

METHODS OF INTRODUCING SCHOOL STUDENTS TO NATURE

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Annotation: Methodology of introduction to nature, understanding of nature and methods, methods and teachings of studying nature from an early age

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In educating children in preschool educational institutions as spiritually mature, moral, and pure individuals, the subject of the methodology of acquaintance with nature is of great importance. Its goal is to prepare preschool children for school, to be careful with nature in the process of acquainting them with nature, to be devoted to the Motherland, to carry out environmental education, and to raise young people with comprehensive knowledge of nature.

The task of the methodology for familiarizing students with nature is to familiarize them with methods, forms of work, as well as the knowledge of educators, psychologists, and thinkers about the importance of nature in human life, and to provide them with theoretical knowledge.

Different methods are used in the process of familiarizing children with nature in kindergarten. Methods of acquaintance with nature are divided into three main groups:

Visual style - observation, viewing pictures, diafilm, film, excursions;

Practical style - game method, work, simple experiments;

Oral style - the story of a teacher, reading works of art, conversation.

When choosing methods, the educator adheres to the child's age characteristics, psychology, knowledge, program requirements, the nature of mental activity, and pedagogical principles. The aforementioned methods are closely interconnected and complement each other.

Observation method. In acquainting children with nature in different age groups, the educator widely uses the visual method of observation. Observation is the perception of natural objects and phenomena in natural conditions, directed towards the goal and directly perceiving phenomena without interfering with the direction. Observation is a complex cognitive activity that requires constant attention, involving consciousness, thinking, and speech. Regular observations during the introduction of children to nature are of great importance in their logical thinking and speech development. In this regard, K.D. Ushinskiy says: "Authentic human, rational speech consists of correct logical reasoning, and correct logical reasoning, as we have shown, does not come from anything else, but from real and clear observations." If children are introduced to objects and phenomena in nature in a certain order, their attention and observation, interest in nature, and a desire to learn about them will increase. The ability to observe is very important

Game. Along with observations aimed at expanding the understanding of simple phenomena and representations of nature, various games are widely used. In these games, children gain sensory experience and creatively acquire acquired knowledge. Didactic, active, and creative games are used to introduce children to nature.

Didactic games. In didactic games, children identify, consolidate, and expand their knowledge of objects and phenomena in nature, animals, and plants. Many games teach children both generalization and categorization. Didactic games contribute to the growth of memory,

attention, and observation, teach children to use existing knowledge in new conditions, activate various mental processes, enrich vocabulary, and help children develop the ability to play together.

In introducing children to nature, subject-based, table-based, and oral didactic games are used. The subject games are "Ajoyib qopcha," "Mevalar va ildizlar," "Bu butoqda kimning bolakaylari" and similar games played with leaves, seeds, flowers, fruits, vegetables. With the help of these games, children identify and enrich their ideas about the properties and characteristics of objects with which they are actively communicating. Subject games are widely used, especially in young and middle-aged groups. These games allow children to use natural objects themselves, compare them, and make changes in some external features that occur in them. Subject-based games involve the expansion of somewhat complicated knowledge, the strengthening of thinking, and the development of actions in all age groups. Table-pressing games are "Four Seasons of the Year," "Small Weddings," "Fruits," "Growths," "Pick up Leafs," "Excellent Paintings," and others. These games are children's

Mobile games. Activity games of a natural science nature are related to the behavior of animals, imitation of their lives, and some of them reflect inanimate natural phenomena. These are games such as "Mother Chicken and Chicks," "Cat and Mouse," "Sun and Rain." Creative games. In the game, children reflect impressions obtained during training, excursions, and everyday life (works in poultry farms, greenhouses, etc.), acquire knowledge about them, develop a creative attitude towards work, and understand the importance of the work of adults in nature.

Based on the didactic tasks, the conversation is divided into two stages: preliminary conversations and concluding conversations. The pre-conducted conversations are used by the educator before observations and excursions. The purpose of such a conversation is to establish a connection between future observations and existing knowledge. The final conversation is aimed at systematizing, consolidating, and clarifying the studied facts. These conversations can be at different levels of content: some observed objects can cover a wide range of events (for example, conversations about birds flying to warm regions, wintering of wild animals in the forest, etc.), and others (for example, conversations about seasons).

Conversation is the culmination of a lesson with children. Its effectiveness depends on the children's preparedness. Therefore, the educator should prepare children for conversation through observations, work activities, games, and stories about nature. It is a good idea to have a conversation about what children have a clear understanding of. The educator must clearly understand the didactic goal of the conversation, that is, determine its content, generalize, highlight important aspects, and be able to draw a clear conclusion at the end of the conversation. Conversation is used as a method of acquainting children with nature in middle and pre-school age. In the middle group, the conversation is primarily aimed at reminiscing about events, while in the older and preparatory groups, it is aimed at generalizing and systematizing existing knowledge.

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