

## **PEDAGOGICAL TECHNOLOGY OF ECOLOGICAL EDUCATION FOR PRESCHOOL CHILDREN**

***Shanasirova Zakhro Yuldashovna***

*Associate professor, faculty of preschool education,  
Chirchiq state pedagogical university*

**Abstract:** Environmental education serves to form a positive attitude towards nature in preschool children, to develop a sense of environmental responsibility in them, and to increase their enthusiasm for environmental protection. The technology of environmental education for preschool children is based on the idea that the child learns the world around him through various age-appropriate activities that form his psyche. This article provides insights into the content, types, and essence of technologies used in environmental education for preschool children.

**Keywords:** priority, uniqueness, technology, greening, conceptual, intensive, intellectual, emotional, personal, goal setting

The ecological culture of an individual encompasses their ecological consciousness and ecological behavior. A preschool educational institution, as an informational and cultural-educational structure, is capable of implementing the fundamental principles of sustainable development and becoming a working model for forming the foundations of ecological culture in preschool children.

The ecological education system serves as the main tool for developing the ecological culture of the younger generation. Ecological culture itself is viewed within the context of a new approach to integrating humans with nature through deeper knowledge and harmonious interaction. Given the contemporary societal transformations, modern preschool education focuses not merely on imparting a large volume of knowledge but on shaping integrative qualities in preschool children—personal, intellectual, and physical. Achieving a new qualitative result has become a priority for the preschool education system today.

In organizing the educational process, an integral approach necessitates that educators adopt and implement new pedagogical technologies, methods, and curricula that meet modern educational requirements.

The ecological education technology for preschool children is based on the idea that children explore their surroundings through various age-appropriate activities that shape their psyche. This technology aims at a comprehensive resolution of ecological education issues among preschool children by integrating different types of children's activities into the greening process and developing an evolving subject environment with ecological content.

Greening a child's activities involves enriching their content with ecological components. Ecology, as a science, is characterized by a high level of integration with philosophy, science, art, and practical activity. At the preschool education level, this is manifested in the necessity of greening the entire pedagogical community's activities and the various types of children's activities.

### **Goals and objectives of ecological education technology**

The goal of ecological education technology for preschool children is to implement a comprehensive approach to their ecological education. The objectives of this technology include:

1. Forming the foundations of systematic ecological knowledge in children to facilitate their

orientation in the modern world.

2. Integrating different types of children's activities based on environmental interactions as a system-forming factor.
3. Encouraging creative problem-solving, independent thinking, and the realization of original ideas in children.
4. Developing research-oriented and cognitive skills, as well as an active cognitive position in children concerning the environment.

### **Conceptual basis of ecological education technology**

The conceptual framework of ecological education technology for preschool children is based on the following psychological-pedagogical theories and principles:

- The concept of comprehensive development of preschool children as subjects of their activities. This approach convincingly demonstrates that a child's intensive intellectual, emotional, and personal development, well-being in a peer group, and social status are directly related to their awareness of themselves as active subjects of activities. This position is reflected in independent goal-setting, motivation, selection of means and methods for implementation, self-regulation, self-evaluation, and the ability to achieve results.
- The activity-based approach, which is grounded in the holistic structure of activity (needs – motives – goals – conditions – actions) and involves learning knowledge and skills through purposeful problem-solving.
- The principle of systematic problem-solving, which requires educators to create problem situations where children actively participate in their resolution. Problem-based learning is closely linked to the principle of systematization, as it involves the progressive implementation of increasingly complex tasks.
- The principle of visualization, which is associated with the preschool child's visual-figurative and visual-effective thinking, ensuring the selection of objects and processes that can be observed directly within their environment.
- The scientific principle, which ensures that educators use scientifically grounded methodological techniques that align with children's psychological characteristics and age-related capabilities.
- The humanistic principle, which shifts the educator-child relationship towards a new educational model where children are granted greater autonomy in expressing emotions, thoughts, and ideas, even allowing room for mistakes and differing perspectives.
- The principle of integrity, which reflects the child's holistic perception of the surrounding world and their unity with nature.
- The principle of consistency, which ensures the systematic development of knowledge from simple to complex.
- The principle of activity, which structures the learning process around the child's engagement with the environment.
- The principle of integration, which requires collaboration among all educators at different stages of working with children.

### **Implementation of ecological education technology**

The ecological education technology for preschool children integrates various forms of children's activities (play, labor, research, and experimental activities) that include environmental components. Role-playing games involve natural history, environmental knowledge, and specific rules, helping children familiarize themselves with natural phenomena and processes. Board-based educational games incorporate natural objects, and children's independent play activities should contain environmental elements.

The greening of research activities can be realized by engaging children in various ecological conditions and situations.

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