

## INTRODUCTION TO NATURE FOR PRESCHOOL CHILDREN

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## ABSTRACT:

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*Preschoolers can see situations aimed at loving nature and related phenomena. The importance of nature in child education and the need to explain its rational use are emphasized.*

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**INTRODUCTION.** Science, enlightenment, and culture have been an unquenchable torch in the world of humanity for centuries. Thanks to the independence of our country, this torch is shining brighter and more brightly today, taking on a special significance. Our ancient wisdom, unique manuscripts, and ancient monuments, hidden beneath the pages of history unknown to us, are being studied in depth by our research scientists thanks to our independence.

History is the path of human perfection and progress. Not knowing the meaning is not understanding yourself. Only a self-aware people honor the names of great people and always remember their pure souls. If we look back at our past history, our educators who lived and worked in their own times emphasized that the blessings of nature, which provide spiritual nourishment and all-round development of a child, are its miracles. Great educators who have left their indelible, unforgettable names in the pages of history emphasize the importance of nature in child rearing. They have expressed their scientific opinions about how it affects the child's psyche. In studying this topic, we will get acquainted with the scientific works of Western educators: Y. Comenius, J. J. Rousseau, I. G. Pestolotsii, etc. about the role of nature in child education . We will get acquainted with the work of K. D.

Shinsky, a Russian educator, "Human Education as a Subject". Ushinsky: "Even if you consider me a pedagogue, I have come to this conclusion from my own life experience.

"Beautiful nature has such a great educational impact on a young soul that even the influence of pedagogy is powerless to compete with it," he said. We know that from the moment a child is born, he communicates with nature from an early age. Our great pedagogical scientists emphasized this during their lifetime, saying that it is a gift of nature that provides spiritual nourishment for the all-round development of a child. We now rely on the wise thoughts and scientific works of our past educators and use them in our pedagogical activities.

In the Middle Ages, the concept of nature was practically not developed in European countries - Western. At a time when science was in decline in Europe, Central Asian scientists developed it. In the Middle Ages, Central Asian scientists expressed valuable thoughts about nature, its balance, and respect for nature, when the science of ecology did not exist at all. Our great scholar, encyclopedic scholar, our ancestor Muhammad al-Khwarizmi (783-847) writes in one of his treatises: "Know that when the eyes of the world shed tears, sorrow and trouble have fallen upon it. People, do not withhold your love from the river." So, since nature and its products are for humans, it should be used wisely and fairly. Only by improving our relationship with the earth, water, and animals can we preserve our mother nature. It is possible to restore forests full of animal sounds, groves, habitats of birds and mammals, lakes and meadows. Only man can do this. After all, as the poet said: "The khagan in the world is himself, that is, man, and therefore he can save nature." Among the scientists who lived and worked in Central Asia in the Middle Ages, Muhammad Musa al-Khwarizmi, Abu Nasr al-Farabi, Abu Rayhan al-Biruni, Abu Ali Ibn Sina and others made a huge contribution to the development of natural science. At a time when the science of ecology had not yet come into being, they expressed valuable ideas about nature and its balance, the world of plants and animals, and respect for nature. Among such great scholars, Muhammad Musa al-Khwarizmi wrote his work "Kitab surat al-arz", Abu Nasr al-Farabi (870-810) wrote "al-haymi wa al-miqdar", "Kitab al-almabodi al-insoniya" by Abu Rayhan al-Biruni, "Saydana" by Abu Ali ibn Sina, and he wrote works such as "Kitab al-shifa", "Tadbir ul-manzil". Also familiarize yourself with the verses in our hadith about nature, preserving nature, its reproduction, and care. it is analyzed in depth.

#### **LITERATURE ANALYSIS AND METHODOLOGY**

According to B. Ziyomuhamedov, the classical meaning of the term ecology is a branch of science that studies the relationships of certain animal species and their populations and plant species with the external environment, their influence on their progressive development. The individual components of the environment that drive the organism (air, light, heat, water, food) are called ecological factors. According to A.S. Tokhtayev, "the ecological environment refers to the physical environment surrounding a living organism.

