

**METHODS FOR DEVELOPING PRESCHOOL CHILDREN THROUGH  
INTRODUCING SCIENCE AND NATURE**

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**ABSTRACT**

**INTRODUCTION:** Introducing preschool children to science and nature develops their observation, logical thinking, and love for the environment. The main methods are: walks in nature, simple experiments, keeping observation diaries, creative work with natural materials, and understanding the world through didactic games.

**RESEARCH OBJECTIVE:** Solving the problem posed in the study of the development of creative abilities of preschool children in the process of acquaintance with nature required the development of a model of creative abilities in preschool children. The main task of the development of children's knowledge and creativity in the process of acquaintance with nature is to support design and research activities. This activity incorporates elements of creativity and develops creativity in preschool children.

**Keywords:** Nature, students, centers, children, education,

**MATERIALS AND METHODS:** The main purpose of science is to familiarize children with nature by providing them with complete information about animate and inanimate objects, to study the methods and forms of introducing children to nature in preschool educational institutions and in the family, and to help them learn the basic principles of the "First Step" state curriculum.

**DISCUSSION AND RESULTS:** Aesthetic, intellectual, moral education, physical development of preschool children through acquaintance with nature

has been considered an extremely urgent problem at all times. Acquaintance with nature is a process that leads a person to spiritual perfection, protects him from all negative mistakes. As a result, his moral beauty increases. For this reason, the process of education through acquaintance with nature has a long history. In this regard, the peoples of Central Asia have a rich tradition in the field of nature protection. Nature is a whole world that includes the organic (living) and inorganic (non-living) worlds, nature is the organic and inorganic worlds, the plant and animal worlds that surround humanity with their extremely diverse manifestations and organs. And humanity is a being that emerged from it and was derived from it. Therefore, it is a natural (biological) social entity. The concept of nature is more broadly and partly narrowly understood. In a broad sense, nature is the entire objective being, real reality, the world in various manifestations. In a narrow sense, nature is an object that science, mainly natural sciences, studies. In the literature, nature is indicated by two levels: primary and secondary. The first of these is nature, which exists exclusively, purely naturally, free from humanity; the second is natural resources created with the participation of humanity - soil, water bodies and canals, groves, fields and orchards, settlements - cities, villages, etc. It is clear that nature is of invaluable value for humanity. Nature is the place of birth, life, growth, and activity. Man lives, grows, and develops together with nature. Humanity not only affects nature, but is also directly dependent on it. Factors related to nature also determine technical, economic, and ecological

relations. This situation requires the need to coordinate people's relations with nature and the environment. Introducing children to the animal world from an early age and instilling love in them, and protecting inanimate and living nature, is a problem that should be studied as one of the initial elements of ecological education. In particular, this direction has not been specifically studied, and today the increased need of the state and society for a well-rounded person indicates that it is urgent. The teachings about the duty of a person to protect nature were expressed in the teachings of great scholars who came from Turanian Turkestan. Scholars wrote down rich information about their travels in nature, the events and incidents associated with them. They expressed in their works the need to cultivate love for nature and high morality. Labor education for preschool children should begin in childhood, raising them in the spirit of hard work, increasing their interest in labor, respecting and appreciating the products of labor created by adults. In the labor education corner for children, it is carried out in the flower garden, in the process of caring for plants and animals. It is advisable if labor education is carried out taking into account the age characteristics of each group. When providing labor education in a small group, children, together with the educator, water the plants in the room, feed the fish in the aquarium, throw grain to the birds, participate in harvesting and picking melon crops in the kindergarten yard. In the middle group, labor education is somewhat more complicated, they themselves take care of plants in the grounds of preschool educational organizations. They feed and care for animals in the nature corner themselves. Labor education, which is carried out in large preparatory groups, is also distinguished by its uniqueness and complexity. Children's attitude to plants, their labor further enhances their love for living nature and the Motherland. Education through nature is a part of general education, which sets itself the task of educating children with a good understanding of their age characteristics, cognitive processes, and abilities. The origin of man is inextricably linked with animate and inanimate nature, according to material and spiritual requirements. The place occupied by man in the biosphere is twofold. That is, he is a biological object, dependent on the physical factors of the environment, because the environment surrounding us breathes from existence, feeds on it and benefits us from nature as a result of the exchange of substances. People have always been distinguished from living beings by their own unique characteristics. They influence nature with their activities, that is, they create a cultural environment and pass it on from generation to generation based on their labor and spiritual experiences. As a result of caring for plants and animals, man creates and multiplies new species, varieties. Preschool children come into contact with nature when they come to and from kindergarten. In this case, children will tell everyone about what they saw and heard on the street when they come to kindergarten. This teaches children to be alert and to be vigilant on the street. In introducing preschool children and children in the family to nature, the educator and family educator have great tasks. When educating children, the educator must expand his or her knowledge and be aware of each area. Events and phenomena occurring in nature should be conveyed to children in an understandable, clear, fluent, and age-appropriate manner, and this is required of every educator and family educator. Most importantly, the educator should provide children with knowledge and understanding of the conditions of their living environment, the changes taking place in it, the plants and animals there, and where we can meet them. Based on this, educators cultivate the skills of growing plants, caring for animals, and treating them with care.

**CONCLUSION:** Labor education, which is carried out in large preparatory groups, is also distinguished by its uniqueness and complexity. Children's attitude to plants, their labor further enhances their love for living nature and the Motherland. Education through nature is a part of general education, which sets itself the task of educating children with a good understanding of their age characteristics, cognitive processes, and abilities.

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