

## KNOWLEDGE FORMS OF CHILDREN'S ORGANIZATION DURING EXPERIENCE WITH NATURE

Tursunboyeva M. D.

Lecturer at the Department of Preschool Education Methods

Chirchik State Pedagogical University

### ABSTRACT

An article about ways to introduce children to nature, about how to acquaint children with nature, about interest in nature, about protecting nature.

**Keywords:** form, lesson, excursion, children.

### INTRODUCTION

The forms of organization of children's activities in familiarizing them with nature are lessons, excursions, walks, work in the reserve, work in the garden.

This is the main form of introducing children to nature. Lessons are held according to the program, at a certain time according to a predetermined plan of the day. In the classroom, the teacher not only informs the children of new information, but also clarifies and consolidates their knowledge. Classes are organized in such a way that in the process of introducing children to nature, developing their cognitive abilities (observation, thinking) and speech, expanding their vocabulary, educate interest and love for nature. In class; the most important thing is that all children learn the program material. For this, various methods are used: observation of specific objects, the work of adults, didactic games, work with pictures, reading works of art, conversations, stories, etc. b. used.

Excursion - children in natural conditions: in the forest, on the lawn, in the garden, on the pond, etc. nature lesson. Excursions are made during the hours allotted for the lesson.

Excursions have a certain program content that children of all groups should learn (this is the difference between excursions and daily walks). Excursions are of great educational and educational value, since they increase interest in native nature, allow you to cultivate aesthetic feelings.

Being outdoors in the forest or among the fragrant flowers on the lawn, the movement and joy that are usually associated with this, also contribute to the development of the child's body. The choice of a place for an excursion depends on him, his duties and the age of the children.

Excursions to the kindergarten are conducted with auditory, adult and school-preparatory groups. From the second half of the year, with a group of kids, it is recommended to make short excursions to the lawn, to the park (forest) to observe the nature of the region in preschool institutions. When choosing a location, stay away from roads with inland hills and waterfalls.

Taking into account the possibilities of preschool children, nearby places should be used first of all for the excursion. In cities - boulevards, gardens, parks, groves, where you can observe seasonal changes in the life of plants, birds, insects, as well as human labor. In rural conditions, such places are: forest, arable land, lawn, river, poultry house, barn, greenhouse, etc. b.

It is better to make an excursion to a certain place in different seasons of the year. This makes it much easier for children to observe the seasonal changes in nature.

Before returning home from an excursion or a walk, children are allowed to rest by sitting in the shade for 5-10 minutes. At this time, you can decompose the collected (flowers, mushrooms) or take your time, for example, play the game "Learn the Mushroom".

Collecting plants and animals from nature requires special equipment.

Walks. Daily walks are widely used to introduce children of all age groups to nature. These are short walks with a guide, during which the teacher examines the area, organizes observations of the weather, seasonal changes in flora and fauna.

During walks, children get acquainted with nature according to the program and according to a pre-planned plan, taking into account the conditions of the area. When a natural phenomenon is noticed during walks, the plan is implemented.

In developing walks, games are organized using natural materials (sand, snow, water, leaves), toys set in motion under the influence of water, lakes.

There should be a sandbox, a small pool, water sprinklers (toy), toys for playing during walks.

4. Work on the land. Children often work in the garden after sleeping. This work is combined with observations in the field of nature and contributes to the accumulation of knowledge about plants and animals, the improvement of labor skills and business skills, and the development of love for work.

The organization of work depends on the type of work, the age of the children and the time of year. Some work on the land can be carried out in the form of a lesson in all groups (or small groups), but the formation of labor skills and abilities should be carried out in the daily work of children. Various tasks are given from time to time (or for a long time) to individual children in their small groups or to the whole group as a whole. On duty in the garden and flower garden in adult and school training groups.

5. Work in the care of nature. Work in the natural environment is carried out during the hours allotted for daily work. Children observe pronouns and animals, learn how to take care of them, learn basic work skills, learn to work with adults, and then learn to work independently.

Organization of work of children depends on their age. In the first group of kids, children only watch how the teacher takes care of the plants, and in the second group of kids, they themselves participate in this work. In the Estiyar group, everyone performs the individual tasks of the educator. In adult groups, they are performed by accompanying persons under the supervision of a teacher. In the preparatory group for school, other children from the team conduct individual observations in caring for plants and animals.

From time to time, you can collect a care of nature together.

