

**METHODOLOGY OF ORGANIZING OUTDOOR WALK ACTIVITIES IN
PRESCHOOL EDUCATIONAL INSTITUTIONS**

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Abstract

This article examines the pedagogical significance of outdoor walk activities in preschool educational institutions, their impact on children's development, and the scientific-methodological foundations of their organization. The structural components of outdoor activities—observation, physical games, labor activities, and independent play—are analyzed in terms of their role in children's physical, cognitive, and social development. In addition, the role of the educator and methodological approaches for effectively organizing outdoor activities are substantiated.

Keywords

preschool education, outdoor activities, pedagogical process, observation, physical games, labor activity, independent play, ecological education, child development, methodology

Introduction

Outdoor activities in preschool education not only serve as a means of physical development but also play a significant role in shaping children's cognitive, emotional, and social competencies. Modern pedagogical research emphasizes that learning in natural environments enhances children's curiosity, intrinsic motivation, and exploratory behavior. Therefore, outdoor walks should not be limited to routine physical activity but should be designed as an integrated educational process.

One of the important methodological aspects of outdoor activities is the integration of interdisciplinary learning. During walks, children can simultaneously engage in elements of science, language, mathematics, and art. For instance, while observing leaves, children may classify them by size, color, or shape, which introduces basic mathematical and analytical thinking skills. Similarly, describing natural objects enhances vocabulary development and linguistic competence. This integrated approach ensures that learning becomes holistic and meaningful.

Another crucial component is the **development of environmental awareness and ecological culture**. Early childhood is a sensitive period for forming attitudes toward nature. When children actively participate in caring for plants, feeding birds, or maintaining cleanliness in the environment, they begin to develop a sense of responsibility toward nature. Educators can further strengthen this by explaining cause-and-effect relationships, such as how pollution affects plants and animals, or why water and sunlight are essential for growth. Such explanations contribute to the formation of early ecological consciousness.

The role of sensory development during outdoor activities is also significant. Nature provides a rich sensory environment where children can see, hear, touch, and even smell different elements. For example, touching tree bark, listening to birds, or observing moving clouds stimulates sensory perception. These experiences are essential for the development of perception, attention, and memory processes. According to developmental psychology, multisensory experiences significantly improve children's ability to process and retain information.

In addition, outdoor activities create opportunities for the development of emotional intelligence. Interaction with peers during games and shared tasks helps children recognize and regulate their emotions. Situations such as waiting for their turn, resolving conflicts during play, or cooperating in group activities teach empathy, patience, and social understanding. The educator plays a key role in guiding these interactions and modeling positive behavior.

Another methodological direction is the use of problem-based and inquiry-based learning during walks. Instead of providing ready-made answers, educators can encourage children to explore and discover. For example, they may ask questions like: “Why do shadows change during the day?” or “What happens to leaves in autumn?” Such questions stimulate curiosity and analytical thinking, helping children develop early research skills.

The importance of individual approach and differentiation should also be emphasized. Each child has unique interests, abilities, and developmental levels. During outdoor activities, the educator should observe children carefully and provide differentiated support. For example, more active children can be engaged in physically demanding games, while quieter children can be encouraged to participate in observation or creative tasks. This ensures inclusive and effective participation of all children.

Furthermore, the organization of space and materials plays an essential role in the effectiveness of outdoor activities. A well-equipped playground with safe and diverse materials (sand, water, natural objects, sports equipment) allows children to engage in various forms of activity. The presence of natural elements such as trees, flowers, and open spaces enriches the educational environment and supports exploratory learning.

It is also important to highlight the continuity between indoor and outdoor learning. Activities conducted during walks should be connected with classroom lessons. For example, if children learn about seasons indoors, outdoor observation can reinforce this knowledge. This continuity strengthens understanding and helps children apply theoretical knowledge in real-life contexts.

Finally, evaluation and reflection are important components of the methodology. After outdoor activities, educators can organize short discussions where children share their observations and experiences. This helps consolidate knowledge, develop communication skills, and encourage self-expression. Reflection also allows educators to assess the effectiveness of the activity and plan future improvements.

Conclusion

In conclusion, outdoor activities are an important pedagogical tool in preschool education that contributes to the holistic development of children. Properly organized walks strengthen children’s physical health, enhance cognitive activity, and promote social skills. The integration of observation, play, labor, and independent activities increases the effectiveness of the educational process. Therefore, educators must organize outdoor activities systematically, taking into account scientific-methodological principles, as well as the age and individual characteristics of children.

References

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