

Innovational Pedagogical Components Of Forming Eco-Aesthetic Attitude To Nature In Preschool Children

Ashurova Oygul Anvarjonovna

Researcher, Ferghana State University, Uzbekistan.

ANNOTATION:

The article deals with issues of ecological education of children in preschool institutions, developing an eco-aesthetic attitude to the environment and nature, respect, a sense of responsibility for them. The formation of environmental eco-aesthetics, the expansion of ecotourism infrastructure and the increase in the range of services in the field indicate that a new approach to nature is being formed in man. The issues of ecological education, its content, stages and components have been revealed.

KEY WORDS: preschool education, ecological education, aesthetic attitude, attitude to the environment, introducing the nature to a child, the child's personality, protecting the environment, observing the nature.

INTRODUCTION

The deepening of the anthropotechnogenic impact of man on nature in the world, the development of society based on science and innovative technologies are developing an eco-aesthetic attitude to nature. In particular, the solution of global environmental problems recognized by the United Nations puts on the agenda the forming eudemonistic attitude towards nature and active cooperation of the peoples of the world, regardless of their ethno-demographic composition and confessional affiliation, political system and level of economic development, ideological worldview and natural-geographical location. In this regard, UN Secretary Antonio Guterres stressed that the world needs to find a more political will to stop the "war against nature" and fight climate change. Indeed, it is possible to stop the war against nature [1]. In this situation, science, especially pedagogy, faces the task of creating new research, approaches and concepts for determining the eco-aesthetic attitude of the younger generation to nature from an early age.

In the world system of pedagogical research, scientific research on ecology, aesthetic attitude to nature and global problems of socio-economic development is a topical issue.

The interaction of ecological consciousness and culture in the formation of an individual's eco-aesthetic attitude to nature, scientific research on the development of aesthetic attitude to nature are conducted in leading research centers and higher education institutions around the world, including the Institute of Humanities and Social Sciences (Poland), University of Plymouth UK, (England), National Institute of Health (USA), National Chiayi University (Taiwan), Saint Petersburg State University (Russia) and the National University of Uzbekistan, Samarkand State University (Uzbekistan). In these studies, the correlation and integrative relationship of the aesthetic attitude of the individual to nature with the ecological consciousness and culture of society, the development of eco-aesthetic communication of nature with man, the optimization of interests and needs became the main research topic. Work on the aesthetics of the environment, the balance of the biosphere, natural landscapes and ecological beings aim to develop utilitarian aesthetic values in the minds of children, develop an eco-aesthetic attitude to nature and the first foundations of a harmless environment based on pedagogical technologies. In this process, the formation and development of eco-aesthetic culture skills in future preschool education specialists and educators is becoming an urgent task.

Eleven international conventions, agreements and seven multilateral international agreements have been concluded in our country in order to protect the environment and form an eco-aesthetic attitude of man to nature. Important issues such as the organization of the eco-aesthetic attitude of the individual, the management and control of the ecological culture of the population are on the agenda. "... The most important issue is that we need to seriously consider raising the environmental awareness of the population" [2]. Based on this need, the formation and development of eco-aesthetic culture skills in future preschool education specialists, educators, the development of eco-aesthetic values in ecological culture, the combination of its scientific and pedagogical conditions, objective and subjective factors, the identification of social space and historical features of eco-aesthetic culture making it a topical issue.

Among the principles of continuing education in the National Program of Personnel Training of the Republic of Uzbekistan is "humanization of education, the discovery of human potential and the satisfaction of its various needs in education, the priority of national and universal values, the harmonization of human, social and environmental relations." The reform of continuing education also includes "improvement of legal, economic, environmental and sanitary-hygienic education and upbringing of students at all levels of education" [3].

The general requirements for children in preschool education also state that they must have a sense of environmental responsibility and knowledge in the field of nature protection. We must cultivate in every child of preschool age a sense of respect for the nature of our homeland, the environment, a careful attitude and a responsible attitude to it. The preschool child lives under the influence of the natural and social environment around him and on the basis of moral and ecological regulations established in the neighborhood. After all, the beautiful nature of our country, its future state is determined by their attitude to the environment.

