NOVATEUR PUBLICATIONS
JournalNX- A Multidisciplinary Peer Reviewed Journal
ISSN No: 2581 - 4230
VOLUME 8, ISSUE 1, Jan. -2022

FORMATION OF ENVIRONMENTAL KNOWLEDGE IN PRESCHOOL CHILDREN IN THE SOUTH OF UZBEKISTAN THROUGH GAME TECHNOLOGIES

Tilovova N.T.
Lecturer, Karshi State University

ANNOTATION

The purpose of pedagogical activity is the formation of environmental knowledge in children of senior preschool age through gaming technologies.

Keywords: environmental knowledge, consultation, trainings, parent-child, promotions, educational and methodological kit, upbringing, education.

INTRODUCTION

The formation of a person's worldview occurs during the period of education in kindergarten, experts say. Taking into account this fact, it was decided to start the implementation of the project with preschool organizations, which represent the foundation of the entire chain of lifelong education. It is at the age of three to seven years that the basic ideas about the world around are laid in the child.

The system of educational activities for the formation of safe behavior skills in preschoolers includes 2 areas:

WORK WITH CHILDREN

Work with parents (legal representatives). The organization of work with children involves the widespread introduction of game technologies into the educational process for the formation of environmental knowledge in children: games with rules, didactic, creative or role-playing games.

Interaction with parents includes the organization of consultations, trainings, parent-children, entertainment, promotions, as well as events aimed at increasing the pedagogical competence of adults on the formation of safe road behavior skills in preschoolers.

The work on equipping the group's environmental development space was carried out in accordance with the set goal and objectives: an educational and methodological set was selected for organizing and conducting work on the formation of environmental knowledge among preschoolers, architectural landscape and natural environmental objects were selected; the didactic material was supplemented with options for card indexes of didactic, outdoor and story games; modified play equipment, attributes and toys that expand the personal experience of children in the organization of play learning situations (ITS); selected audiovisual and information means of upbringing and education.

In accordance with the developed thematic planning, the Green House Ecological Club began its work, which is a system of events within the framework of the organization of the Ecological Day, which took place 4 times a month. All educational activities on such days are subordinated to the formation in children of the subjective experience of emotional and sensory generalization with nature and the sociocultural environment, ideas and elementary concepts about the world around them, the relationships and relationships in it, as the basis for the development of environmental consciousness and ecological culture of the individual, and the organization of gaming activities through gaming technology was the leader.

Ecological club "Green House", worked in close cooperation between the two zones. The zone of cognitive development, through an organization led by Professor Geny Evgenyevich

Chudakov, is designed, first of all, to deepen and expand children's knowledge about objects and natural phenomena, systematize ideas about the natural world, the ability to use knowledge about the needs of a living organism for reasonable children's activities and conscious behavior in natural environment. Cognitive tasks are solved by children on a play basis - with a large inclusion in the pedagogical process of various types of play technologies.

The zone of social and communicative development, which is in charge of the sorceress - the Tinker Bell fairy, is filled with creative energy and fantasy. The game, as an independent children's activity, contributes to the development of children's experience of human activity. Comparison of an animal with an analogue toy and at the same time "playing" the latter allows children to form the first ideas about the living and lay the foundations for the correct handling of it.

Educational activities within the ecological club have a certain structure. At the first stage, the variety of objects and natural phenomena that the child should know required teachers to create conditions under which children became subjects of cognitive activity. To achieve the tasks set, teachers used the methods of forming environmental knowledge (observations in nature; storytelling, conversation, the use of fiction; illustration, demonstration, etc.), which allowed children to put forward their own hypotheses, observe, reflect, compare, draw conclusions, establish causal investigative connection, to make their little "discoveries". Educators encouraged and supported the desire of children to think, feel, try independently. Based on the questions posed by the children, even the most ridiculous and fantastic ones, the teachers determined the range of topics for the formation of environmental knowledge in children. The methods of activity of the teacher and children have always correlated with the ultimate goal. For example: Why do migratory birds make their flights? Are there flightless birds? Which birds fly away for the winter, and which ones remain wintering in their homeland? Why do birds need feathers? Why can birds fly? (theme - "Birds"); Why do animals need a tail? Why do bears hibernate? What is the difference between hares and rabbits? Do animals have their own language? (topic - "Domestic and wild animals") - Why do trees shed their leaves in autumn? Why is spruce in winter and summer the same color? (theme - "Forest - a multi-storey building")

