

Ecological Education of Children in Preparatory Groups of Preschool Educational Organizations

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ABSTRACT

Environmental education should start with young people. First of all, we should start environmental education from family education, and then continue in preschool education. This article discusses the methods of environmental education for children.

President SH.Mirziyoyev, while analyzing the problems of social ecology dialectically, emphasized that nature and man interact on the basis of certain laws, that violation of these laws will lead to irreparable ecological disasters, and that they are one of the hidden threats to national security. evaluates as "Not realizing this, sitting idly by is tantamount to condemning oneself to death. "Unfortunately, many still treat this problem carelessly and irresponsibly." After all, it is written in the Constitution of the Republic of Uzbekistan that "citizens are obliged to treat the natural environment with care."

At first glance, it seems that there is no difference between harming nature without thinking ahead and knowing its ugly consequences, and knowingly allowing or consciously interfering. But when a person who unknowingly harms nature realizes that he has made a mistake with his actions, he feels his responsibility and puts himself on the right path. Knowing that he is harming nature, it is very difficult to dissuade a person who consciously continues his actions without stopping. And those who are witnesses of inappropriate behavior, although they are trying to prevent it for a long time, show indecision and withdraw themselves.

If environmental education is necessary for a person who unknowingly harms the environment, an irresponsible person who knows the harm he is causing but does not turn from his path needs not only environmental education, but also education. Because the first one depends on consciousness, while the second one goes back to morality.

All this indicates the need to educate children



about environmental values in order to form personal relationships in the early stages of personality development. One of its most important tools is introducing children to the environment.

Therefore, the purpose of forming environmental concepts in preschool educational organizations is to form a set of basic ecological knowledge, views and beliefs that are compatible with the rules of social and ecological ethics and ensure civic responsibility for its condition in the process of introducing children to the environment.

It is known from the above that the formation of children's environmental culture in preschool educational organizations is a theoretical and practical problem that is waiting for its solution. Of course, scientific-pedagogical development of these problems forms the basis of increasing human activity in the political, socio-economic reforms, spiritual and moral renewals taking place in our country.

The term "Ecology" comes from the Greek word "oikos" - residence, living environment, home, and "logos" - teaching. Ecology is a field that studies living conditions of living beings and their interactions with the surrounding environment, as well as the laws that arise on this basis. In 1866, the German biologist was the first to introduce the term "Ecology" into science in his scientific work, expressing its meaning as a science that studies the relationship between living organisms and their living environment.

Pollution of the natural environment, depletion of natural resources, disruption of ecological relations in the ecosystem has become a global problem. If humanity continues on the current path of development, it is likely that its destruction will occur after two or three generations.

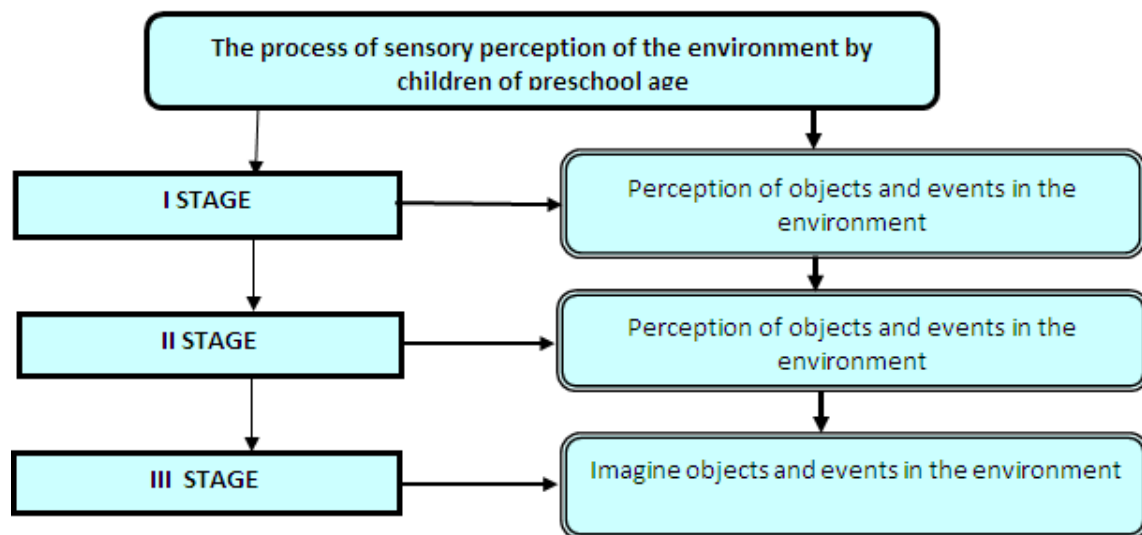
Ecology is one of the most pressing social problems of our time. Its solution is in the interests of all nations, and the present day and future of civilization largely depends on the solution of this problem.

The data shows that nature and society are closely connected with each other. This coherence, interaction, conforms to the general laws of nature, requires to be in equal balance with each other. Otherwise, the disturbance of this balance will cause negative situations and endanger the survival of the living being. For this reason, it is necessary to treat nature carefully, use it wisely, and protect it.

Based on this basis, preschool education organizations should teach older children to use natural resources wisely, to protect the environment, to love and protect mother nature, and to understand that the idea that natural resources are inexhaustible is a mistake.

Children of preschool age should have a good idea about nature, the place where they live, and about natural resources. It is necessary to instill in people's minds that changing nature is related to labor activity, starting from the youth.

It is known that the personality of a child is formed in the system of mutual and biosocial relations. The main source of this relationship is the child's emotional cognitive process and game activity. So, all psychological conditions and processes characteristic of a child's personality are created under the influence of social life and environment. In the course of his activity, the child learns the essence of the natural and anthropogenic things and events that surround him.



The process of the child's emotional awareness of the environment consists of three stages, conditionally different from each other in terms of their nature and characteristics (Fig. 1). The child perceives certain properties of the surrounding environment and nature: the hot and cold of the air with his skin, the taste of liquids with his tongue, the smell in the air with his nose, the color of various objects in nature with his eyes, and sounds with his ears. sense with 'i, that is, these properties affect the child's five different senses, reach the brain through the nerve cells located in these organs, and as a result, knowledge about certain properties of nature appears in the brain, their vision "looks, images, images, scenes are created.

Thus, the effective implementation of environmental education in preschool educational organizations, the formation of the foundations of a responsible attitude to the environment in children has become one of the most urgent problems in the science and practice of pedagogy. After all, love for nature and a sense of responsibility for it are very comprehensive and complex psychological and pedagogical concepts. They form a whole that includes high spiritual and mental layers. This problem is considered very urgent because it is necessary to start the work of educating such a feeling from early childhood.

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