

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.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

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”.

Introducing them to the world promotes children's curiosity and at the same time contributes to the development of cognitive abilities of the prospective student. As a result of the acquaintance with the world, the creative imagination is formed, which serves as a factor for the development of the child as an intellectual and mature person. As the child becomes familiar with the world, he or she develops the ability to communicate with adults and peers, and communication and speech are essential to the success of learning activities. As a preschool child, the child is actively aware of the reality and is quick to get involved in the surrounding world. During this period, their speech reserves grow rapidly.

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 uniqueness of the acquaintance with the world is that it is of an integrative nature and reflects the systemic interconnection of nature and society, historical, cultural, natural and social with the world. For theoretical and practical analysis of the problem, individual interviews were conducted with children from 5-7 years of age in the Andijan, Tashkent and Jizzakh regions to identify their perceptions of the world. The content of the conversation was focused on the following questions:

1. In which city or district do you live?

2. What is the name of the street where you live?
3. Where is the capital of our country?
4. What are the symbols of our state?
5. Do you know our customs?
6. Who do you know of our great faces?
7. What is made in national crafts?
8. Describe your national holidays?
9. What kind of types of vehicles do you know?
10. Give an example of a household items.
11. What is involved in our surroundings?

Children did not respond sufficiently to questions asked during the interview. Only the state symbols were named. They have no knowledge of the contents. National handicraft could not distinguish species. The environmental response to the environment around us is not well developed.

Based on the results of the interview, we found that the following tasks should be implemented to inform the world of preschool children:

1. Teaching children to be respectful of their village, city, region, homeland, as well as their family, to learn about the history of our country, to adhere to its nature, culture, traditions and customs;
2. To understand and feel that the whole world is different and that the child is in it;
3. Teaching ethics to protect yourself and those around you in various emergencies;
4. Development of the competence and effective psychological environment for children to effectively and safely influence the social environment;
5. Formation of the child's personality in accordance with society's needs;
6. Formation of positive and purposeful views of children, positive attitude towards nature and the world;
7. Preparing children as morally and spiritually mature individuals who are capable of being creative and initiative in our high society.

As a result of the above tasks, children will be able to observe the causal links between nature and society, the world, as well as the diversity of nature and the beautiful culture of our motherland.

The means of introducing preschool children to the world and developing a fully developed personality are modern technologies (wellness technologies, project activities, research activities, information and communication technologies, personal and gaming technologies) that will help the child develop:

- increasing interest in children's cognitive activity
- provide an opportunity for independent decision-making, expression of opinions.
- to have creative imagination and communication skills;
- Ability to communicate with adults and peers;
- Free thinking and independent functioning of children;

A new child-centered approach to the pedagogical process of preschool allows to create a positive environment through the interaction of adult-educated adults (collectively, as partners in equality), with each child pursuing their own cognitive activity.

Involve each child in cognitive activity, play emotional activities, gain independent learning in the game (using adults), use play, demonstrate productive skills, analyze performance (self-

analysis of 5-7 year olds) . The use of game technology ensures that these processes are implemented.

The organization of preschool education for children around the world takes place in three interrelated educational stages.

1. Awakening activity in children;
2. To understand the changes that are happening, to explain the meaning of events in familiar or unfamiliar words, to explain simple or unusual events;
3. Expression of attitude towards the object you are studying in creative activity.

The advantage of education is not only in remembering or dry-mechanically expressing content, but in systematic and creative activities with children. For this purpose, an integrated approach with children will be implemented, all educational activities will be integrated and integrated with other activities.

Teachers of preschool education should take into account the specific age characteristics of children in the educational process:

- short-term training;
- priority of stable and involuntary attention;
- Advancement of visual and moving thinking, increased activity;
- striving for gambling activities;
- variety of interest in learning;
- Organization of non-traditional activities, such as children's activities and logical thinking, to prevent fatigue or fatigue. (For example: travel lessons, fairy tales, quizzes, games.)

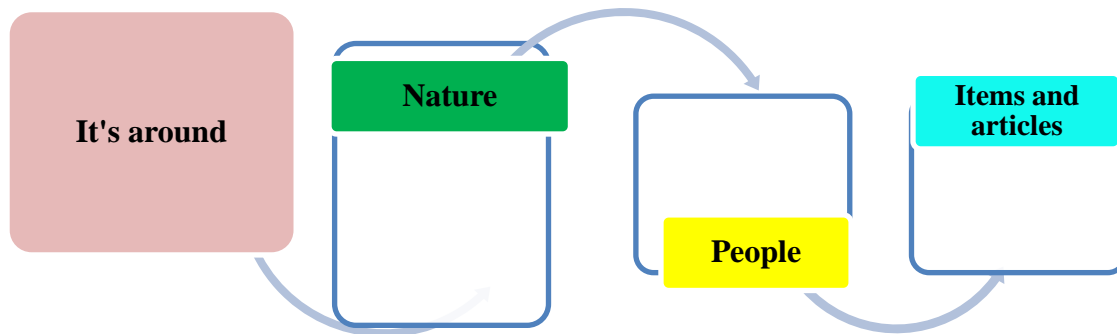
The characteristics of their mental development also play an important role in the formation of perceptions about the world in preschool children. According to the psychologist R.Nemov, a person can acquire all knowledge from various sources. As a child, a person encounters people around him-his parents, relatives, and others. When a child communicates with an adult, the child's speech and thoughts are influenced by his or her attitude, self-esteem, and self-confidence. The child learns to comprehend the things and things around him, the people around him, and his personal ideas. Gradually the child develops psychological understanding, the necessary sources of which are the product of practical work and human activity. The child compares the results of his / her activities and activities with others, analyzes and implements his / her abilities and capabilities. As a result, the child assesses his / her knowledge, skills and qualifications, will and other qualities. The child compares the achievements of his peers and his own personal success and failure. Self-analysis skills are formed [5; 13]. Children truly have positive personal qualities that give them a feeling of love for their country, their parents, their peers, and others. All of this is due to the effects of the world on the child.

