

## THE CONTENT OF ENVIRONMENTAL EDUCATION FOR PRESCHOOL CHILDREN

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### Abstract:

Preschool children are the most important category, serving as the foundation for the future of society, the state, and the nation. Today, at every stage of development, protecting the environment, rational use of natural resources, cooperation between humans and nature, and ensuring ecological balance have become some of the most pressing issues. Not only at school, but starting from preschool age, it is vitally important to instill the foundations of ecological culture and ecological awareness in children's minds, guiding them to have a correct attitude and encouraging a realistic and active approach to life in today's conditions. The ongoing reforms, scientific and practical work, and methodological materials in our country in the field of ecological education demonstrate the real necessity of this task. The essence of providing ecological education to preschool children is one of the most essential topics today, from the perspective of both pedagogy and life experience, in our rapidly changing world.

**Keywords:** Ecological education, preschool age, children, pedagogy, ecosystem, ecological awareness, teacher, state program, preschool education, ecological culture, parents, social environment.

### Annotatsiya:

Maktabgacha yosh bolalar zamonaviy jamiyatning kelajagi, davlat va xalq manfaati uchun asos bo'lib xizmat qiladigan eng muhim tabaqadir. Bugun har qanday taraqqiyot bosqichida atrof-muhitni saqlash, tabiiy resurslardan oqilona foydalanish, inson va tabiat o'rtasidagi hamkorlik, ekologik muvozanatni ta'minlash eng dolzarb masalalardan biri sifatida kun tartibiga chiqmoqda. Nafaqat maktab, balki maktabgacha yoshdan boshlab ekologik madaniyat va ekologik ong asoslarini bolalar ongiga singdirish, ularni zamonaviy hayot sharoitida to'g'ri yo'naltirish, hayotga real va imkon qadar faol munosabat bildirishga o'rgatish muhim ahamiyat kasb etadi. Hozirgi kunda jamiyatimizda ekologik tarbiya tizimi sohasida olib borilayotgan islohotlar, ilmiy-amaliy ishlar, metodik materiallar ham ana shu vazifaning hayotiy ehtiyojga aylanganidan dalolat beradi. Maktabgacha yoshdagi bolalarga ekologik tarbiya berishning mazmuni, bugungi o'zgaruvchan dunyoda nafaqat pedagogika, balki hayotiy tajriba jihatidan ham eng zarur bo'lgan mavzulardan biridir.

**Kalit so'zlar:** ekologik tarbiya, maktabgacha yosh, bolalar, pedagogika, ekotizim, ekologik ong, pedagog, davlat dasturi, maktabgacha ta'lim, ekologik madaniyat, ota-ona, ijtimoiy muhit.

### Аннотация:

Дошкольники являются самой важной категорией, служащей основой для будущего общества, государства и народа. В настоящее время сохранение окружающей среды, рациональное использование природных ресурсов, сотрудничество между человеком и природой, обеспечение экологического баланса являются одними из самых актуальных задач на любом этапе развития. Не только в школе, но и с дошкольного возраста закладываются основы

экологической культуры и экологического сознания, что имеет важное значение для формирования правильных установок у детей и развития их активной жизненной позиции в современных условиях. Реформы, научно-практические работы и методические материалы, проводимые в нашей стране в системе экологического воспитания, свидетельствуют о жизненной необходимости данной задачи. Содержание экологического воспитания дошкольников является одной из самых актуальных тем не только с педагогической, но и с жизненной точки зрения в условиях изменяющегося мира.

**Ключевые слова:** экологическое воспитание, дошкольный возраст, дети, педагогика, экосистема, экологическое сознание, педагог, государственная программа, дошкольное образование, экологическая культура, родители, социальная среда.

### **Introduction**

Environmental education refers, first of all, to the formation of a conscious, attentive, responsible attitude of the individual towards nature, to explain the connection between nature and human life, to the process of educating the need for the protection of Natural Resources, Greek blessings and entire ecosystems. In the new century, as environmental problems are becoming more and more acute, problems such as global warming, pollution of water and air, shrinkage of biotors become dangerous for mankind, the absorption of environmental knowledge into the minds of children, the correct formation of a worldview and ideology becomes an inevitable necessity. In preschool age, the main focus is on the comprehensive development of the child's personality. In this regard, environmental education involves the gradual development of skills such as protecting the child's mental and physical health, his or her proper formation in the social environment, rational use of natural resources, and a friendly and respectful attitude towards Mother Nature. Environmental education finds its place even in simple, but vital practices in a child's daily life. He often observes natural landscapes, cares for living and non-living representatives of nature around him, and tries to understand ecological values in a formal or informal environment.

