

**FORMATION OF A SENSE OF LOVE IN NATURE IN PRESCHOOL
CHILDREN AS A PEDAGOGICAL PROBLEM**

G'aniyev Umidjon Muhammad Muso og'li
Student of SamSIFL

Abstract: *We know that preschool education is the basis of lifelong learning. During the years of independence, its effectiveness has increased as a result of special attention paid to the priority training of qualified educators and teachers. Preschool curricula have been redesigned. Modern teaching aids, technical aids, toys have been developed. Particular attention was paid to the mental, spiritual, physical, personal and cultural development of preschool children. Pedagogical conditions have been created for the spiritual and moral upbringing of preschool children on the basis of national and universal values. Research work has been carried out.*

Keywords: *nature, pedagogical problem, feeling of love, preschool*

It is known that the role of mother nature in aesthetic education of children is incomparable. In this regard, many methodical manuals have been created, in which mainly the fact that nature is a source of beauty, the problems and methods of using such beauty as a means of aesthetic education, and teaching children to see and feel the beauty of nature, much attention is paid to encouraging the protection of natural landscapes.

N. Tillyabova's brochure "Education of humanitarian feelings in children of a large group before school" examines the methods of educating humanitarian feelings in children of a large group. The ways of raising young children to be moral, polite, patriotic and humane are shown. Methods of educating humanitarian feelings in children of large groups before school, the content of classes have been methodically developed.

"Is your child ready for school?" In the book, the experiences and methodical recommendations of preschool education specialists in our republic and foreign countries on the spiritual, physiological and mental development of the child are given. The presentation of tests and interesting tasks in this book in a unique way creates an opportunity for both parents and employees of preschool educational institutions to use in the process of preparing children for preschool. The book describes the features of physical, psychological and intellectual development, reading skills and prerequisites for educational activities.

The children's study guide is directed to the implementation of the basic program of child development and school preparation. In it, weekly, monthly, annual, distributions, lessons written on the basis of experience - test results are

presented to educators. In the children's educational manual, the tasks of working with children of the infant, junior, middle, senior, and pre-school age are methodically indicated.

G. Jalilova's recommendation on the topic "Using non-traditional games in preparing children for school (in family settings)" shows games and exercises that can be used in family settings. The recommended developmental games are both simple and non-traditional in terms of their implementation, and are suitable for kindergarten psychologists, educators, and students of schools for young mothers in neighborhoods. The content and methodology of games aimed at developing perception, attention, memory, and thinking have been developed.

As a result of the study and analysis of the literature in the field of pedagogical and pre-school education on nature, it is known that the problem of forming concepts about nature among children of the older age group has not been scientifically and pedagogically fully resolved. . However, in our opinion, the formation of mental, moral, physical, legal, and nature concepts in children educated in preschool educational institutions is important in their spiritual development and perfection. Because the concept reflects the general and important features of objects in the human mind. A concept is a form of reaction to things and events in the world as a product of thought.

The concept is directly related to perception, perception, imagination, experiences, develops human knowledge and strengthens words. The concept is the main form of scientific thinking, expressed and strengthened in words and communication. Concepts have a multifaceted relationship, are implemented in the process of education and training, and are defined, generalized, systematized, and compared based on them. In the process of assimilation of concepts, children's knowledge matures in their relationship to events in life. That is why events and phenomena in nature are important in the formation of environmental concepts in preschool children. Because the child perceives and perceives the external world and the things in it through concepts. The concept improves more and more during the child's activities with the surrounding objects and forms the basis of knowledge.

Logical thinking develops in children based on concepts. Understanding emerges through knowledge, and knowledge is formed based on the generalization of concepts.

So understanding is having a common idea. For example, the concept of science, the concept of art. To have knowledge about something is to demonstrate the ability to understand something.

