



## "ECOLOGICAL EDUCATION OF PRESCHOOL CHILDREN THROUGH FAIRY TALES"

Tilovova Nargiza Turabovna

Lecturer at Karshi State University

nargiza.tilovova2020@gmail.com

### **Annotation**

This article will talk about the ecological upbringing of preschool children through fairy tales. The author, relying on pedagogical data, analyzed the problem on the basis of available scientific literature and studied the existing peculiarities of environmental education of preschool children through fairy tales.

**Keywords:** preschool education, children, fairy tale, environmental education.

**Аннотация:** В данной статье речь пойдет об экологическом воспитании дошкольников через сказку. Автор, опираясь на педагогические данные, проанализировал проблему на основе имеющейся научной литературы и изучил существующие специфические аспекты экологического воспитания дошкольников средствами сказки.

**Ключевые слова:** Дошкольное образование, дети, сказка, экологическое воспитание.

**Аннотация:** Ушбу мақолада мактабгача ёшдаги болаларни эртак орқали экологик тарбиялаш ҳақида сўз боради. Муаллиф педагогик маълумотларга таяниб, мавжуд илмий адабиётлар асосида муаммони таҳлил қилган ва мактабгача ёшдаги болаларни эртак орқали экологик тарбиялаш бўйича мавжуд ўзига хос жиҳатларини ўрганган.

**Калит сўзлар:** Мактабгача таълим, болалар, эртак, экологик тарбия.

### **Introduction:**

Fairy-tale and mythical ideas about animals and other natural objects dominate in preschool children. Ecological fairy tales do not take the preschooler away from the world of fairy tales and do not reduce its beneficial effect on the child's personality, but compare its images with real phenomena and objects of nature, thereby helping children to gain realistic ideas about the world around them.





Ecological fairy tales, unlike Russian folk tales, contain reliable ecological information, realistic ideas about the lifestyle and habits of animals, seasonal changes in plant life, the relationship between man and nature. In an accessible form, based on the experience available to children, ecological fairy tales explain the essence of complex environmental phenomena and problems, show the causes of their appearance, ways and means of solving, therefore, stimulate the development of an ecological worldview, coherent speech, teach to understand the relationship of living organisms with the environment, educate a value attitude to nature.

### **Main Part:**

The special interest of children in ecological fairy tales is primarily due to the novelty and originality of the plot, which is not similar to traditional folk tales. In addition, children are attracted to well-known characters (wild and domestic animals, insects, birds), their actions and habits, lifestyle[4].

1. The main role of the fairy tale is to provide children with knowledge of nature: the way of life and conditions of existence of animals, plants, features of natural phenomena and dependencies. Emotionally colored images and events expressively presented in fairy tales contribute to the formation of children's emotional attitude to characters, events, phenomena. Children empathize with heroes in difficult situations, try to help and protect them. Children transfer their emotional attitude to the objects and phenomena of nature described in the fairy tale into real everyday communication with nature, which ensures the formation of a stable positive attitude towards nature[7]. At the same time, this attitude encourages children to take adequate actions in nature and is the basis of environmentally literate, rational behavior. At the same time, the fairy tale forms a scientific picture of the world, reveals complex natural phenomena in an entertaining way, such as the adaptation of living organisms to environmental conditions, the relationship of living and inanimate, the circulation of substances in nature, etc.

Fairy tales of natural history content play an important role in children's knowledge of the nature of their native land: the way of life and conditions of existence of animals, plants, features of natural phenomena observed in the immediate environment, seasonal changes in the world of plants and animals. If a child finds it difficult to explain any phenomena occurring in nature, then he can get the answer in a cognitive ecological fairy tale written in a figurative and perceptible form [5]. The explanations of the teacher will be especially significant if the fairy tales are accompanied by experiments, experiments, elements of research activity, therefore, a special place should be given to reading ecological fairy tales in preschool educational institutions.





In this regard, it should be noted the need for teachers to master the special technology of using fairy tales in the framework of professional training.

All ecological fairy tales should be divided into several types. The first type includes fairy tales in which preschoolers acquire knowledge about a certain object or phenomenon of nature. The power of the emotional impact of fairy-tale characters provides an opportunity to awaken positive feelings and emotions in children, and, therefore, it is better to remember the information reported[11]. For example, you can come up with a fairy tale on some problematic topic: "Why is the wind blowing?", "Why does a cat catch mice?". It is advisable to use such fairy tales after direct observation of natural objects and phenomena, which will allow you to compare what you have seen and heard, analyze, and draw conclusions.

The life path of a person from the very first step is unthinkable outside the living world. Through the knowledge of the living, there is a spiritualization of being, an aesthetic perception of nature, the ethics of human interaction with the world is formed. According to researcher Vlasova Galina Nikolaevna, "A fairy tale helps a child to understand the relationship of a person with nature by drawing certain features of animal characters, a fairy tale gives moral education, as well as real ideas about nature.

Currently, the problem of ecological education of preschoolers is very acute. In the age of speed and technology, there is not enough time to stop, look around, observe native nature. The lack of communication of children with nature subsequently turns into callousness, immorality and disrespectful attitude to all living things[2]. And an ecological fairy tale makes it possible, thanks to a well-developed imagination of children, to observe the life of wild animals with preschoolers or go on a trip, see with your own eyes the dawn or the underwater kingdom.