LITERATURE REVIEW

From the first years of the XXI century, the special attention is paid to the formation of responsibility and creativity in the human environment, natural and cultural values. The relationship between man and nature is developing, and emphasis is placed on a humane, socio-political approach to environmental problems. Nowadays, the elimination of environmental disasters is becoming a global problem. Therefore, scientists from around the world and the countries of the Commonwealth focus on the theoretical and practical aspects of this problem in their research. The pedagogical basis of ecological education is reflected in the research work of academicians I.D. Zverev, A.N. Zakhlebniy, the content, methodology, form, means of ecological education in the teaching of natural sciences in the research of E.O.Turdikulov. The biological direction of ecological education was studied by I.T. Suravegina, as well as the socio-philosophical aspects by Yu. Shodimetov, B. Ziyomuhamedov. Ecological education of preschool children in the researches of L.T. Shonosirova, G.O. Komilova, ecological education in primary education in the researches of M.A. Yuldashev, M.M. Abdullaeva, M.B. Rahimkulova, G.Sultanova, N.Ashurova have been investigated. In particular, M. Rakhimkulova conducted a candidate dissertations on "Education of primary school students in the spirit of environmental values in the extracurricular process", M. Alikulova on "Pedagogical conditions for the use of ecological views of Central Asian scientists in nature lessons", M. Rakhmatullaeva on "Formation of adolescents' interest in the aesthetics of nature in the process of extracurricular activities". Research work on ecological education of preschool children was carried out by L.T. Shonosirova, G.O. Komilova. Sh.Avazov, N.Bozorova, M.Uralov, M.Rahmatullaeva, N.M.Egamberdieva, S.Husanova, A.U.Nishanova, S.Fayzullaev, M.Mirboboev, E.Tolipov, M.Nazarov, M. Nishonbaeva, A.T. Hayitov, S. Matrusov, L.A. Rodova, D.I. Traytak, V.N. Sattorov conducted research on environmental education in the teaching of social and natural sciences.

The scientific research on the topic of environmental education has to some extent substantiated the issues of environmental education in teaching of natural sciences. However, no special research has been conducted on the development of eco-aesthetic culture of future preschool education professionals.

RESEARCH METHODOLOGY

In the research scientifically-philosophical principles and methods such as systematic, theoretical-deductive conclusions, analysis and synthesis, historical and logical, hermeneutic analysis, inheritance, universalism and nationality, comparative analysis have been used.

ANALYSIS AND RESULTS

Although the formation of an eco-aesthetic culture in learners, especially in preschool children, is a universal problem, the national features should be taken into account in these areas. As there is a difference between the eco-aesthetic culture of a particular nation and the universal ecological culture. B.M. Ochilova thinks that the ecological way of thinking of a person depends on the natural and geographical climate of the region, the mentality of the nation or people to which he belongs, lifestyle, history, customs, beliefs, as well as people living in a particular society and emphasizes that it is inextricably linked with his worldview and attitude to nature [4].

It is known that the Uzbek people are a nation rich in national spiritual values, traditions and customs, which have balanced the relationship between man and nature for many years.

One of the most important means of preserving the natural resources of our land is to inform the younger generation about the ecological knowledge of nature protection, environmental education.

This goal can be achieved only if the skills and abilities to treat nature with care, use its resources efficiently, improve the environment, prevent its degradation and pollution, and perform morally valuable actions against nature are developed from childhood. The same goals can be achieved through ideology, politics, art, literature, scientific knowledge, production practices, education, propaganda throughout a person's life. The first forms of this activities should begin at preschool age.

Innovational Pedagogical Components Of Forming Eco-Aesthetic Attitude To Nature In Preschool Children

During the preschool years, a child's consciously positive attitude towards nature begins to take shape, and he or she begins to increase his or her care for Mother Nature. At the same time, special attention should be paid to the following pedagogical aspects:

- environmental education as a profession-oriented component should lead to the need of developing the eco-aesthetic knowledge and skills in preschool children;
- the work on the formation of all knowledge and skills should have an ecological content;
- eco-aesthetic knowledge and skills in preschool children should be of universal importance;
- environmental education should have a national and historical background;
- environmental education should have a common national values;
- environmental education should consist of a sustainable education system in the future;
- all problems can be solved through sustainable environmental education;
- environmental education should be local, regional, global;
- the content of environmental education is consistent with the current program materials, which should be supplemented [5].

In the nature of Uzbekistan there are enough resources to help the child to acquire the necessary knowledge and impressions. Interest in inanimate and especially living objects that exist in the environment emerges early in children. The child becomes more interested in what he sees. In addition, the seasonal changes in nature, the luster of colors, the variety of smells, the sounds also attract their attention. Children try to see and hold everything up close with their own eyes.

At the same time as supporting children's interest in the environment, it is important to remember that they need to be nurtured in the spirit of nature protection. It is important to note that adults themselves love nature and are able to evoke this feeling in children. We, humans, never lose touch with nature. Therefore, children need to be taught to be patient and to feel the beauty of a small field, the beauty of a flower, the luster of colors at sunset, to see the blossoms of a nasturtium flower and to hear the chirping of birds.

Ecological education in preschool education is a great help in the spiritual and educational upbringing of children, their ability to see the beauty of nature.