### **LITERATURE REVIEW AND METHODOLOGY**

Environmental education for a preschool child begins, first of all, with the development of his perception and feelings, the ability to feel and enjoy the environment and nature, to learn to preserve and protect it, and to create the foundation of ecological culture from childhood. Educational activities with an ecological content should also be given constant attention in preschool education programs. By providing children with basic concepts about nature and the environment, arousing their interest in environmental activities, and expanding their knowledge of various ecosystems, ecological awareness and values are gradually formed. The main content and purpose of environmental education is to be able to introduce a child into the world of nature, to ensure that he remains inseparable from it, to instill in him the qualities of being friendly and loyal to nature, to establish the foundation that he will become an active participant in environmental problems. The child grows up to be responsible, not careless, choosing to be friendly to nature and not harming those around him in every action. The basics of environmental education in preschool age are first of all conveyed to the child in a visual, sensory, emotional way, from which knowledge, baskets, thinking and activity are not required, but, on the contrary, deepen on the basis of the inner world of the child, visual, visual,

intuitive memory, imagination and dreams. In the process of environmental education, children are consciously educated based on independent observation of natural objects and phenomena, seeing and feeling them, and appreciating the beauty of nature. From childhood, he realizes the uniqueness of natural landscapes, the interdependence of the organic and inorganic world, learns to never be indifferent to nature at every stage of normal life activity, to appreciate every blessing of it, to understand the role of every root, every plant, every tiny animal and bird in nature [1].

At the preschool stage, the child discovers the environment for himself as a world with its own unique decoration. Plants, trees, birds, animals, and sources of life, air and soil, water, and pristine nature - all arouse wonder, attention, and interest in the child. At this stage of development, environmental education is strengthened by instilling in children a respect for nature and forming their attitude towards its protection. The main task of educators, parents and educators is also to teach the child to lead this delicate feeling, to think ecologically from childhood, to appreciate nature, to encourage him to preserve it, to be compassionate for every blessing of the motherland [2].

## **DISCUSSION AND RESULTS**

The child learns simple but important knowledge and skills about cleanliness in everyday life, proper waste disposal, caring for plants, loving animals, and beautifying living spaces. These skills are formed from preschool age, creating the foundation for environmental initiative and culture in a child. In modern times, various basic principles are used in environmental education of preschool children: first, taking into account the age and individual characteristics of the child; secondly, the teaching of nature care through everyday activities; thirdly, the gradual and continuous transmission of environmental knowledge and skills; and fourth, the principle of implementing environmental education through all spheres, game, creativity, labor, communication processes is followed. The content of environmental education is also enriched through the use of modern technologies, ecological films, competitions, interesting events, workbooks, and laboratory work [3].

Forms and methods of environmental education should be age-appropriate for children. The main form of education for young children is represented by such activities as games, drawing, studying the world of animals and plants, puppet shows, listening to fairy tales, and walks in nature. For older children, environmental knowledge expands, more facts are provided, the connection between nature and society, the impact of human activities on nature, the need for rational use of water and air, and the need to save waste and resources are explained. The content of environmental education for preschool young children should be constantly enriched. Environmental programs developed at the community and state level, literature being created in national languages, events held by special organizations, international environmental projects serve to raise the ecological culture of children. The idea of "A child who respects the environment is the key to a happy future" is being used as a basis for preschool children. In the heart of every child, the idea of love for nature, the importance of environmental safety is infinitely strengthened. The role of parents, family environment and neighborhood in environmental education is incomparable. The closest environment of a child entering preschool age is created by his family and the people around him. Their involvement in eco-educational processes serves as the key to the child's comprehensive development and the formation of an ecological culture that meets the requirements of the era and time. If parents show their children by example how to protect nature, the child will naturally absorb ecological values [4].

The priority of educators and educators is the correct and easy absorption of environmental knowledge into the minds of preschool young children, the transmission of information about nature without life examples, on a fantastic and moral basis, awakening the child's environmental perception, encouraging the child to learn to protect nature in any situation, preserve it, be careful and attentive. Environmental skills formed in childhood are firmly embedded in the heart and body throughout life. Today, in an era when environmental problems and the issue of balance are relevant to all of humanity, every child should begin to grow up with ecological awareness and culture from the preschool age. Protecting nature from childhood, being grateful for its every blessing, reducing waste, conserving resources, and preserving biodiversity lay the foundation for our lives today and tomorrow. The content of environmental education is not only to form ecological knowledge and practical skills, but also to strengthen the child's sense of responsibility, love for the motherland and nature, and a sense of respect and respect for life. Every child, armed with environmental awareness, will grow up to be a friend and protector of nature, not a consumer, in the future. Today's development of Uzbek society, bringing socio-spiritual development to a new level, the formation of the basis of ecological culture of our children as early as preschool age is more important than ever. The main goal of the reforms carried out within the framework of environmental education is to expand the worldview of each child, enrich environmental knowledge and life skills, strengthen their independent opinion and position, responsibility and respect for the environment, and form the younger generation, which is committed to maintaining the balance between nature and man. A child raised in preschool through environmental education will be ready to assume environmental and social responsibilities to society tomorrow and leave a clean and protected environment for future generations [5].

### **Conclusion:**

In conclusion, environmental education from the preschool age is the basis and factor for the development of modern society. In the inner world of every child, love for nature, a friendly and responsible attitude towards the environment, and the strengthening of the foundations of ecological culture and consciousness are among the most important factors for our future. If the work in this area is effectively organized through the cooperation of the state, society, educators, and parents, we will truly build a society that is environmentally safe, prosperous, and striving for a blessed development. Environmental education should become an integral and sacred part of our lives. The foundation of environmental knowledge, skills, and culture established in preschool age plays an invaluable role in the development of a child into a dedicated, patriotic, and conscious person at every stage of his or her life.

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