



METHODS AND MEANS OF INTRODUCING PRESCHOOL OLDER CHILDREN TO NATURE

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Annotation. This article will talk about the methods and means of introducing preschool older children to nature. The author, relying on pedagogical data, analyzed the problem on the basis of the available scientific literature and studied the existing specific aspects of introducing preschool older children to nature by methods and Means.

Keywords: preschool education, children, nature, moral education, worldview, environmental knowledge, spirituality.

In the process of introducing children to nature in kindergarten, various methods are used. Methods of acquaintance with nature are divided into three main groups.

When choosing methods, the educator adapts to the age characteristics of children, psychology, knowledge, program requirements, the nature of the climate of his country, pedagogical principles. The above methods are inextricably linked and complementary.

Tracking style. In introducing children to nature in different age groups, the educator makes extensive use of visual method – observation. Observation is the perception of natural bodies and phenomena in natural conditions with sensations, directed towards the goal and not interfering in the direct course of events. Observation is a complex cognitive activity, in which perception, thinking and speech are involved, requiring stable attention.1

Constant observations in introducing children to nature are of paramount importance in their logical reasoning and in the cultivation of speech. About it K.D.Ushinsky States, "real human, mental speech consists of pure logical reasoning, while pure logical reasoning arises from real and concrete observations, not from anything else, as we show it".

When children are introduced to things and phenomena in nature in a certain order, their attention and observation, interest in nature, desire to know the phenomena in it increase. Being able to observe is a very important feature, in which the child develops skills of being able to write correctly, oral speech. It is necessary to teach children to be able to master events and things in a purposeful way and to distinguish the most important of them.

For the accumulation of knowledge about the growth and development of plants and animals, about seasonal changes in nature, a much more complex type of observation is used – long-term observations. In this case, children have to compare the observed state of the object with the previous one. Observation is also organized in order to determine the circumstances of your things according to certain signs (for example, depending on the leaf of the flower, watering it, changing the water

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depending on the state of the water in the aquarium, or, depending on the trace in the snow, which Bird is the trace, dividing the ripeness, or rawness of the fruits by color). This type of observation contributes to the formation in children of skills for analyzing natural phenomena, comparing certain data, making simpler conclusions.

Due to its complex content of Comparative and long-term observations, it is used in preschool, secondary, senior and school preparatory groups. During these observations, the process of analyzing, comparing, drawing conclusions in children is improved. According to the content of observations and the purpose set by the educator himself, excursions, walks, as well as activities in the corner of nature are organized with plants and animals, weather and the labor of adults in nature.

In the process of short-term observation, children learn to distinguish the shape, color, large-small size, structure, spatial location, character of things, and when familiar with animals, the character of action, the sounds they make. This type of observation includes situations such as snow or rain, the formation of a rainbow.

In all cases, observation should develop the high mental activity of children, encourage them to think, find answers to the questions posed, and also develop interests in them and educate careful attitude towards nature.²

Observation using handouts. These observations are conducted from middle age groups. The organization of such observation is much more complex than the observation of a single object. In this place, the educator will be required to be able to distribute his attention, organize an action in children, while children will have to clearly follow all the instructions of the educator, listen to each other, compare the observations of others with their own. This method of observation is of great developmental importance. Children will have the opportunity to improve their learning skills using a variety of research efforts. This, in turn, contributes to the formation of clearer visions in them.

See pictures. Pictures allow you to see natural phenomena in more detail, focus on them for a long time, which, most often, is impossible to do due to the dynamism of nature as well as its variability in the direct observation of nature. In addition, many phenomena cannot be directly observed, for example, wild animals, animals of the southern and northern regions, can be introduced to children, mainly through pictures. When introducing children to nature, didactic plot, subject, as well as artistic drawings are used.

Didactic plot and subject pictures are specially created as a visual tool in the education of children. These include "four seasons of the year", "pets", "wild animals", "herbivorous plants", and a series of similar paintings. These are used for a variety of purposes.¹

In the work of the kindergarten I. Levitan's "golden autumn", "Siren"; a. Sovrasov's "black crows flew in"; A. Rilov's "green noise"; M. Konchalovsky's "Lullabies"; A. Queenie's "Birch Grove"; I. Shishkin's "Winter"; L. Brodskaya's "forest in winter"; A. Plastov's artistic paintings such as "pets" are widely used. The purpose of using images is to compose an aesthetic attitude towards nature in

children.

According to the goals set, the viewing of illustrations in books is carried out in different ways: sometimes it is useful to consider them in children before reading to create an image of a vision of the subject, phenomenon or events being studied. In other varieties, it is enough to look at the illustrations in the process of reading. The illustrations are also seen in the process of conversation taking place over the read.²

After that, the attention of children is focused on changes in the life of animals, and the educator directs them to find out new connections: "at what time in autumn there were a lot of insects? Why? When do birds fly to warm lands? Why do they fly?" and so on.

The most effective type of educational cinema for preschool children is plot kinolentas ("where did the table come from?", "On elephants") and ochre quinolentae ("a cup of milk", "the fisherman's tale").

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