Together with the methods of forming ecological knowledge, the method of ecological identification was used, which involves the activation of emotional empathy in preschoolers, sympathy for natural phenomena and objects. Teachers received great support in the search for methods of "getting used to the image" by turning to folklore: -calls: "Rain - Rain", "Cow-Cow", "Titmouse - sisters", "Lark, lark!", Mother - turnip , ugly, strong; - nursery rhymes: "Red raspberries poured in the sun", "Curly mountain ash leaned over the river", "The fox has a fluffy tail, it's not in vain that she is proud of", "Our uncle has four horses", "The swallow is building his house right above my window"; to folk tales: “About a toothy mouse and a rich sparrow”, “A hen, a mouse and a black grouse”, “A crow and a cancer”, “A bean seed”. At the second stage, a problem is identified before the children, the solution of which is carried out using gaming technologies. Mikhailenko T. M. [3], defined gaming technologies as a fairly extensive group of methods for organizing the pedagogical process in the form of various pedagogical games. Unlike games in general, a pedagogical game has an essential feature - a clearly defined goal of learning, a result that is justified by a characteristic educational and cognitive orientation, and the organization of the game process. Thus, in the game, voluntary behavior, voluntary attention and memory

begin to develop, and in the conditions of the game, children concentrate better and remember more than on the direct instructions of adults.

Game technologies within the framework of the formation of ecological knowledge in children was an organized game activity, built as new information about the object was obtained. In the process of this kind of activity, young ecologists clarify, consolidate, generalize and systematize knowledge. While playing, children better acquire knowledge about objects and natural phenomena, learn to establish relationships between them and the environment, learn about ways of adapting living beings to habitat conditions, about the successive change of seasons and about changes in living and inanimate nature.

As part of the work of the zone of cognitive development, under the guidance of Professor Geny Evgenievich Chudakov, subject didactic games were organized, For example: - D / and “Life in Seeds” made it possible to introduce children to a variety of seeds of vegetable crops (seeds of peppers, tomatoes, cucumbers, beans, beans, peas), stages of plant development. Each child was given a seed, they were asked to carefully examine it and select cards for it depicting the stages of development of this vegetable crop. Children picked up the right cards, laid them out in the correct sequence and talked about their plant.

-D / and “Sky. Land. Water” helped to consolidate children's knowledge about the habitat of living beings; on the adaptability of animals to their environment. Children found out the reasons why animals cannot live in other conditions and environments. Together with Professor Geniya Evgenievich Chudakov, the teachers used folk games as a game technology for environmental identification. So, the Russian folk games "Hawks and Swallows", "Kite", "Geese", "Cossack Hen" were used by educators to familiarize children with the habits of birds, develop attention, speed of reaction; "Bear", "Lame Fox", "Horses" - aimed at consolidating knowledge about wild animals, the ability to coordinate movements with words; "Cabbage", "Oak", "Birch", "Vyun", "Potato" - helped to form a positive attitude of children to nature learning situations (TES) are special forms of role-playing games saturated with ecological content. Teachers used three types of gaming learning situations, the use of which has different didactic possibilities: ITS with toys-a-taxes, ITS with literary characters, ITS - travel. For example: —IOS game-journey: "Walking in the forest", "Photo hunting in the forest", "Forester", "Meet the animals of hot and cold countries", "Visiting Mother Weather", "Trip of the Droplet", "Mystery of the forest glades";

—IOS with a literary character: “Gingerbread man is recovering in the forest”, “The old man is a forester travels through the forest”, “Little Red Riding Hood meets forest animals”, “Pinocchio gets acquainted with paper”, “Matroskin the cat takes care of the household”;

—IOS with an analogue toy: “Comparison of white and brown bears”, “Comparison of live fish with a clockwork fish”, “The beauty of a living spruce and a decorated artificial Christmas tree”, “Seasons”, “Meadow beauties” To clarify ideas about the environment, create in children the image of the world, the systematization of knowledge of preschoolers, teachers actively used didactic board-printed games of an ecological orientation. These include: games-allowances "Ecological trail", "Defenders of nature"; paired pictures "Cut pictures", subject lotto "Weather", "Who eats what?", "Seeds", "Associations", "Autumn leaves"; dominoes "Beetles", "Plants, animals", "Domestic and wild animals". Spending time in an exciting activity, the children learned to play by the rules, looked for the best solutions to the game tasks assigned to them, learned to quickly respond to changes in the situation, became

more attentive, and developed their own communication skills.

In the course of activities on the formation of environmental knowledge, systematic, systematic work was carried out with parents.

When planning work with parents, various forms of interaction were used: monitoring sections, consultations, parent meetings, conversations, workshops, business games, joint holidays and leisure activities, project work "Protect nature", "Waste as a resource", "Feed the birds" campaigns, "Ecological landing". It is during such events that ecological knowledge is formed in both adults and children, and the initial elements of ecological culture are acquired.

