



IMPORTANCE OF INTRODUCTION TO NATURE IN MENTAL DEVELOPMENT OF PRESCHOOL CHILDREN

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Annotation

Humanism - the goals of humanism that is kindness and care for people, play an important role in nature protection work. Modern preschool education pedagogy emphasizes the importance of introducing children to nature from a young age and educating them in the spirit of environmental protection.

Keywords: Nature, education, plants, animals, protect, development, care, imagination

Expanding and enriching children's understanding and imagination about natural phenomena, plants and animals, human labor, as well as forming simple skills in children in growing plants and caring for animals is one of the main tasks of education. In this, children develop observation, interest in knowledge, thinking and logical speech, vocabulary increases, and new concepts are formed.

Educational tasks are solved by developing children's feelings of love for work, valuing the work of others, protecting plants and animals, caring for them, loving their Motherland, nature, and being able to see the beauty of nature.

It is impossible to carry out the tasks of physical development of children, enriching their speech and thinking in preschool educational organizations without close acquaintance with nature.

The introduction of nature to the intellectual growth of children the effect is great. It is important to form concrete knowledge based on emotional experience of the surrounding world in the educational process of preschool children's acquaintance with nature. If knowledge that correctly reflects reality is not given, children will develop wrong concepts about nature.

Correcting misconceptions is much more difficult than creating new concepts. Therefore, it is very important for children to form scientific worldviews about nature, based on experiences of feeling, receiving and intellectual development, from preschool age.





How many analyzers participate together in mastering then the imagination and understanding will be so clear, rich and meaningful. Therefore, the basis of introducing children to nature should be visuality, that is, objects and events directly affect their sense organs, children can see, touch and hear things, they must smell, taste, that is, have the ability to perceive their properties.

At home, on walks, in games and at work, as a result of children being exposed to objects and events in nature, they accumulate sensory experiences. When preschool children go to kindergarten, the weather conditions on the street (cold, hot, they can sense warmth and moisture). When they wash their hands, during bathing, in games, they can notice the properties of water (coldness, warmth, splashing, sinking of stones in water or floating of wood). While taking care of the animals, they learn about their actions and habits.

As a result of a close relationship with nature, the child will have the opportunity to clearly see and perceive things and events in it. But often the child does not notice things or may misrepresent what they perceive by focusing on unimportant aspects. A 34-year-old child may not notice birds flying all the time. When he meets animals, he first of all pays attention to their size. It is clear from this that it is not enough to show the child an event or thing in order to introduce him to nature. In the training process, it is necessary to be guided according to the purpose. This is expressed in the teacher's words that guide the child's perception and direct his attention to things and events that are important to see and hear.

In preschool age, learning about nature is more closely related to knowledge of the mother tongue. At this age, verbal perception is more firmly mastered than perceptual perception. It should always be considered that perception is the primary source of all knowledge about nature, more precisely, the reflection of reality in children's minds can be formed only with the help of words associated with perception.

The concept is the result of analytical and synthetic activity of the brain. An understanding is formed as a result of repeatedly perceiving things and events in nature, comparing them with others, reflecting their most important signs in words. Concepts are learned and tested in children's activities through play and work.

First you should feel the beauty of nature, then the beauty of art. Acquaintance with beauty in nature and art not only educates the child's intelligence and emotions, but also develops morals, mental imagination and fantasy.

It is fun to introduce a child of kindergarten age to nature. It is not an easy task to create aesthetic feelings. It takes months and years for him to be able to see the beauties of nature, to enjoy them, to awaken in his heart feelings of desire, interest, and excitement. Aesthetic upbringing of a child can be carried out by nature trips, walks,





or watching the beautiful flowers and beautiful gardens in the garden yard. It is possible to educate preschool children in an aesthetic spirit through nature in any season of nature.

In the process of taking care of the flowers planted in the MTT courtyards to educate the child through the means of nature, care for each flower and seedling, care for it, softening the base of the flowers, watering, weeding, shaping, fertilizing or fertilizing it is possible to implement the processes of doing things like here the educator is very important. For example, when taking care of flowers, the educator should teach the children that they are also living organisms, that they also breathe as we breathe, as we eat, they like food as we do, that the plant's food is manure, fertilizer. that, just as we like to be washed and combed, flowers also like to be "washed" and "combed" and for this, the bottom of the flowers is softened from time to time, it is necessary to teach them to water, to wash and wipe their leaves without dust. Also, the educator should teach children that flowers love light and sun as much as people love light and sun, so they should not be planted in the shade or dark ground.

The system of introduction to nature is continued in children's pre-school education organizations, general secondary education schools, further education stages and work teams. It can be seen from the data that the mental development of a person is 50% in the first 3-4 years of his overall development, 30% in 4-8 years, and 20% in 8-17 years. Taking this into account, it is necessary to implement environmental education mainly in MTT and schools. Children of preschool age first develop the concepts of nature and environmental protection.

Regular introduction of children to nature begins with the first and second small groups. At this age, children's special objects of nature: natural material (sand, water, snow, ice) and its properties, the structure of plants (stem, leaf, flower) and their moisture needs, the appearance of animals (fish, birds, mammals) and their ways of moving, feeding. Children get to know the children of some animals: kittens, puppies, rabbits, chickens. The first knowledge about them is given by the signs of the seasons. young preschool children should understand some connections between natural phenomena: the wind blows - the trees sway, the sun shines - it gets warmer. The teacher teaches children to observe objects and natural phenomena. At the same time, children are offered a task to observe and a plan to follow. In the process of observation, the educator teaches children to learn movements. It is very important to teach children to talk about the results of observation. The pedagogue's task is to form an emotionally positive, caring attitude towards nature in children (the ability to be happy at the sight of flowers, birds, the sun). In the middle group, children's ideas about the properties and qualities of inanimate objects are expanded and





concretized (for example, water is a transparent liquid that flows; some things float in water, and others sink; snow and water change depending on the air temperature changes its properties). Children form ideas that plants need heat and moisture, and animals cannot live without a variety of food, water, and warm housing. Children learn generalized concepts, such as: trees, bushes, grasses, garden plants, flowers, vegetables, fruits, domestic and wild animals.

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