills. Training and learning activities with children do not overlap with the laws of natural development, so it is important to create a pre-abstract understanding of their intellectual development.

The process of introducing people to the world is formed based on inclusive and creative activities (in children's free or independent work with the tutor) in the form of gaming technologies, activities in development centers, creative activities (artistic and building games), fiction, and valeological education.

Based on this, we present specific pedagogical aspects of the process of introducing preschool children to the world:

a) Development of children's cognitive activity on the basis of **leitmotif** learning, with methodological work related to specific periods of each age (junior, middle and senior, pre-school age).

b) Formation of elementary models of the world at all stages of preschool "complex, cognitive integrity, and the continuous and consistent use of knowledge throughout one's life to imagine the whole world, other people, himself and his work."

c) The role that adults play in children's understanding of the world.

d) Making it difficult for children to become familiar with the world by their age, to enable them to independently conduct small-scale research in their first sight and acquaintance with the world.

The desire to communicate and interact with children in the world is an indication of an increased interest in new sources of information, and a confirmation of the need to interact with the world. Children of 5-7 years old need to use a variety of methods to shape their perceptions of the world: personal experience, explaining and explaining information through different sources (books, television, computers) and devices (telescopes, solar clocks). Creating the conditions for each child to demonstrate their competence (deepening knowledge, experimenting, identifying ways to strengthen their knowledge, desire to broaden their interest in knowledge, curiosity, activity, initiative). and during the walks. The educational process is carried out in a variety of ways and forms (interview, storytelling, observation, excursion, travel-training, game quizzes, meetings, museum tours), taking into account the age characteristics of children.

In the process of introducing preschool children to the world, the excursions are shaped and the excursion is held 1-2 times a month. The place is chosen according to the wishes of the children, and the observation plan is held daily, "to talk about what they know about the subject", to summarize the seasonal observations - to explain why the child likes the fall, to strengthen their knowledge by doing exercises " What sets September apart from the previous month is that it reflects on the fall season." Repetition of theoretical knowledge while traveling, for example, "Watching the sun". Preliminary tracking of objects and identifying their changes during walks. (For example, mastering terms used in school education: planet, stars, satellites). At the end of the trip, there will be games such as "Day and Night", "Wonderful Stones", "Which is Excessive", "Who Needs," Kingdom of Animals "," Wild and Pets ". In addition, children are given different types of assignments (folk games, puzzles, poetry, play exercises). It is desirable to create a developing environment for developing children's cognitive activity (watch, television, room plants and globe, tracking the world map). Providing 2-3 interesting facts in each lesson will give children practical skills. Focusing on children's creativity (creating artifacts, making thematic albums), and enhancing the knowledge gained in practice to implement a "hands-on" approach to education, such as preparing our "Street" layout, interviews

with plants and animals on "We know them", building nests for birds. For this purpose, adults and children work together to develop independence.

Children 4-5 years of age learn about fruits (vegetables, fruits, clothing, household goods, vehicles) as a result of the visual inspection. Such games as "What's in the Magic Bag?", "What's in Your Hands", "Whose House"? For such games, the educator prepares a bag and prefers fruit or vegetables (apples, lemons, pears, bananas, carrots, potatoes, onions, turnips). The children alternately touch the bag and hold it, name it and show it to their comrades. After these games, children will have an idea of fruits, vegetables, plants (room plants, field plants and forest plants).

Through didactic play with children from 5 to 6 years, they also form an idea of the world around them. As a result of the game, you can compare fruits and vegetables and explore parts (leaves, branches, color, for example: "What's leaves" will find the leaves and flowers of the flowers.) Children 6-7 years old will talk about plants, animals. In word games, "What is it?", "What is it", children share information that is familiar to them, and their peers find it through their thinking and speech.

