



INCREASING CHILDREN'S INTEREST IN ECOLOGICAL EDUCATION IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract: This article reflects the ways of arousing children's interest in environmental education in preschool educational institutions. Recommendations on the organization of ecological education are given.

Keywords: education, interest, recommendation, water, sand, nature, ecology, environment, talent, pedagogue

Mother nature and her priceless gifts have a special effect on the psyche of a child. They encounter natural objects and phenomena in one form or another every day. During such contact with the environment, children of preschool age learn the basics of environmental knowledge more easily. Because at this age, the child feels the nature very well, he pays attention to the features that adults notice. He is amazed by the things that surround him, and many questions revolve in his mind about plants and animals. The role of several advanced pedagogical experiences in maintaining and developing great interest in nature at this age is incomparable.

The main task of a pedagogue who educates preschool children is to work on the basis of children's interests, talents, individual, mental, physical, cultural and social experiences. The main part of the activity in MTT is the game. Taking into account the interest of children in any educational and educational activity will have a good effect. Here are some tips to get kids interested in activities:

1. Children stand in a circle holding hands. The teacher asks the children a question: "Who likes what kind of fruit?" Children say their favorite fruits. The teacher asked, "Who will make fruit for which friend now?" he asks. Children make fruits from clay and plasticine for their friends and present them to each other.
2. Children sit in a semicircle. The teacher asks the children what color they like. They say their choices. The teacher gives the prepared colors and white paper. Children go around the table, dip their five fingers in paint and draw pictures on white paper. They recite poems about cheerful colors until the pictures are dry.

Blue: The vast sky is a blue dome, My color matches it.





Yellow: The sun shining in the blue, it has my color.

Green: Trees, grass, leaves get paint from me.

Red: Cherries, grapes, apples get their color from me.

Now they hang the pictures of dried fingerprints side by side on the board and ask who likes which color.

3. During the afternoon walk, after the planned parts of the walk are over, the pedagogue makes the children stand in a circle and offers them to build a house where all the children can fit together. They can build the house using sand or clay. Children enter the prepared house, and the teacher tells the children, "Now we all live in one house, we have become one family. "Those who live in the same house get along well with each other," he says. Through these recommendations, the pedagogue arouses children's interest in the process of activities, and also serves to develop qualities such as friendliness and kindness.

Outdoor activity of the child develops him in all aspects. These include physical development, acquisition of social skills and cultural awareness, emotional and intellectual development. The space outside the building is a place that creates very interesting activities and a wide range of educational opportunities; however, for most children, it is primarily a factor that stimulates physical growth and development. Physical education exercises allow the child to express himself socially, master procedures, perceive interactions with others, strengthen self-confidence, intellectual growth and experience problem solving. creates an opportunity. A planned program of physical exercise is an important part of the preschool education program. Playing in the open air contributes to the development of general movements. The open space provides natural conditions for children to run, jump, jump rope, and generally move without any restrictions. Playground equipment should attract children to perform climbing, sliding exercises and other exercises that develop the muscles of the whole body, coordinate movements, and feel the sense of balance.

In conclusion, children are encouraged to develop through subtle movements while playing in the sand and digging, pouring water, collecting pebbles, leaves and small objects, as well as playing various games such as ball games. will take a bath. When outdoors, children learn what their bodies are capable of in a variety of situations, whether they're at the top of a hill, flying high on a tightrope, crawling through an underground path, or lying on a pile of leaves. they discover for themselves what it is.

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