

## **FORMATION OF ENVIRONMENTAL ATTITUDE IN PRESCHOOL CHILDREN BY ORGANIZING AN EXCURSION**

**Odilova Hidayat Kadirjon's daughter**

Tashkent University of Applied Sciences, Department of Pedagogy, Teacher

**Annotation:** The main purpose of the excursion is to demonstrate the reflection of the educational and educational information given to children in the activities of our lives during a walk to the objects. Excursions at MTT are carried out according to the plan. It is important to define and solve a number of tasks of an educational, educational and developmental nature when developing an excursion.

**Keywords:** Excursion, curriculum, education, training, form, tool, innovative approach, excursion, study.

The main goal of the excursion is to show the educational and educational information given to children in the activities of our lives during the walk to the objects. Excursions at MTT are carried out according to the plan. It is important to define and solve a number of tasks of an educational, educational and developmental nature when developing an excursion. The developmental component of excursions includes perceptual abilities (the ability to see various signs of objects: color and its shades, spatial location, various shapes, textures, etc.), thinking processes (analysis, comparison, generalization, classification, nature and the ability to establish connections of various levels of complexity, imagination and creativity. When developing an excursion, it is important to define and solve complex tasks of an educational, educational and developmental nature.

Excursions can be classified according to the nature of the pedagogical tasks being solved: natural, historical, ecological, agricultural, aesthetic excursion. The composition of the excursion: introductory conversation, group observation, individual independent observation of children, collecting materials, children playing with the collected materials, the final part, at which time the teacher summarizes the excursion and reminds the need to respect nature.

An excursion organized by an educator to the forest, field, river and lake shores attracts children's attention, creates conditions for collecting various materials for further observations in the nature corner. Children's observation and interest in studying nature grow during excursions. They are used to carefully observing things and noting their characteristic features. The beauty of nature helps to develop aesthetic feelings in children. On this basis, love for mother nature and careful treatment of it is formed. Excursions are conditionally divided into two types according to their content: organized nature excursion - garden, forest, river, meadow, as well as excursions to the zoo, botanical garden (these are held in different seasons) and agricultural excursion - organized excursions to a field, a poultry factory, a garden, a plantation, etc., in order to get acquainted with the work of adults.

Excursions are conducted in middle, large and preparatory groups as a type of training. For each excursion, the content of the program that all children must master is determined. Preparation of the teacher for the excursion. When planning an excursion, the educator clearly defines the topic and purpose of the excursion, determines the location of the excursion, a convenient way to get to it (does not tire the children, does not distract them from the main goal). When choosing a place for an

excursion, it is necessary to take into account the physical capabilities of children (walking excursions for small children can be organized only for short distances), as well as the season, the characteristics of the road, and the weather. When working with preschool children, it is very important to take into account their age characteristics, some knowledge that the child lacks in the activity of conscious movement; The unit of knowledge about the methods of activities that teach the child to move, the activities and the skills and abilities of their implementation forms components based on work processes. One of the parts is creative experience. A person who is not taught to think independently from childhood and who takes everything after it is given to him, cannot show the qualities given to him by nature. Therefore, the society cannot be indifferent to the learning of creative activities of the young generation. In the process of training movement activity, adults (parents, educators) set new movement tasks for children, taking into account the psychophysiological characteristics of children's development. The child's ability to solve new movement tasks in the course of exercises and the great opportunities that arise in connection with this change the nature and quality of movements. What is very characteristic for this age period acquires a new quality in the process of teaching new exercises. For example, a child's gait is completely different at the beginning and at the end of the second year. This phenomenon can be shown as a dialectic negation of the old by the new, an objective condition of all development and conflict resolution, a moving factor. Development in every area cannot happen without denying the previous forms of living. In the formation of preschool children as individuals, their relationship to the environment can be inculcated by teaching them physical exercises in nature.

