

ORGANIZATION OF THE PROCESS OF ENVIRONMENTAL EDUCATION IN PRESCHOOL

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Abstract:	Keywords:
The article considers the pedagogical conditions for the formation of the aesthetic culture of students as the most important component of the spiritual image of the individual, which is especially important in the modern conditions of rapid growth of the industrial and technological sphere, informatization and computerization of society..	Aesthetic culture, pedagogical conditions, aesthetic environment, selection course.

Introduction

That the success of the process of environmental education of children in preschool is predetermined by the high level of organization of innovative activity of teachers and involves the creation of the following conditions:

- organized training of teachers for innovation, taking into account the criteria of performance;
- innovative activity has a systematic organized character;
- a complex of innovations is being implemented taking into account the indicators of the quality of eco-logical education.

Tasks of the formative stage:

1. Development of a plan for the preparation of preschool teachers for the introduction of innovative eco-educational technologies.
2. Development of variability and strengthening of the ecological orientation of the educational program through the inclusion of minimodules.
3. Introduction of innovative interactive technologies (information and communication, design, gaming).
4. Updating the information and development environment through the development of interactive ecological games.
5. Re-diagnosis of the level of ecological culture older preschool children.

To activate the innovative activity of teachers, a methodological meeting was held with the head of the educational organization and the pedagogical council for the introduction of innovations. Since innovations require the creation of conditions for managing their implementation in the educational process of a preschool organization, we organized the work

of the methodological association "Introduction of modern technologies in environmental education of children" in Fergana in kindergarten.

The main conditions for the success of innovation activity:

the teacher has a personal development plan that mobilizes his potential abilities for innovation;

2) continuous analysis of achievements in the work of teachers;

3) creating a creative atmosphere and combining the efforts of the entire pedagogical team to build an innovative educational space;

4) conducting open discussions on the problem of innovation.

An important condition for the organization of innovative activity of teachers is its systematic nature. All components of the environmental education system of children in preschool are interconnected and interdependent. Therefore, any change in the system, any improvement, improvement brings a systemic effect. Priority directions of innovation activity in environmental education were identified as:

-strengthening the variability of educational programs through the development of additional minimodules;

-introduction of innovative technologies into the educational process;

-creation of a developing information and educational environment;

optimization of interaction with children's families.

To evaluate the results, criteria for the effectiveness of innovative activity of teachers were developed: the availability of instructional materials on the problem of innovation; the availability of educational and methodological materials (work programs, integrated plans, technological maps, card files of games and experiments, summaries of environmental classes, etc.), developed and tested in the process of innovation;

-the degree of involvement of teachers in innovative activities;

-information support of innovation activities; participation in networking with educational organizations.

During the formative stage, a set of innovations was implemented taking into account the quality indicators of environmental education. To strengthen the ecological orientation of the educational program, we have developed informative mini-modules aimed at expanding children's ecological ideas, forming a positive emotional attitude to nature, creative reflection of nature in various activities. In each module, we defined the content of children's activities and highlighted the specifics of pedagogical tools.

Along with traditional observations and environmental actions, we used innovative design, information, and multimedia technologies in the process of environmental education of children. To develop interest in nature, we used animation. We have developed a program of the circle for creating cartoons "eco world" (the use of cartoons in environmental education of preschool children).

The program of the circle "eco world" (the use of cartoons in the ecological education of preschool children). The relevance of the program lies in the fact that preschool childhood is the most sensitive period for the formation of ecological ideas. Based on the ideas of

preschoolers, the formation of knowledge about nature and attitudes towards it takes place. It is in preschool childhood that it is necessary to form the following ecological ideas: knowledge about the natural world (names of animals, plants, their main characteristics); knowledge about the functions and purposes of various representatives of the natural world; understanding that nature is alive, animated, that it is the subject of interaction, and that nature needs to be protected; and also to cultivate a sense of empathy for all living things, the ability to perceive nature aesthetically.

Children's creation of cartoons with environmental themes

- one of the effective means of forming elementary ideas among preschoolers about the diversity of the natural world and the education of ethical and aesthetic attitude to it.

Formation of elementary ecological ideas of older preschoolers through the creation of environmental cartoons.