In the upbringing of children in preschool institutions, the basis of the first environmental education will be to dress them in clean clothes, to teach them to behave neatly. If the house where the child lives and its surroundings are clean, comfortable and beautiful, the child will strive to live in the same way.

Environmental education, in other words, the organization of a healthy lifestyle, is important in two ways: firstly, environmental education with the participation of parents in the family; secondly, it should be carried out in preschool, school, higher and secondary special educational institutions.

Environmental education develops an invaluable human relationship among children in preschool education: arouses interest in all objects of nature, develops the ability to study the conditions of the environment, to care for it.

It should be noted that the United Nations recognizes the great attention paid to environmental education in all areas of continuing education, including preschool education: "In many preschools in Uzbekistan, children are introduced to nature and the environment. Forty percent of all preschools have special rooms for environmental education, and 16 percent of institutions have "Environmental Paths" where children learn to care for nature "[6].

In this regard, the state rules were developed by the Ministry of Public Education of the Republic of Uzbekistan "State rules on the development of preschool children" [7] and the special program "Bolajon" [8], which also pay a special attention to environmental education of preschool children .

Nature is an inexhaustible source of spiritual enrichment for the child. Children are always in touch with nature in one form or another. They are found in lush meadows, wildflowers, butterflies, beetles, birds, animals, floating clouds, sparks of falling snow, streams and puddles attract. The diverse world of plants and animals arouses in children a lively interest in nature and motivates them to action. Communicating with nature helps children to form a realistic knowledge of the environment, a humane attitude to living things.

One of the most important tasks of preschool education is to acquaint the child with nature, to teach him to understand nature, to educate him to treat nature with care. In the process of acquainting preschool children with nature, great attention is paid to the formation of a careful attitude to nature.

Only when children learn the basics of nature, grow plants, learn simple ways to care for animals, observe nature, and see its beauty, they will have the opportunity to develop a caring attitude towards nature.

The ecological upbringing of preschool children is of great importance, and at the same age the child forms the foundations of a personal ecological culture that is part of the spiritual culture.

Ecological education of children is a goal-oriented pedagogical process. Ecological upbringing of the person, a positive attitude to nature protection relations, discipline directed from the point of view of ecological protection in the implementation of activities related to nature, is characterized by the emergence of ecological consciousness. The ecological culture of an individual is the result of ecological education.

An integral part of a child's personal eco-aesthetic culture in preschool is the knowledge of nature and its ecological orientation in everyday life, the use of various activities (home environment, work process and various games).

The mental, aesthetic relationship to nature is closely related to the content of the knowledge acquired by the child. Knowledge related to the environmental content guides children's activities and their behavior, discipline, and purpose in nature.

A special place in the formation of an aesthetic attitude to nature is given to knowledge of the laws of nature, which reaches children's perception sufficiently. The development of an aesthetic attitude towards nature (life situations such as exercise, excursions, travel) is closely linked with the organization of the pedagogical process based on the child's spiritual-positive, spiritual experiences.

The educator must be able to awake the feelings of compassion to the living creatures in the child, to take care of them, to enjoy, when he meets the living nature, to rejoice, to be amazed, to be proud of what he has done, to feel satisfied.

In preschool education, children are introduced to nature and the changes that take place in it at different times of the year. On the basis of the acquired knowledge, such qualities as the ability to clearly understand the phenomena of nature, curiosity, the ability to observe, the ability to think logically, the ability to look at all living things with pleasure are formed. Love to nature, caring for it, caring for living creatures not only stimulate interest in nature, but also instill in children the best qualities such as patriotism, diligence, respect for the riches of nature and respect for the work of adults.

The nature corner of the preschool, where indoor plants and some animals are cared for, helps to acquaint children with nature and awaken love for it.

Ecological education - the conscious use of nature by man, the upbringing of young people on the basis of psychological ethics of our people, who care about nature, to instill in their minds a love for nature and its resources, to save them and preserve natural resources.

We need to explain that the green world is very important for human health, so each of us should actively participate in the landscaping of our schools, courtyards, streets and alleys, contribute to the cleanliness of the environment by planting and caring for plants.

The current period requires the formation and development of a sense of conscious attitude towards nature in the minds of the younger generation. One of the urgent tasks is to inculcate in the minds of the younger generation that the future prosperity of nature or the globalization of environmental problems is directly and indirectly related to the attitude of the younger generation to nature.

It is necessary to cultivate a sense of pride in nature in environmental education and beauty education. Flowers, grass, insects in nature - all attract children. We need to raise our children to be conservationists. The educator should foster in children from an early age a sense of wonder and pride of nature. The first age is the most favorable period for sensory education to gather insights into the environment.