It should be said that the formation of concepts about nature is a complex, long-lasting and multifaceted process, which is carried out throughout the entire education and upbringing process. It means building conscious and positive relationships, cultivating interest in acquiring skills about nature. The teacher's task

is to explain to children from a young age that protecting nature is the conscience and duty of everyone. It is necessary for the life and activity of the society, its well-being, to help the development of the human being through his mind and work, to honor the nature, to preserve its beauty, to convey to the minds of the children that everyone cannot live without water, air, and land. it is appropriate to fly.

Forming a feeling of love for nature, it is necessary to take into account the possibilities of the child's perception, understanding, emotional perception, attention, memory, thinking, and to improve the process of knowledge about nature. It is known that concepts about nature mature during training. That is why educators activate children's relationship with flowers and trees during nature trips. Children catch them. Engaging their senses, they listen to how the trees rustle. Such activity of the senses not only helps to have a more complete perception of nature, but also develops and improves this psychological process.

It is important to develop children's memories in the formation of concepts about nature. Because the fact that children remember their materials about nature and express their attitude towards them shows the development of concepts about nature. Children of the senior age group in preschool educational institutions learn by seeing and perceiving while traveling to nature. It is desirable that the educator not only explains nature in training, but also provides information about nature. That is why the memory of nature and plants plays an important role in the training process. Children acquire new knowledge and skills during training, and they need to be understood and remembered.

It depends on the development of environmental skills and competences of the pupils of pre-school educational institutions, on the improvement of the muscle-movement apparatus under the control of the brain.

It is necessary to teach children to overcome difficulties, to enter the path of achieving the set goal with perseverance and determination, not to abandon the work started, but to finish it. In this place, it is very important to express positive feelings - joy, enjoyment and satisfaction from nature. Feelings such as concentration, interest, independent thinking, and dissatisfaction are manifested in the formation of concepts about nature.

As a result of interest in nature, individual psychological characteristics such as ability and temperament are formed.

Spiritual and psychological preparation of children in the formation of concepts about nature depends on the knowledge, practical skills and qualifications of the educator. If a child is not taught to love nature, environmental activities will not become an acceptable activity for him, it will not be able to create the necessary positive emotions and other psychological manifestations. In such cases, neither natural love nor other moral qualities are manifested.

In this regard, instilling theoretical knowledge about nature protection into the minds of children of the older age group in preschool educational institutions, instilling in them a sense of concern for living nature, and ensuring that they care about the preservation and protection of green nature. To acquire the skills and competences in the formation of responsibility for the preservation of natural resources, the rational use of land and water resources, the prevention of atmospheric pollution, the ability to correctly assess the ecological situation, and the organization of ecological activities It is appropriate to provide and implement others. Because, only if children acquire the concepts of nature, learn the simple methods of growing plants, taking care of animals, observe nature, and see its beauty, they will have a careful and caring attitude towards nature. An opportunity to educate children will be created.

REFERENCES:

- 1 Yoshlarni ma'anviy tarbiyasi. (darslik). Ergashev Q. T.: Ma'naviyat nashriyoti. 1999.
- 2 G'ulomov A.K. Nutq o'stirish mashg'ulotlari. (o'quv qo'llanma). T.: "O'qituvchi". 1995. 160 bet.
- 3 Hasanov R. Tasviriy san'at o'qitish metodikasidan amaliy mashg'ulotlar. T.: 2006. 71 bet.
- 4 Hasanboyev J va boshqalar. Pedagogika. (Pedagogika nazariyasi va tarixi). (darslik). T.: 2011. 456 bet.
- 6 Spiritual education of youth. (textbook). Ergashev QT: Manaviyat Publishing House. 1999.
- 7 Gulomov A.K. Speech development lessons. (textbook) T.: Teacher. 1995. 160 pages.
- 8 Hasanov R. Practical lessons on methods of teaching fine arts. T.: 2006. 71 pages.
- 9 Hasanboyev J and others. Pedagogy. (Theory and history of pedagogy). (textbook). T.: 2011. 456 pages.