

ENVIRONMENTAL EDUCATION OF HEARING-IMPAIRED PRESCHOOL CHILDREN BY SHAPING THEIR KNOWLEDGE OF NATURE

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ABSTRACT

This in the article in hearing defect has been before school age the children nature about imagination concepts wake up, manashu received knowledge through their ecological education shaping ways about written _

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It is known to us that in preschool childhood, the first feeling about the surrounding world is formed. The child receives sensory impressions of nature, gathers knowledge about various forms of life. Also, the main principles of his ecological thinking, consciousness, ecological culture, careful attitude to the living world around us, and love are formed during this period. Of course, for this, it is necessary to organize a systematic form of education in providing preliminary knowledge about nature and its features. Environmental problems cannot be eliminated without a continuous environmental education system. It is really important that children know that plants and animals are living things, that they breathe, drink water, grow and most importantly, feel pain. If children do not understand at a young age, several problems may arise in the formation of environmental education. Ecological education is carried out in preschool education institutions through the entire pedagogical process in everyday life and in groups. Human interaction with nature is a very urgent problem of our time. These problems are getting worse every year. Every person living on earth should know from childhood what negative consequences a careless attitude towards the environment can have (about the death of animals and plants , drinking water supply and other negative growth in the environment about changes). Not only should he know about these, but he should also feel personal responsibility for the situation. The purpose of ecological education and upbringing is to form a system of scientific knowledge, views and beliefs in children with hearing impairment, to ensure the formation of a responsible attitude to the environment in all types of activities of preschool children, and the formation of ecological culture. Various events help to form ecological culture, aesthetic attitude to nature, develop love for it, increase responsibility for its condition. The earlier the formation of the foundations of ecological culture begins, the higher its level will be in the future. Nature is our common home. The loss of respect for him leads to the loss of morality in a person, this idea was repeatedly emphasized by Russian writers M. Prishvin, V. Biankilar in their works.

The tasks of environmental education are as follows:

- forming ideas about nature and human influence on it;
- the need to understand and appreciate nature as a source of material and spiritual forces of society and man;
- forming a moral assessment of concepts such as ecological responsibility, ecological culture;

- formation of conscious compliance with the rules of behavior in nature, education of love and care for the nature of the Motherland.

Hearing-impaired children educated in special pre-school educational institutions have a very narrow view of things and events around them. They not only can't name them, they can't define them with words, but they also have a hard time to separate them from a group of different objects. Therefore, it is necessary to introduce children to the world that surrounds a person. In the process of getting to know the environment, children should get as many impressions as possible about the subjects being studied, feel them in different ways and forms. When talking about the characteristics of environmental education for children with hearing impairment, its characteristic is the child's direct contact with natural objects, live contact with plants and animals, observation and care for them. It should be noted that practical skills should be improved. From the point of view of ecological education, the environment in the preschool educational institution should contribute to the cognitive development of the child. Necessary conditions for children's cognitive activity should be created in the compensation group. Children like to play and experiment with the natural material that is always available, children like to collect natural material themselves (sticks, seeds, shells, leaves, stones, etc.). When collecting plant material, they are always warned. They explain to children that they should not break branches, collect only fallen leaves, and that it is impossible to uproot flowers and grass, as this can cause irreparable damage to nature. When introducing children to vegetables, the teacher shows different vegetables - carrots, beets, onions, cabbage, potatoes, cucumbers, ham, and their cooked state. encouraged. Continuing the introduction, the teacher shows the images of these products in pictures and models. Then the children try to draw these things and make them out of plasticine. In pictures, and sometimes in life itself, children learn to grow vegetables in the garden, plant their seeds in the ground and take care of them.

Different forms and methods of work are used to introduce children with hearing impairment to inanimate nature. When communicating with nature, it is important to teach children to relate to it. The pedagogue is taught to use the natural environment to the maximum in order to form their attitude to nature in children through their feelings, knowledge and actions. In our activity, we use various forms of pedagogical work. Ecological observations - their goal is to form ideas about natural phenomena, their characteristics, characteristic features, to show their connection with wild nature, to show their importance in the life of plants, animals, and people. Excursions show seasonal changes in nature, allows observing characteristic changes in animate and inanimate nature. Observations on walks and in everyday life increase the need to communicate with nature, develop ecological awareness. The role of ecological games in shaping ecological education is incomparable. Play is a favorite pastime for children. It is easier to teach in the game, because in order to be a participant in the game, the child must acquire certain knowledge. Didactic games are of great importance in working with children, "Who lives where?", "Flies, runs, jumps" (about the adaptation of animals to the environment), "Who has what kind of house?" (about ecosystems), "Alive - inanimate" (for classification according to the given criteria), "Choose the right way" (about the rules of behavior in nature) are among them. Also for children with hearing impairment One of the visual and practical methods in children's preschool educational institutions is modeling, which includes the creation of models for the formation of knowledge about the properties and relationships of objects. The use of the visual

modeling method is associated with the specific features of mental and speech development of children with hearing impairments, for whom visual perception is the main source of ideas about the world around them. Different types of models can be used for environmental education of hearing-impaired children:

- subject models reflect the structure and characteristics, internal and external relations of real things and events (forest, village yard, etc.); - subject-schematic models;

- graphic models (weather calendar, day length determination table, etc.);

groups when it is necessary to highlight important features and relationships in objects and natural phenomena. The demonstration of the model is used on the condition that children are previously introduced to the natural object using other methods that provide bright ideas about its properties, characteristics, connections and relationships. Ecological activities, kindness lessons develop interest in the natural world, form a positive emotional attitude towards it, a desire to protect and care for it. We try to include all forms and methods of environmental education in joint activities, their frequent changes and harmony with play and creativity. If parents are active assistants and like-minded, the work of raising children's environmental consciousness can be really effective. The family as an environment for the formation of personality has a great influence on the formation of the foundations of the ecological worldview in the child. Our mission is to show parents the need to teach children about environmental culture. When working with parents on environmental education of children, we use traditional forms (parent meetings, consultations, conversations, conferences) and non-traditional forms (thematic art exhibitions, works made of natural materials, family photos. ..) we try to use. Thus, environmental education of parents is an important and complex area of the pedagogical process, which mainly determines child education and requires systematic and purposeful work.

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