## REFERENCES

1. Avazovna, X. N. (2022). Maktabgacha yoshdagi bolalar nutqini oshirish. World scientific research journal, 7(1), 3-5.
2. Каримжонова, Д. А., & Хидоятова, Н. А. (2022). Maktabgacha ёшдаги болаларнинг нутқини ривожланиши устувор йўналишлари. Eurasian Journal of Academic Research, 2(4), 86-92.
3. Xidoyatova, N. A. (2022). Integrative approach: important element of teaching of foreign language. Mugallim, 1(2), 62-65.

4. Xidoyatova, N. A. (2022). The psychological development of properties volitional qualities of pupils. *Mugallim*, 1(2), 68-71.
5. Yuldashevna, S. Z., Khatamjanovna, N. Z., Dexkonovna, T. M., & Abdumuminovna, I. M. M. (2022). Development of critical thinking to the environment in primary school students. *Berlin Studies Transnational Journal of Science and Humanities*, 2(1.5 Pedagogical sciences).
6. Dehqonboyevna, T. M. (2022). Maktabgacha pedagogika. *World scientific research journal*, 7(1), 6-8.
7. Турсунбоева, М. Д. (2022). Бўлажак меҳнат таълими ўқитувчиларининг касбий сифатларини узвийлик ва узлуксизлик тамойили асосида босқичма-босқич шакллантириш. *Mugallim*, 1(2), 86-88.
8. Tursunboyeva, M. D. (2022). System of information and communication technologies in the education. *Mugallim*, 1(2), 99-102.
9. Чоршамиев, Н. А. (2021). Классификация и терминология восточного массажа по Авиценне, и эффективность его использования в борьбе-кураж. *Инновационные подходы в современной науке*, 1(1), 74-78.
10. Чоршамиев, Н. А. (2021). Ёш курашчиларда мушак кучининг функционал кўрсаткичлари ва ишчанлик қобилиятини ошириш. *Fan-Sportga*, (5), 58-61.
11. Khalilova, N. I. (2023). APPEARANCE OF REFLECTION AT DIFFERENT PERIODS OF PERSONAL DEVELOPMENT. *Development and innovations in science*, 2(2), 41-45.
12. Халилова, Н. (2022). Ўсмирлик даврида рефлексивликни ривожланиш хусусиятлари. *Общество и инновации*, 3(4/S), 257-262.
13. Seitniyazov, K. M. (2023). Some traditional names in Toponymics. *Galaxy International Interdisciplinary Research Journal*, 11(4), 842-845.
14. Сейтнийазов, К. М. (2023). О некоторые положениях в определении названии географических объектов. *Перспективы современной науки и образования*, 1(1), 85-90.
15. Сейтнийазов, К. М. (2023). Методы исследования в топонимике. *Развитие науки и образования*, 1(1), 101-106.
16. Altibayeva, M. B., Karshibayeva, L. Q., & Madrakhimova, Z. N. (2022). Geodemographic status of syrdarya region and its role in the territorial location of service networks. *Journal of Geography and Natural Resources*, 2(03), 34-38.
17. Nurmatovna, M. Z. (2022). Environmental management and sustainable development. *European Scholar Journal*, 3(5), 50-52.
18. Madraximova, Z. N., Ishankulova, K. K., Turdiqulova, J. S. (2022). Sirdaryo viloyati hududidagi sho'rlangan tuproqlarda Steviy dorivor o'simligini yetishtirish agrotexnikasini ishlab chiqish. *Ekologiya monitoring*, 1(1), 41-43.
19. Арсланова, Г. Д., Панкина, М. С. (2023). Воспитание национальных и общечеловеческих ценностей у младших школьников. *Муаллим илмий журнали*, 1(3), 409-413.
20. Арсланова, Г. Д., Сытина, Н. В. (2023). Инклюзивное обучение в начальном образовании. *Муаллим илмий журнали*, 1(3), 409-413.
21. Qarshiboyeva, X. K. (2021). Yozma savodxonlikni oshirishda boshlang'ich sinflarda chiroyli yozuv malakalarini shakllantirish. *Konferensiya*, 1(1), 286-289.

22. Qarshiboyeva, X. K. (2020). Boshlang'ich sinf o'quvchilarining ona tili va o'qish darslarida nutqiy faoliyatini takomillashtirish yo'llari. Konferensiya, 1(1), 379-382.
23. Qarshiboyeva, X. K. (2023). TALIS xalqaro baholash dasturining ahamiyati va afzalliklari. Mugallim ilmiy metodik jurnali, 1(3), 72-77.
24. Татаева, Д. А., & Орабова, Ф. О. (2022). Интегративный подход к развитию экологического воспитания в общеобразовательных школах. Scientific progress, 3(2), 409-412.
25. Закиров, Д., & Татаева, Р. (2022). Развитие экологических знаний у дошкольников—важный процесс. Academic research in educational sciences, 3(9), 370-375.