Tasks:

- through animation activities to support the desire of children to reflect their ideas about the world around them;
- to instill an ecological culture of behavior in children through the creation of ecological cartoons;
- to develop children's need for knowledge of the surrounding world, a steady cognitive interest in nature, its living and inanimate objects and natural phenomena;
- to form an elementary idea of the process, means and techniques of animation in children.

The program "eco world" (animation) is based on the principles of:

- "development through activity" (Dewey D.: taking into account the interests of children; development through learning thoughts and actions; cognition and knowledge - a consequence of overcoming difficulties);
- continuity;
- psychological comfort;
- creativity and variability;
- taking into account the age characteristics of children (the choice of methods and techniques appropriate to the age of the child);
- stage-by-stage, which includes the distribution of activities among all participants in the pedagogical process.

Forms of work with children:

- joint activity;
- independent activity;
- observation on a walk;
- group work.

The project is designed for 1 year of study. Classes are held in the second half of the day, 1 time a week from October to May. The duration of classes does not exceed the time provided for by the physiological characteristics of the age of children and "Sanitary and epidemiological rules and regulations": 20-25 minutes - the older group (5-6 years).The

occupancy of the group at the stage of creating the cartoon is no more than 12 people. The program of the circle provides individual, group, frontal forms of work with children.

Project implementation methods:

- methods of organization and implementation of activities (verbal, visual, practical, independent work and work under the guidance of a teacher);
- methods of stimulating and motivating learning (methods of interest formation - cognitive games, creating success situations);
- methods of control and self-control (frontal and differentiated, current and final).

Each lesson on the theme of the cartoon includes a theoretical part and a practical task.

Stages of work on the cartoon:

study of the material on the subject of the cartoon (NODE, observation, reading fiction, joint activities of children and a teacher, etc.);

choice of animation technique;

storyboard (creating a storyboard in the process of general discussion with children, teaches them to see the whole plot, plan their actions when shooting, choose the most effective way of presenting the material);

- creation of characters, backgrounds and decorations for the future cartoon;
- development of dialogues, text;
- shooting a cartoon;
- editing (performed by the teacher);
- voicing of the cartoon.

During the work on the Ecomir project, 5 ecological cartoons were created: "Leaf Fall", "Take care of Nature", "Snowman", "Let's decorate the earth together", "Spring has come". While working on the cartoons "Leaf Fall", "Snowman", "Spring has Come", the children concretized knowledge about natural phenomena. Working on the cartoons "Take care of nature", "Let's decorate the earth together", the children learned that a person using nature, natural resources can pollute nature, therefore it needs protection. During the creation of the cartoon film, the children got acquainted with specific examples from the life of animals from different continents. All this has created a foundation for the further development of ecological ideas.

The work on the creation of environmental cartoons helped to form an emotionally positive attitude to the surrounding world, allowed children to see the beauty and uniqueness of the surrounding world. They have acquired the skills of safe and environmentally friendly behavior in everyday life.

With the parents of the pupils, we held a master class "Cartoons with your own hands" the summary of the master class is presented in the appendix. In the modern world, the use of ICT has become an integral part of the educational process. Modern children perceive information through a personal computer, television, etc., which do not always carry useful information. One of the means of improving the environmental education of children in preschool, we consider the work on the creation of interactive didactic games, thanks to which the child not only observes, but also becomes an active participant.

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With the help of the interactive editor "Owl" we have developed the following games, which were actively used in working with children in order to improve the quality of environmental education of children:

"Ecological path" part 1,2;

"What did autumn give us?";

What surrounds us";

Animals of our country";

Journey of the droplet";

"Such different plants", etc.

It follows from the presented results that after the inclusion of minimodules, innovative interactive technologies (information and communication, project, game) in educational activities, children with a high level of development of ecological culture in the experimental group increased by more than 40% (4), children with a low level of development of ecological culture did not.

Thus, we consider the conditions for the implementation of innovative activities to improve the quality of environmental education of preschool children to be: the development of the innovative potential of preschool teachers through purposeful preparation for innovative activities; the systematic organized nature of innovative activities. In the course of the forming experiment, a set of innovations was introduced, including: the development of informative mini-modules "Nature and Culture"; the use of innovative animation technologies; the creation of interactive games; the development of an information and educational environment. The conducted experimental search work allowed to prove the effectiveness of the identified conditions for improving the quality of environmental education of preschoolers.

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