### **Results and Discussions:**

Ecological fairy tales carry "ecological information", i.e. they give knowledge about nature, about the habits of animals, about the relationship of people with the animal and plant world. The main task of environmental work in the preschool and parents is to teach them to see and understand the beauty of their native nature, take care of all living things, transfer certain knowledge in the field of ecology and teach them to observe elementary rules of behavior when interacting with nature.

Preschool childhood is the initial stage of the formation of a person's personality, his value orientation in the world around him. Therefore, it is during this period that it is important to lay in the child a positive attitude to nature, to himself and to his environment [8]. In my opinion, the emergence of a responsible adult begins in early childhood with environmental education in the family, and then in kindergarten. And





nowadays environmental education is one of the priority areas of the DOE's work ecological fairy tales are the most accessible way to transfer knowledge about natural phenomena, about animals, plants and the surrounding world. In order to realize the strategic goal of ecological education of preschoolers, a systematic and holistic approach to this process is necessary. Environmental education should not just be included in the cognitive activity of children, it can and should be carried out in all educational areas.

An ecological fairy tale teaches scientific vision, helps to reveal complex natural phenomena in an entertaining way, gives a child the opportunity to become a member of an interesting society of loyal friends (animals, plants), learn to understand their needs and relationships with the environment. An important role is played by such factors as the availability of material, a fascinating form of narration with elements of mystery. On the basis of the knowledge that children receive through an ecological fairy tale, the initial forms of a consciously correct attitude to nature, interest in its cognition, empathy for all living things, the ability to see the beauty of nature in its various forms and manifestations, to express their emotional attitude to it can be laid [9].

The leading pedagogical idea of their work was defined as a strategy for using fairy tales in the ecological education of older preschoolers, which consists in encouraging children to creatively modify fairy tales of ecological content by interacting with objects of wildlife, with fairy-tale images of wildlife, with each other, with adults. The analysis of the individual ecological development of children at the beginning of the school year showed that children have ideas about nature as a single interconnected system of living and inanimate objects, are aware of the dependence of vital activity on favorable natural conditions, but find it difficult to determine the vital needs of a person and the conditions of his existence, environmental protection activities are situational [1].

In the group, the children themselves compose fairy tales based on natural phenomena familiar to them, in order to tell the kids. We usually compose fairy tales in the evening, offer the children a plot, together we clarify and find out in encyclopedias data about a plant, animal object and compose a fairy tale. We have collective and individual fairy tales.

Often children want to draw drawings for the fairy tales they have listened to, so homemade books of fairy tales about nature appeared in the group. The fairy tale not only entertains, it unobtrusively educates, introduces the child to the surrounding world, good and evil [6]. With the help of a fairy tale, you can give certain knowledge





to children. Moreover, this happens in an unobtrusive way, at ease, which allows you to unleash the creative potential of each child.

For example, in the younger preschool age, reading the fairy tale "Turnip", you can give children such a concept as "organism and environment" (What is needed for a turnip to grow? We need soil, seed, water. Need to take care of the turnip).

In the middle preschool age, telling the fairy tale "Zayushkin's hut", you can introduce children to the state of the water - spring has come, the sun has become hot, the ice hut has melted [10].

And for older preschoolers in the fairy tale "Twelve Months", you can give an idea that everything is interconnected in nature, that spring comes after winter, summer after spring, etc.

Thus, on the basis of the knowledge that children receive through ecological fairy tales, the initial forms of a consciously correct attitude to nature can be laid; interest in its cognition; empathy for all living things; the ability to see the beauty of nature in its various forms and manifestations, to express their emotional attitude to it.

## Conclusion

There is a good result of my work. Children have the necessary ecological knowledge about the world around them. My students eagerly water and loosen plants, wipe the dusty leaves of plants, help to plant onions in the garden (in winter in a group), also flowers, help to remove weeds, collect flower seeds for the next planting, take part in the manufacture of bird feeders, feed birds, help to keep the corners of nature in order and plots. Pupils participate in holidays and entertainment, exhibitions of crafts and drawings. They take an active part in regional and All-Russian competitions, are awarded with diplomas and diplomas.

We plan to continue working in this direction and hope that a child involved in such activities is unlikely to pull off a snowdrop, ruin a nest, throw garbage in a clearing.

## References

1. Education of a healthy child / M. D. Makhaneva. - M.: Arkti, 1997.
1. Koptseva T. A. "Nature and the artist". - M.: Sphere, 2001.
2. Physical therapy for preschoolers / O. V. Kozyreva. - M.: Enlightenment, 2003.
3. Literature and fantasy / Comp. L. E. Streltsova. - M.: Enlightenment, 1992.
4. Maksakov A. I., Tumakova G. A. Teach by playing. - M.: Enlightenment, 1983.
5. Mikhailenko I. Ya., Korotkova N. A. Playing with rules in preschool age. - M.: Sphere, 2008.





6. Alyoshina N. V. Familiarization of preschoolers with the environment and social reality. - M.: Enlightenment, 2005.
7. Gorkova L. G., Kochergina A.V., Obukhova L. A. Classes on ecological education of preschoolers. - M., "Vako", 2007.
8. Kokueva L.V. Education of preschoolers through familiarization with nature. M.: ARKTI, 2005.
9. Nikolaeva S. N. Education of ecological culture in preschool childhood. - Minsk, 1995.
10. Ryzhova N. A. Not just fairy tales .... - M.: Academy, 2002.