Working in pre-school education is one of the educational and teaching methods. Children will gain accurate knowledge by relying on what is around them, on natural phenomena. They begin to understand the interrelationship between plant development and human care. All this has a positive impact on the development of the child's thinking and the formation of the world outlook. The organization of pre-school education in the area of the educational institution, the systematic work in the corner of the environment increases the child's sense of respect for the environment. Promotes the formation of a high moral sense in children. Physical activity is beneficial to the general development of the child and results in the improvement of sensory sensors and functions of the analyzers. Labor activities are done daily in the nursery garden, both in plants and animals, or sometimes in the corner of nature. Child labor cannot be confused with their own purpose. The development of work skills also enhances and strengthens children's knowledge about the world around them. For example: color, shape and size should be carefully considered before planting (body, leaves, horns) children should tell. Children need to be educated about their attitude to work, and they need to understand the purpose of their work. Children need not only to master some form of labor activity, but also to understand why it is necessary. Therefore, the educator should explain this process when sowing the seeds, when sowing, pouring water in the aquarium and performing other labor activities. If all activities of the child are performed mechanically, the result will be ineffective, and the educational and educational value of the workplace will be lost. Any new work should be described and explained by the educator as an example, then two or three out of 4-5-year-old children with one or two older 5-6-year-old children will be rehearsed only after all other children in the group. The use of one or more permanent methods will ensure the success of education in labor skills and the care of plants and animals. One of the main methods of providing child labor education, for example, is that an educator can present his / her activity when

introducing adult work. Assigns various child labor operations and checks their performance. Tutors and children will be evaluated jointly. The site prepares land for planting crops on the ground of the preschool organization. The ground is chopped, the furrows are made. In small groups, 3-4-year-old children clean the rocks on the ground by picking and removing insects. With the help of a teacher, they plant onions and seeds, monitor the watering of furrows and flower beds, and soften the soil for planting. They are involved in harvesting. More middle and senior group children are actively working. With the help of a teacher, they plant peas, beans, red beets and other plants, pour water on the furrows, monitor the growth of the plants and harvest the vegetables. The children of the preparatory group help in the cultivation of the soil, planting seeds and seedlings, and participating in harvesting. During the experiment, we used a variety of methods and forms to introduce children to the world. Exercises or excursions are held with all children in the group. In work and supervision, children are organized into small groups or individually organized. Different methods (visual, practical, oral) are used in this process, such as teaching and collaborative activities of children, with the acquisition of knowledge, skills, and attitudes. Visual viewing, viewing of pictures, motion pictures, films. Visual methods are consistent with the possibilities for cognitive activity of children, which have led to the formation of clear ideas about the world around them.

Drawings, games, simple experiments and model layouts were prepared using practical techniques. The use of these techniques has helped to shape the imagination of educated children, to deepen and consolidate knowledge in the world, to understand the interconnectedness, differences between natural phenomena and things, and the ability to apply knowledge. Oral techniques include reading and talking about world-wide fiction by the educator. She uses oral methods to enhance her knowledge of the world around children. Helps systematize and summarize knowledge. Verbal methods help children to develop a positive emotional response to the world (residence, street, neighborhood, motherland, adult labor, holidays and traditions, national heroes). In the process of introducing children to the world, it is necessary to use a wide range of methods, taking into account their compatibility and adaptation.

When selecting methods, the educator pays attention to the age and opportunities of children and the nature of their educational and learning tasks. It is important for the child to understand the diversity of events and objects in the world and to use different techniques. For example, to learn about the Hedgehog or the rabbit, one can only learn by observing their lifestyles, by taking care of room plants, children can learn about their work, and understand the characteristics of snow and ice by playing or experimenting. They learn about wild animals through fairy tales and stories told by their educator.

In conclusion, it is important to note that educators are required to carry out the following pedagogical tasks in organizing the process of introducing children to the world:

1) To create a favorable psychological environment for children, to create a meaningful and fun environment for children, with the emphasis on developing and nurturing a child's personality.

2) Ensure the protection and promotion of children's (physical and mental) health.

3) Comprehensive growth and timely psychosocial development.

4) Teach children to have a good first impression of the world and a positive attitude towards it (“The world is outstanding and I want to know it”), how to care for it (The world and the nature are beautiful, and I protect it. The world around me is so wonderful that I keep it and contribute to its beauty).

5) Communicate with the cultural attributes of humanity (work, knowledge, art, spirituality, etc.), as well as the inclusion of national, universal and spiritual values in the minds of children.

Performing the above pedagogical tasks will help to form long-term personal traits in preschool children, such as nurturing, independence, purposefulness, ability to set and achieve goals, to keep children interested in learning, not just at school.

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