

The Role and Importance of the Joint Work of Preschool Educational Institutions and Parents on Environmental Education of Preschoolers

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Annotation: what is a global environmental problem implemented through the environmental education program for preschoolers? The role of plants and animals in solving a global problem. The influence of nature on a child is huge! It is at preschool age that the assimilation of the basics of environmental knowledge is most productive, since the baby perceives nature very emotionally, as something alive... **Abstract:** there is a global environmental problem, implemented through the environmental education of preschool children? The role of plants and animals in the solution of global problems. The influence of nature on the child's huge! In the preschool years mastering the fundamentals of ecological knowledge are most productive, as the baby perceives the very emotional nature, as something alive...

Keywords: global environmental problem, the beauty of the surrounding world, environmental education, environmental awareness.

INTRODUCTION

Whoever does not love nature does not love man, he is not a citizen.

Dostoevsky F. M.

Environmental education is the education of morality, spirituality, and intelligence. "Man and Nature" - poets, artists of all times and peoples paid tribute to this eternal and always relevant topic. "To a fish - water, to a bird - air, to an animal - forest, steppes, mountains. And a man needs a Homeland. And to protect nature means to protect the Homeland," said the writer Mikhail Prishvin. Can we live without nature, without birds, trees, butterflies and dragonflies, forests and meadows? The bigger our cities become, the higher the houses, the more often we want to go far away from the city to our real home - to nature.

MATERIALS AND METHODS

One of the most serious manifestations of the global environmental problem is the rapid decline in the number of many species of plants and animals. Some species have already irretrievably disappeared from the face of the Earth, others are on the verge of extinction. The death of animals and plants marked the path of human development. Nature is majestic and rich, but at the same time fragile and vulnerable. Everyone loves nature, but, unfortunately, not everyone takes care of it.

One of the conditions for preserving what is common to all is to educate people to respect nature. And you need to start with the smallest ones.

The natural world holds great opportunities for the comprehensive development of children. Walks and observations develop thinking, the ability to see and feel the colorful variety of natural

phenomena, to notice changes in the surrounding world. Reflecting on nature under the influence of an adult, a preschooler enriches his knowledge, feelings, he forms the right attitude towards life, the desire to create, not destroy.

It is at preschool age that the assimilation of the basics of environmental knowledge is most productive, since the baby perceives nature very emotionally, as something alive. The influence of nature on a child is enormous: it meets the baby with a sea of sounds and smells, secrets and riddles, makes you stop, look closely, think. The beauty of the surrounding world gives rise to a feeling of attachment to the place where you were born and live, love for the Fatherland.

Representations of children of the senior group of kindergarten No. 86 "Bylinushka" Nizhnevartovsk about the components of human ecological culture.

Children consider themselves to be the most important:

- knowledge of the rules of behavior in nature 30 %;
- the need to communicate with nature 24 %;
- the conviction of the need to treat nature responsibly 20 %;
- understanding the multilateral (universal) value to nature 15 %;
- practical environmental skills 8 %;
- interest in environmental issues is 8%.

It was concluded that the ecological self-awareness of children is not sufficiently formed; consumer attitude to nature prevails to a greater extent.

The purpose of ecological education of preschoolers is to form the principles of ecological culture and the spiritual experience of humanity's interaction with nature, which will ensure its survival and development. This goal is consistent with the Concept of preschool education, which, focusing on humanistic values, sets the task of "forming a personal culture - the basic qualities of reality - nature, the "man-made world", people around themselves" - these are the values that preschool pedagogy of our time focuses on.

Relevance

Nowadays, the problems of environmental education have come to the fore, and they are receiving more and more attention. Why have these problems become relevant? The reason is human activity in nature, often illiterate, wrong from an ecological point of view, wasteful, leading to a violation of the ecological balance. Each of those who have brought and are doing harm to nature was once a child. That is why the role of preschool institutions in the environmental education of children, starting from an early age, is so great.

The process of forming a preschooler's personality in general and environmental education in particular should be based on a knowledge system that includes basic information about the biosphere (wildlife: plants, animals, humans; inanimate nature). A special place in this system should be occupied by knowledge about man as a part of nature, as the most intelligent being, on whom the future of the biosphere largely depends.

Forms of work to improve environmental education

1. Observations and ecological excursions.
2. Creating videos, presentations, and slide shows.
3. Contests and quizzes.
4. Productive activities, posters, environmental newspapers.
5. Laboratory (experiments and experiments).
6. Staging and theatricalization.
7. Environmental, mobile, didactic, simulation games, travel games.
8. Ecological and educational holidays and entertainment.

To interact with adults and children, we involve parents, grandparents, sisters and brothers to make crafts. With the children of the older group, I conduct quizzes, crosswords, intellectual games "Experts in the nature of my native land", "Aptekarsky Island", "World of Birds". One of the forms of environmental education is holidays and entertainment. The role of holidays and entertainment is to have a strong impact on the emotional sphere of the child's personality. What is important in such holidays is not so much the reproduction of familiar musical works, poems, games, guessing riddles on nature topics, as the involvement of children in experiencing events, in awareness of environmental problems that children can understand.