Our task in working with young children is to give them an idea of the environment, to absorb basic ideas about nature, that plants and animals are alive, breathe, drink water, eat, feel pain like humans.

Establish ecology study centers in groups to study the natural world in preschools, i.e. each group should have pets, medicinal and cultural plants in the corner of nature, along with the water, sand, stones in containers. Children learn their characteristics through play activities, demonstrate their creative qualities, develop imaginative and sensory skills as well as fine motor function skills.

In ecology study centers, children conduct a variety of experiments: pouring water into containers, desilt it, learning what things can and cannot sink in water, see and understand what can be made from sand. Experiments and observations are repeated and complicated.

CONCLUSION

Preschool education institutions should provide information about the relationship between people and nature in environmental education, the impact on human beings, and inculcate in children the concepts they need to know about nature in the process of training.

It is expedient to give the following concepts of environmental education in preschool education:

- the formation of the ability of children in preschool education to behave in nature, to develop knowledge about nature by following the rules;
- be able to apply environmental concepts in various activities;
- collect children's interactions with nature.

Preschool educators address these issues through specific plans:

- educators must be ready to provide environmental education to children;
- adults and children should have clear directions on environmental education;
- it is necessary to organize regular communication of children with nature;

Innovational Pedagogical Components Of Forming Eco-Aesthetic Attitude To Nature In Preschool Children

-the correct and complete organization of the ecological development environment in preschool education institutions;

- involve parents in active participation in environmental education.

The following classes on ecological education are planned to be held in preschool educational institutions: observations, ecological classes, experiments in nature.

Labor in nature fosters in children a sense of compassion for living beings. This in turn teaches them to be spiritually healthy. Children rejoice in the results of their work in nature, show a friendly attitude towards nature.

Children brought up in preschool institutions, after caring for various creatures and plants, their mood rises and they receive spiritual nourishment. Knowledge, skills and competencies about nature are enhanced by reading books to children about nature.

Ecological education plays an important role in the development of ecologically cultured preschool children, in particular:

- forms a sense of love and patriotism for the city, village, neighborhood, home where children live;

- children are brought up in the spirit of love, respect and pride in Mother Nature;

- children develop the concept of not polluting and wasting water;

- children develop interests related to observation, perception of the beauty of the environment;

- children understand that plants, animals are part of nature, that man is connected with it, that nature needs to be preserved.

REFERENCES

1. <https://kun.uz>. The UN Secretary-General called on humanity not to "wage war against nature." 23:07 / 01.12.2019
2. Mirziyoev Sh.M. We will resolutely continue our path of national development and raise it to a new level. Volume 1 - Tashkent.: Uzbekistan, 2017. B-570.
3. National Training Program of the Republic of Uzbekistan. Clauses 3.3.1 and 3.3.2. // Bulletin of the Oliy Majlis of the Republic of Uzbekistan, 1997, No. 11-12, Article 295.
4. Ochilova B.M. Ecology and worldview. - T.: «Tafakkur», 2013. –8-9-p.4
5. Turdikulov E.O. Formation of a universal ecological worldview in students. - T.: «Sharq», 2011. –103-p.
6. United Nations Second Environmental Review of Uzbekistan, Series 29. 2010.
7. State programs for the development of preschool children. - Tashkent, 2008.
8. "Bolajon" base program. - Tashkent, 2010.
9. Madaminov, U., Ashirova, A., Kutliyev, S., Nurbek, K., Fakhridin, A. Didactical potential of using the electronic textbook in the process of learning computer graphics. *Annals of the Romanian Society for Cell Biology*, 25(4), pp. 5207-5217, 2021.
10. Khamraeva N.T., Rabbimova F.T., Kubakova K.K., Matmuratova G.B., Khujatov N.J., Abdikarimov F.B. Biologization of the cultivation of medicinal plant *Capparis spinosa* L. in arid zones and biotechnology of obtaining food and pharmaceutical products. *Annals of the Romanian Society for Cell Biology*, 25(4), pp. 5165-5187, 2021.
11. Saidakhror G., Abbas S., Nuriddin R., Muqaddas J., Bobur S., Nurbek K., Fakhridin A. World experience of development trends of digital economy. *Annals of the Romanian Society for Cell Biology*, 25(4), pp. 5200-5206, 2021.
12. Fakhridin Abdikarimov, Kuralbay Navruzov. Determining hydraulic resistance of stationary flow of blood in vessels with permeable walls. *Annals of the Romanian Society for Cell Biology*, 2021, 25(3), pp. 7316–7322.
13. Fakhridin Abdikarimov, Kuralbay Navruzov. Modern Biomechanical Research in the Field of Cardiology. *Annals of the Romanian Society for Cell Biology*, 2021, 25(1), pp. 6674–6681.