Thinking, imagining and analyzing what is happening around us. As a result, they have intellectual development. The unique secrets of the world are the most useful and effective means for a child to think logically. To develop a child's logical thinking, it is necessary to enrich the child's heart and soul with vivid examples of nature and environment. Observations on the logic development of children's speech can help. The connection between the events and events in the world and the imagination of the child enriches the child's mind. Preschool children should know the specifics of the village, city, and area where they live. Only then will they have a feeling of love and devotion to their homeland. In preschool education, educators use different forms and methods to introduce children to the world. Y.A. Komensky believes that a child can master knowledge only if he relies on intuition and perception to directly explore the world. [2]

In the pedagogical process of preschool education, children are introduced to the world using different methods and forms of teaching. Teaching methods are collaborative activities of

educators and students, and the formation of knowledge, skills and attitudes, as well as attitudes to the environment in the learning process. [3]

The analysis of our research has shown that preschool education should be carried out mainly in three areas:



In the process of familiarizing the world with preschoolers, the development of preschool children through classes, didactic games, walks and excursions will be achieved.

Physical activity:

- develops the qualities and abilities of movement (agility, agility, flexibility, endurance, strength);
- the need for daily activities is formed;
- Increased voluntary movement;
- Introduced convenient methods of health promotion.

In the aesthetic direction:

- to develop a sense of aesthetics and preservation of the environment and nature;
- use of natural and waste materials for the production of articles and products, and use them to decorate clothes and rooms; organization of design activity and interior decorations.
- Development of imagination and creativity and ability to visualize; formation of personal vision of perception of the work and creative process;
- to lead children to the art world, to develop their artistic culture, through social cultural museums (as well as artistic perception and understanding of art); creating a positive attitude towards art - increasing interest in museums and exhibitions (at the Children's Art Museum);
- to support the desire to listen to music, to develop emotional reactions to it, to use music in various activities; development of musical abilities and rhythmic movements "Center for Music and Rhythm"; the use of musical instruments during the game;
- The Language and Speech Center promotes the development of expressive speech and the formation of a positive attitude towards the book.

Direction of cognitive activity:

- development of thinking and sensation (improvement of the concept of size, shape, color), (practical experience, performance of practical tasks and search for new ways of finding solutions);
- dual study and understanding of the world "nature-human" phenomena, to increase interest in living and inanimate nature, to develop skills to preserve them, to distinguish the nourishment, movement, way of living of things and objects by their appearance;

- To form the concept of interconnection and interaction of the living nature, to understand the causal links and differences in things;
- civilization (shaping ideas about the production and consumption of food, clothes, accessories, home appliances, various human necessities and labor for them);
- to know simple connections between events and things;
- to be able to see the positive and negative impact of a person on natural processes and economic activities;
- Demonstrate different ways of doing chores at home;
- Formation of elementary historical and geographical notions (observation of development of cognitive processes, comparisons, search of causes and consequences of events);
- to get acquainted with the culture of the past and present, the study of national traditions and customs;
- to cultivate love for one's country, to teach its people and parents, and other nationalities to be respected as well;
- development of thinking; to build (to form general ideas about building); development of space vision (location of building object, knowledge of its parts), analysis of tasks of future builder; generalization of various methods of building construction; development of research activity;
- Understand that literacy is reading, writing, counting - studying human cultural skills.

In the social direction:

- to understand the respect of peers and adults, to acquire the skills to respect oneself and others;
- development of self-awareness, social skills and interpersonal relationships, speech and verbal communication (learning to interact with peers in games, use dialogues in real situations);

In the development of preschool education, the types of upbringing and play activities, mental training are of particular importance. The mental development of the child also involves creative work in the field of familiarization with the world, the formation of elementary mathematical concepts and concepts, and the development of speech. Play is one of the main pedagogical tools in the development and education of children. Didactic games are made up of different rules, a process specially created by the educator to accomplish the educational and educational goals. [4; 75]

E.I. Tikhayeva made a great contribution to the creation of a modern system of didactic games in preschool education. He developed games designed to meet the world and develop speech. It relies on play as a leading activity in the child's mental development. In didactic games, the child's mental activity develops spontaneously. The game can be used for classes and independent activities. When a tutor performs a direct learning process during training, didactic game-related tasks (e.g., quality and specificity of items, types and differences) are combined with the game (task or finding answers to game questions). As a form of learning, children learn easily, quickly, and easily [7; 10].

In didactic games, children are strengthened and expanded by their perceptions of the surrounding events, features of objects and objects, plants and animals. Games mainly summarize children's knowledge. Didactic games develop memory, attention, attentiveness, participate in various processes, increase vocabulary, and play skills. The rules and the content of the didactic games are the ones that children get to learn, but they also receive moral education. The game gives children the opportunity to experiment, experiment, compare and compare objects and objects in the world and in nature, and develops the skills to distinguish them from their external features [5]. Didactic games are held individually and collectively to

introduce children to the world. However, games are becoming more and more complicated by the individual characteristics of each child.

It is even more effective for teachers and parents to work together in the process of introducing preschoolers to the world. Only then will children have enough knowledge, skills and abilities around the world.

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