Today, in many developed countries of the world, there are laws aimed not only at the efficient use of natural resources, but also at protecting the environment. During the years of independence, Uzbekistan has implemented important reforms aimed at increasing the sustainability of ecosystems, preserving and improving the state of biological resources and reducing environmental risks. Thus, Article 55 of the Constitution of the Republic of Uzbekistan reflects: “The land, its subsoil, water, flora and fauna and other natural resources are national wealth, are subject to rational use and are protected by the state.”

To prepare the program, a special working group of experts was formed, which included professional psychologists, teachers, methodologists, illustrators. The preparatory group includes children from four countries of the world. The main goal of the development is to teach kids how to properly handle waste. The main element of the game are special colored bins made of environmentally friendly material and coated with non-toxic paint for recyclable and non-recyclable waste. The set also includes 34 cards, which depict waste items that are most common in life.

The project implies not only a game method. When developing the program, the principles of behavioral psychology were taken into account, which provide for the formation of a child's behavior through the development of reflexes. To do this, specialists have compiled a mechanism by which children will be explained in detail that each type of waste has its own "house" - a bin of one color or another. Already at the first stage of development in the format of mini-lectures, preschool children will gain an idea of the world around them and the environmental problems of the planet.

At the stages of the game, the most important thing will be teaching children how to translate game actions into reality. This will be done through the installation of appropriate bins on the territory of kindergartens. After the game, the kids will have the opportunity to independently sort the garbage. In addition, experts note that in addition to the formation of this skill, it will be important to convey to children the fact that garbage does not disappear anywhere and cannot just be thrown out on the street or out of a car window.

Today, taking care of nature is not only important, but also necessary. And since it is in childhood that the foundation of a personality is laid, this time is ideal for forming a scientific picture of the world in a child, a representation of his own “I” in this context, harmonious relationships with the environment, and teaching him to take care of nature.

The effectiveness of environmental education depends not only on the theoretical knowledge of the child, but also on practical skills. Toddlers should be aware from an early age that a lot depends on them, including the well-being of the world around them. It is important to convey to everyone that he is a direct participant in the process of preserving and increasing natural benefits.

Purpose of the study: Game technologies for environmental education of preschoolers.

The experimental base of the study was the Karshi kindergarten No. 25, the older group of 25 people.

Educators: Khojaeva Sozhida, Khusanova Sayehat,

Object of study: Ecological education of preschool children.

Subject of study: The use of gaming technologies in the environmental education of preschoolers.

TASKS:

- To reveal the essence, content, means and methods of educating the ecological culture of preschool children.
- Analyze the main exemplary general education programs used in preschool educational institutions and developed on the basis of the First Step state program.
- Analyze the main programs for the environmental education of preschoolers;
- Consider the methods and forms of environmental education of preschoolers, as well as the principles of their choice;
- Highlight the conditions conducive to the formation of the ecological culture of preschool children.
- Analyze the need for joint activities of adults with children.
- Analyze the need for cooperation with parents.

THEORETICAL BASIS OF THE STUDY:

- Modern concepts of the development of the personality of a preschooler in the process of communicating with nature (V.I. Ashikov, N.A. Ryzhova, L.M. Manevtsova, P.G. Samorukova, etc.);
- Modern scientific research on the development of the personality of a preschooler in the process of getting acquainted with nature (S.N. Nikolaeva, V.A. Zebveeva, T.A. Serebryakova, L.A. Kameneva, etc.);
- The main directions of environmental education in accordance with the program First Step DO.

RESEARCH METHODS:

Study and analysis of psychological, pedagogical and methodological literature on the research topic;

method of theoretical analysis;

method of scientific observation;

conversation method;

QUESTIONING;

study of the results of the activities of teachers;

study and generalization of pedagogical experience;

pedagogical experiment.

The place occupied by a person in society determines the level of his ecological consciousness and culture. Even Abu Nasr al-Farabi said that the worldview of people differs in the same way as their appearance, and depends on their education, lifestyle, and habitat. That is why we must take timely measures to preserve nature.

REFERENCES:

1) Exemplary basic educational program of preschool education (approved by the decision of the federal educational and methodological association for general education (minutes of May 20, 2015 No. 2/15)
2) The world of nature and the child: Methods of ecological education of preschoolers / L. A. Kameneva, N. N. Kondratieva, L. M. Manevtsova, E. F. Terentyeva; ed. L. M. Manevtsova, P. G. Samorukova. - St. Petersburg: Childhood-press, 2003.
3) Mikhailenko, T. M. Game technologies as a type of pedagogical technologies [Text] // Pedagogy: traditions and innovations: materials of the Intern. scientific conf. (Chelyabinsk, October 2011). T. I. - Chelyabinsk: Two Komsomol members, 2011.