



## **INTRODUCING CHILDREN TO NATURE**

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<b>ABSTRACT</b>	<b>KEYWORDS</b>
This article describes the relevant and important aspects of introducing children to nature. The role of nature in children's lives, the changes that occur in nature are expressed through life evidence.	<i>nature, child, process, organism, observation, walk, seasonal changes.</i>

### **Introduction**

Children are considered a born researcher, an active data collector about the environment in which they surround themselves. They try to realize their world with the help of observation and experimentation. Natural curiosity in children becomes the activity of collecting information.

The children's world is clean, clear and beautiful, full of admiration and excitement. Such a clear-cut picture, characteristic of many of us, such an original feeling of beauty, a decrease in the level of admiration with age, the loss of this feeling, is a tragedy. That is why in some cases we want to remain children.

Science at the same time manifests itself as both a result and a process, acquiring a dual property. As a result, it is a system of concentrated knowledge about the material and natural world. And as a process — research, observations, experiments. It is very important that young children are directly involved in the research process, since the relevant knowledge is provided for in all other sections of the program and will be needed throughout life as a whole. This knowledge includes observation, comparison, description, prior knowledge and awareness, classification and measurement.

In the work of preschool education, it has many facets, which is a fairly broad social phenomenon, which is engaged in the study of the laws of pedagogical science.

Indeed, the role of nature in the formation of a child is incomparable. The importance of this upbringing lies in the fact that children directly interact with living beings, plants and animals, directly, directly affect their behavior, nutrition, walking, reproduction, flowering of plants, fruiting, obtaining various products. For example, as a result of the external influence of living organisms, such characteristic laws of changing their signs, appearance, their adaptation to the external environment, the interconnection of the organism and environment, the close connection of living and inanimate nature with each other, the proportionality of nature are built on the basis of the scientific principle. Science has already proven how correct, interconnected these laws are. That is why it is necessary for educators to educate young people, knowing and studying these laws, achievements of Science, new and new information about nature.

Since the younger generation is taught about these, changes in nature and its development, the role of people in changing nature should be explained by life examples. Introducing children of preschool age to nature, it is also necessary to separately read that knowledge of nature is simple, vital, understandable.

A preschooler gets acquainted with the world of nature directly through its observation or practical activities during walks. Indirect methods of understanding nature (books, Pictures, films, television) expand the horizons of a small child, but affect less education. Direct communication with Nature fills the emotional perception of the child with vivid impressions. What does the child see in the natural environment? What can make up the content of his cognitive activity? The child gets acquainted with nature at the level of a holistic organism.

While the kindergarten children learn about nature, they first get acquainted with the plants and animals in the garden plot where they live, where they are raised, its surroundings, with the elements of nature, with the water, soil, climate of the Earth.

The useful thing about this is that young children see plants and animals in the place where they live, where they are raised, every day, hear their name several times a day. They are stored long, staying quickly in the children's memory.

When introducing children of preschool age to nature, their various age characteristics are taken into account. Especially inanimate nature, plants and animals, seasonal changes in nature, knowledge and concepts of human labor in nature should be explained on the principle of simplicity to complexity.

Introducing children to nature begins with a group of children of early age. It begins with the use in this group of events in nature, phenomena that are easy for children to understand, to arouse in children an interest in acquaintance with plants, animals, to treat living creatures with kindness, to evoke the simplest aesthetic sensations. In this group, only 2-3 of the elemental animals and plants are initially introduced to inanimate nature. For example, from animals, a fisherman, a bird, a chicken-cat, seeing puppies are introduced in life and from plants to melons, such as apples, tomatoes, carrots. In this group, an elementary acquaintance with living nature is carried out. In this case, depending on the picture of some plants, the external structure is introduced.

In the first group, familiarization with nature begins with teaching young people to be affectionate with a living organism, to care for it. Children are introduced to certain changes that occur in the life of plants and animals in nature.

Children can also be introduced to birds. In this, birds that fly to the garden plot are introduced, such as flying them, landing on a tree, walking.

In the second group, giving an understanding of inanimate nature, an understanding is given of the difference in day and night, the reason, the main state of the weather, the presence of wind, rain, snowfall, cloudy weather, etc. Children are given an understanding of the color, nature of water, snow, ice, sand and soils.

About living nature, it is necessary to get acquainted with 2-3 Bush trees on the garden plot, to be able to distinguish 2 birds by appearance, to learn to recognize a butterfly, Beetle, frog, and in the corner of nature to observe 2-3 room plants, to study the aquarium, some fish in it, birds in a cage.

And in the middle group, children's concepts about the plant and animal world, about seasonal changes in nature are enriched. Children should be brought up in the spirit of enjoying the beauty of nature, loving nature, protecting plants and animals. Flowers should be nurtured in the spirit of care, not breaking them, not breaking trees, not hurting birds.

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