More precisely, the environment is a set of conditions and influences in the surrounding relationships (natural and artificial environment)."

### RESULTS

arise when there is a need to assess the goals and methods of rational use of natural resources :

- the nature of humanity's relationship to nature (aimless, self-interested, indifferent to the environment, goal-oriented, consumerist, cautious, actively creative);

- arises only when the need arises to assess the goals and methods of using natural resources.

arises from the fact that the natural factor is an important human value for both humans and society. The well-being and well-being of members of society directly depend on the state of the environment.

It is known that nature is an invaluable asset to humanity. Nature is the place of birth, life, growth, and activity. Man lives, grows, and develops in harmony with nature. Humanity not only affects nature, but is also directly dependent on it. Natural factors also determine technical, economic, and ecological relationships. This situation requires the need to coordinate people's relationships with nature and the environment. Instilling love for the animal world in children from an early age, protecting inanimate and living nature is a problem that should be studied as one of the initial elements of ecological education. In particular, this area has not been studied specifically, and today the state and society have an increased need for a well-rounded person.

The aesthetic, mental, moral, and physical development of preschool children through introducing them to nature has always been an extremely urgent problem.

Getting to know nature is a process that leads a person to spiritual maturity and protects him from all negative mistakes. As a result, her moral beauty increases. For this reason, the process of education through exposure to nature has a long history. In this regard, the peoples of Central Asia have a rich tradition in the field of nature conservation.

The teachings that it is human duty to protect and cherish nature are reflected in the teachings of great scholars who emerged from Turanian Turkestan. Scholars of their time wrote down a wealth of information about the use of nature and the events and phenomena associated with it. In their work, they emphasized the need to cultivate love for nature and high morals.

### DISCUSSION

The importance of introducing children to nature. Love for nature is a very broad and complex feeling. It forms a complex whole that includes high spiritual and practical layers. According to M. Umarova, who conducted research on the formation of a responsible attitude to the environment in preschool children, it is of great pedagogical importance to start educating this feeling from early childhood. Every child develops a desire to look with



love at the nature of the native land and Uzbekistan in which he lives, to care for it. This feeling, born in childhood, develops and enriches during school years.

That is why P. Yusupova, in her research work entitled "Formation of the beginning of materialistic worldview in older preschoolers in the process of familiarizing them with plants in the conditions of Uzbekistan", quite appropriately cites the following opinion of the methodologist AV Zaporozhets: "... preschool didactics should be organized in such a way that children get acquainted not only with the external aspects of surrounding objects, but also with the simplest connections between them, the closest causes of observed phenomena, some features of their changes and development. Such material is not only appropriate to the level, but also interesting for a preschool child." The child learns the laws of nature by understanding these connections.

Based on the above considerations, it can be said that **introducing preschool children to nature** is an educational tool for cultivating in them a correct attitude towards nature and understanding real knowledge about the environment based on emotional experience.

Observations confirm that children's activities in the environment are mostly spontaneous and unpredictable, and this can be considered the main reason for their attitude towards nature. Such inappropriate activities are corrected by the pedagogical influence of the family, the neighborhood, in a word, the surrounding people, especially the educators of preschool educational institutions. That is why it is very important for children to acquire reliable information about nature even at preschool age.

### CONCLUSION

In general, the educator must solve the following tasks in the process of introducing preschool children to nature:

- 1) provide accurate knowledge about living and non-living nature, revealing their interconnectedness;
- 2) provide information about the human body and its health;
- 3) equip preschool children with behavioral skills and competencies to observe changes in nature;
- 4) to introduce human labor activities aimed at the rational use of nature and the increase of its wealth;
- 5) Cultivate love for Mother Nature and a passion for its preservation.