

**THE ISSUE OF INTRODUCING CHILDREN TO NATURE (IN THE EXAMPLE OF A  
PRESCHOOL EDUCATION ORGANIZATION)**

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**Annotation:** The article examines the importance of studying nature in children's education and the formation of moral qualities in children by introducing them to nature.

**Key words:** Nature study, preschool educational organizations, natural phenomena, children, environmental education.

**INTRODUCTION**

After our republic gained independence, great attention is being paid to improving the educational process and increasing the effectiveness of this process. The "National Personnel Training Program" also envisages the conscious restoration of educational and professional programs and the creation of legal, psychological and pedagogical conditions, the education of citizens who are fully matured, adapted to life in society, and feel their responsibility towards society, state and family.

They are steadily working to restore their national values in every aspect of society's life. Especially when solving problems related to human relations with nature, it is necessary to start this pedagogical process from family and preschool education organizations.

According to this, one of the most important tasks for educators in kindergartens is to teach children to see the beauty of nature, to love it, to have a correct understanding of the events that occur in nature, and to educate them in the spirit of rational use of natural resources.

**DISCUSSION AND RESULTS**

In pre-school educational organizations, the method of introducing nature to children is of great importance in bringing up children as spiritually mature, moral and pure people. Its purpose is to prepare children of preschool age for school, to treat nature with care in the process of introducing them to nature, to be kind to the Motherland, to implement environmental education and education, to raise young people who have excellent knowledge about nature.

The task of the method of introduction to nature is to familiarize students with the methods of introduction to nature, work forms, as well as the knowledge of pedagogues, psychologists and thinkers about the importance of nature in human life, and to provide theoretical knowledge. The science of the method of introduction to nature is a part of pedagogy, 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 structures.

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 introducing nature. It can be

seen that this course is directly related to the science of children's physiology. The science of biology is the basis of the methodology of introduction to nature. Because we introduce children to animate and inanimate nature, natural phenomena, different seasons of the year.

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Introduction to nature has a great impact on children's intellectual growth. In the process of introducing preschool children to nature, it is important to form in their minds clear knowledge about the world around them, based on sensory experience. If knowledge that correctly reflects reality is not given, children will develop wrong concepts about nature.

According to I.P. Pavlov's teaching that thinking is formed only by means of words connected with perception, a person's influence from objects and events in nature creates the first signal system, and the word representing them forms the second signal system.

The emotional side of cognition is related to the first signal system, which is based on visual, figurative thinking and includes successful connections in the cerebral cortex, which is directly reflected in the perception, perception and imagination of objects and events in the external world. The physiological basis of emotional knowledge is the joint activity of vision, hearing, smell, skin, movement and other analyzers - he said. I.P. Pavlov.

The concept is the result of analytical-synthetic activity of the brain. An understanding is formed as a result of repeatedly perceiving objects and events in nature, comparing them with others, reflecting their most important signs in words. 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 correctly perceive surrounding objects. Aesthetic education teaches a child to love and enjoy mother nature, that is, to feel beauty.

The smell, shape and colors of flowers and fruits, the singing of birds, the flow of waterfalls flowing from the mountain, the gurgling of water in the streams, the rustling of snow in winter - all these are the objects and concepts of nature in children - this is the result of the analytical and synthetic activity of the brain. An understanding is formed as a result of repeatedly perceiving objects and events in nature, comparing them with others, reflecting their most important signs in words.

The concept is acquired in children's activities in play and work, and allows to imagine events, and serves as a rich material in the education and development of their aesthetic sense. The growth of such aesthetic feelings in children at the age of MTT, in turn, creates the necessary conditions for loving, understanding and studying art, life, and nature. 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 correctly perceive surrounding objects. Aesthetic education teaches a child to love and enjoy mother nature, that is, to feel beauty.

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Moral education is the process of taking care of the flowers planted in the courtyards of MTT in order to give the young generation love for the Motherland, people, respect for their work, discipline, culture of behavior, friendship among peers, peace, willful feelings of human character and positive qualities of the person through nature. it is possible to carry out processes such as protecting each flower and seedling, caring for it, softening the base of flowers, watering, weeding, shaping, fertilizing or fertilizing. The teacher is very important here.

The traditional approach of children's environmental education-pedagogy, expressed in the programs of introducing children to nature, is a new trend that has emerged in recent years. The problem of ecological education of the young generation arose primarily as a result of the careful observation of the interrelationships between nature and society by modern scientists. Today, the nature of the relationship between man and nature is related to the preservation of life on earth.

The relevance 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 ecological danger caused by human activity in nature. The problem of ecological education of the young generation arose primarily as a result of the careful observation of the interrelationships between nature and society by modern scientists. Today, the nature of the relationship between man and nature is related to the preservation of life on earth.

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Requirements for educators in the process of introduction to nature.

To introduce children to nature, it is necessary for preschool teachers to have large reserves of knowledge in various scientific fields about nature, to understand the laws of their development, to be able to correctly assess the possibilities of the mental sphere (noosphere), things and phenomena that occur in nature. they are required to be able to explain the relationships between them.

It is especially important for him to observe the nature of the place where he lives: to be able to observe the changes of seasons, to be able to create a natural calendar, to learn the skills of growing plants and flowers.

Nurturing the animals and plants present in the preschool educational institution will help to educate children in an active and cautious attitude towards nature. An educator is required to be able to organize a corner of living nature, to create conditions for plants and animals close to their natural existence. In addition, he should be able to master the agrotechnical methods of watering plants and feeding animals on the playground of the preschool educational institution and in the nature corner.

The teacher's example has a decisive influence on the education of labor skills in children. In the process of forming children's knowledge about nature, it is very important that the teacher himself can see the beauty of nature and have the desire to create beauty in nature. In addition to acquiring the necessary knowledge and skills, it is also necessary to master the use of forms, methods and tools of introduction to nature.

## **CONCLUSION**

In general, in the process of introducing preschool children to nature, the educator must solve the following tasks:

- 1) provide clear knowledge about living and living nature, reveal their interrelationship;
- 2) provide information about the human body and its health;
- 3) arming preschool children with behavioral skills and skills to observe changes in nature;
- 4) introducing human labor activities aimed at rational use of nature and increasing its resources;
- 5) Cultivating love for mother nature and a passion for its preservation.

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