One of the main tasks of personality development is the formation of an ecological culture in a child, which serves as a source of communication with the outside world. He reveals in the child the culture of communication with nature and people, intellectual culture, spiritual and moral culture, culture of health. A large role in this direction belongs to the preschool educational organization and the family. The article formulates the pedagogical conditions of ecological education of preschoolers. The culture of attitude to nature should be brought up from childhood, careful attitude to nature should be taught - taught systematically and purposefully, using a variety of techniques and methods of the educational process. The presented material allows us to conclude that the joint work of educators and parents contributes to the formation of ecological culture in preschool children.

One of the most important directions in solving the problem of nature protection is educational work with the younger generation. People are used to carrying armfuls of flowers, branches of coniferous trees, mushrooms, berries, and various animals out of the forest. It is necessary to educate such a person who would be satisfied with the opportunity to admire an uncut flower, having the need not only to take from nature, but to give, who would feel responsible for the fate of all life on earth. Environmental education is necessary for everyone. Without this, it is impossible for the real existence of the duties of citizens specified in the basic law of the country - the Constitution of the Russian Federation, which states that all citizens are obliged to protect nature and protect its wealth. This also implies the civic responsibilities of parents for the environmental education of their children. The roots of aesthetic behavior in nature are laid not only in kindergarten and school, but also, first of all, in the family.

RESULTS AND DISCUSSION

The formation of ecological culture among preschoolers in the family consists of acquaintance with

the species composition of plants and animals of the local region, their interrelationships with the environment, as well as by reading books about nature, organizing observations of seasonal changes in the life of plants and animals, small experiments with plants and animals in various conditions at home and in the country. Children between the ages of three and seven begin to form semantic memory and arbitrary attention. At this age, children are little explorers. They strive to take everything in hand, to consider. The subject of their interest is the surrounding plants and animals. Answering children's questions, it is advisable to maintain their interest in nature, to encourage them to independently look for ways to solve the problems that have arisen. It is very useful to take preschoolers on long walks in the forest, to the pond. And the more often this is done, the better. You need to use every free hour. Walking with a child in a field, forest, or on the shore of a pond. The most unremarkable ravine, overgrown with bushes, conceals amazing things, if only you can see them and open your eyes to them to your child.

Even at preschool age, children should know that trees and shrubs should not be broken, that it hurts them, that trees or shrubs do not grow well. On walks in the park or square, it is advisable to introduce children to various ornamental plants, pay attention to their flowering, the color of their flowers, the smell, and some features of the flower structure. Let the child learn some new ornamental plant on each walk. However, at the same time, children should be strictly warned that nothing can be torn in the square or park. Parents should instill in their children the habit of caring for nature in general, for the forest, for the reservoir. Soil pollution with glass and iron containers, polyethylene, burning of vegetation, felling of healthy trees cause irreparable harm to nature, have a negative impact on children. Parents should be an example, a model of behavior and nature. Teach children not to tear branches and leaves.

Of course, part of the work on environmental education in the family takes place on the example of agricultural work. When visiting the country with children, it is advisable to show them what leaves, stems, flowers of agricultural plants, what fruits a particular plant gives, how they are harvested, how plants are cared for, how it affects the growth and development of plants, how they develop depending on seasonal changes in nature. However, the child should not remain a passive observer of the ongoing agricultural work. He needs to be given a small task, for example, to sow seeds, plant several strawberry bushes, weed a bed.

It is desirable that there are indoor plants at home that the child could take care of. At the end of winter, with a child, you can break up a small vegetable garden on the window: plant onions, garlic, dill. It is interesting to watch with a child how the leaves bloom on branches placed in the water in early spring. Branches can be found on the street after pruning trees or shrubs. These branches sometimes give roots, and they can be planted in the open ground in the spring. If the child planted the plant himself, he will always take care of other plants in other conditions.

After each outdoor activity with children, in the process of observing plants or animals, a number of questions usually arise that it is desirable to find out on the same day without delay. The answers to them can be found in the reference literature, which is necessary in everyday life. It is very important that parents, while walking with their children, take care of everything around them and teach their children this. I want to believe that our students, when they grow up, will take care of nature and preserve all life on earth. Let birds fly freely, insects crawl and jump, let the uncut flowers and herbs delight the eye, and let this green and blue world remain as bright and festive as we inherited it.

The most important condition for the successful implementation of an integrated approach is to create an environment in which adults demonstrate to children by personal example the right attitude to nature and actively, to the best of their abilities, participate together with children in environmental activities. That's exactly why working with parents on environmental education of preschoolers is one of the components of working in a preschool educational organization. Only by relying on the family, only through joint efforts can we solve our main task - the upbringing of a person with a

capital letter, an environmentally literate person. In working with parents on the environmental education of children, you can use not only traditional forms, but also non-traditional forms of work.

CONCLUSION

Family and kindergarten cannot replace each other, each of them has its own functions, its own methods of education. And of course, they need to learn how to interact in the best interests of the child. Revealing the beauty of nature to a child and teaching them to see it is a difficult task. To do this, teachers and parents themselves must be able to live in harmony with nature, and children must be ready to imitate them. Preschool children are very observant and attentive to the words of the teacher and parents, they distinguish well between positive and negative actions of adults. Ecological culture, sincere love for nature means not only a certain state of mind, perception of its beauty, but also its understanding and cognition.

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