In the article, it is important to develop and implement a number of recommendations on the use of methodical and pedagogical ideas of our country and foreign scientists regarding the introduction of preschool children to the world around them. In this process, it is appropriate to use such methods as observation of trainings to familiarize with the environment, conversation, training project. Results and comments. The studied literature and our observations show that the influence of external and internal factors that prevent a child from being perfectly prepared for school education affects not only his physical and mental development, but also any negative impact, whether physical or let it be spiritual, first of all, it affects its general development. In the organization of the pedagogical process, the educator manifests himself in various directions of activity. No matter in which direction the educator works, the child's personality, interests and interests should be at the center of it. In order to eliminate the psychological instability of children, it is necessary to apply effective innovative approaches by the educator. In particular, interactive methods allow creating a working, creative environment in the pedagogical process. Children's physical, spiritual, mental-emotional (spiritual-emotional) health is ensured, interpersonal relations and mutual cooperation are realized. In the educational process, due to the instability of children's attention, obstacles may appear in achieving the set goal. In this process, the educator is required to implement pedagogical improvisation and transformation of methods. In pre-school educational institutions, the science of introducing nature to children is of great importance in bringing up children as spiritually mature, moral and pure people. Its purpose is to prepare children of preschool age for school, to be careful with nature in the process of introducing them to nature, to be kind to the Motherland, to implement ecological education and upbringing, to educate young people who have excellent knowledge about nature. It is the long-standing dream of our people to raise a person to perfection in all aspects, and our ancestors were constantly looking for ways and rules of how to teach enlightenment, spirituality and culture to the young generation, to lead them to perfection. The development of effective forms and methods of formation of environmental protection skills in children educated in pre-school educational institutions remains an important requirement of today. "Let's build our garden" method - in the process of caring for flowers planted in garden yards, care for each flower, seedling, care for it, softening the base of flowers, watering, weeding, shaping, fertilizer or it is possible to carry out work processes such as applying manure. Here the educator is of great importance. For example, when taking care of flowers, the teacher teaches the children that they

are also living organisms, that they breathe as we breathe, that they "love food" as we do, that the food of a plant is manure, fertilizer. that it is a dog, just as we like to be washed and combed, flowers also like to be "washed" and "combed", and for this, flowers should be softened and watered from time to time, and their leaves should be washed and wiped without dust it is necessary to teach. Also, the educator should teach children that flowers love light and sun as much as people love light and sun, so they should not be kept in the shade or in the dark.

**Conclusion:** Raising the future generation to become well-rounded people is one of the urgent issues of today. In this regard, introducing children to nature plays an important role. Accordingly, in front of educators working in preschool educational institutions, children should be able to see the beauty of nature, love it, form correct concepts about the events and phenomena occurring in nature, and provide them with environmental education. important task. First of all, an educator should be a lover of nature and have clear knowledge about animate and inanimate nature.

#### REFERENCES:

1. Decision of the President of the Republic of Uzbekistan dated September 30, 2017 No. PQ-3305 "On the organization of the activities of the Ministry of Preschool Education of the Republic of Uzbekistan".
2. Decision of the President of the Republic of Uzbekistan dated December 29, 2016 No. PQ-2707 "On measures to further improve the preschool education system in 2017-2021".
3. Nazirova, G.M., and F.M. Rakhimova. "Metodologicheskie osnovy formirovaniya tvorcheskoy deyatel'nosti budushchih pedagogov-vospitateley." *Ekonomikai sotsium* 1- 1(104) (2023):334-339.
4. Rakhimova, Feruzakhon Mukhammadjonovna, and Zoya Mikhailovna Burdina. "Issues of organization and management of inclusive education and upbringing in Uzbekistan." *International Academic Research Journal* Impact Factor 7.41.6(2022):112-118.
5. Guzal Malikovna Nazirova, Nurkhan Anvarovna Sul'tonova, Malakhat Akilovna Esonova, Dilnoza Khalkuzieva DETERMINING THE EFFECTIVENESS OF PRESCHOOL EDUCATION IN CHILD DEVELOPMENT: THE EXAMPLE OF MARKETING RESEARCH *International Journal of Early Childhood Special Education (INT-JECSE)* 2022/8/31
6. Nazirova, G. M., and F. M. Rakhimova. "Methodologicheskie osnovy formirovaniya tvorcheskoy deyatel'nosti budushchih pedagogov-vospitateley." *Economics and Society* 1-1 (104) (2023): 334-339.
7. Mukhammadjonovna, Rakhimova Feruzakhan. "Some Types of Technology for the Physical Development of Preschool Children." *Miasto Przyszłości* 29 (2022): 145-146. for the Physical Development of Preschool Children." *Miasto Przyszłości* 29 (2022): 145-146.