BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg

THE METHODOLOGY OF TEACHING THE MODULE "INTRODUCING PRESCHOOL CHILDREN TO NATURE" BASED ON AN INNOVATIVE APPROACH AS A PROBLEM.

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Abstract

This thesis scientifically and methodologically substantiates the pedagogical foundations of introducing children to nature in preschool educational organizations, the effectiveness of using modern interactive methods, innovative technologies and digital educational tools in the process of teaching the module “Introducing preschool children to nature” based on an innovative approach.

Keywords: STEAM technology, interactive methods, ecological games, sensory experiments, multimedia tools, creative approach, ecological culture, virtual excursions.

In today's era of globalization and increasing environmental problems, the formation of a conscious attitude to nature, ecological thinking and ecological culture in preschool children is one of the urgent pedagogical problems. The preschool period serves as an important stage in the child's perception of the environment, observation of natural phenomena and the formation of an ecological worldview. Therefore, the organization of the module “Introducing preschool children to nature” based on modern pedagogical technologies is one of the priority tasks of the education system.

In the process of preschool education, nature familiarization classes are often conducted based on traditional explanation and conversation methods. As a result, children show a lack of interest in natural phenomena, insufficient development of observation skills, and superficial formation of ecological concepts. In this regard, the implementation of innovative approaches to the educational process is an important methodological problem.

In modern pedagogical research, STEAM technology, interactive methods, ecological games, sensory experiments, and multimedia tools are recognized as effective means of forming ecological thinking in children. Also, in the process of ecological education, it is important to develop a careful attitude towards nature, understanding of cause-and-effect relationships, and independent thinking skills in children.

In classes organized based on an innovative approach, children participate not as passive listeners, but as active participants. This serves the development of their cognitive activity, creative thinking, and ecological awareness. In particular, the use of multimedia presentations, virtual excursions, experimental work on natural phenomena, and ecological projects allows children to master the topic more deeply.

The main problems encountered in teaching the module

Problems	Content	Solutions
Predominance of traditional methods	Use of only verbal explanations in classes	Use of interactive methods and innovative technologies
Weak ecological imagination	Superficial formation of knowledge about nature in children	Increase practical experiences and observations
Limited use of digital tools	Low use of multimedia and ICT tools	Introduce digital educational resources
Low cognitive activity of children	Insufficient independent activity in classes	Use of ecological games and project methods
Underdeveloped observation skills	Difficulties in analyzing natural phenomena	Expand excursion and experimental methods

The pedagogical significance of innovative approaches

Innovative approaches, in addition to increasing the efficiency of the preschool educational process, allow children to form independent thinking, a creative approach and an ecological culture. Through modern educational technologies, children not only hear natural phenomena, but also understand and analyze them through practical activities.

Pedagogical possibilities of innovative methods:

Innovative methods	Pedagogical possibilities	Result
STEAM technology	Study of nature based on an integrative approach	Logical and creative thinking develops
Multimedia tools	Strengthens visual perception	Quick and effective acquisition of knowledge
Ecological games	Increases interest in the educational process	Activity and motivation increase
Experimental testing methods	Develops practical skills	Observability and analysis are formed
Virtual tours	Allows virtual observation of natural objects	Enlarges ecological imagination

The effectiveness of using innovative methods

The use of innovative approaches in preschool education leads to the following results:

love for nature and ecological culture are formed in children;
the level of mastery of ecological concepts increases;
independent thinking and creative activity develop;
a scientific approach to natural phenomena is formed;
observation and analytical thinking skills develop;
the effectiveness of the educational process increases.

Pedagogical research has shown that the use of innovative approaches in the process of environmental education is an effective tool for developing children's environmental awareness.

The methodology for teaching the module "Introducing preschool children to nature" based on an innovative approach is one of the most urgent scientific and pedagogical problems of today's preschool education system. Because in the modern education system, not only the child's

acquisition of knowledge, but also the development of his ecological thinking, attitude to nature, independent thinking and creative abilities is considered an important task. In particular, the preschool age is considered an important psychological and pedagogical stage in the child's understanding of the environment, perception of natural phenomena and the formation of ecological culture.

Currently, global processes such as environmental problems, climate change, depletion of water resources, environmental pollution make the issue of ecological education of the younger generation even more urgent. Therefore, the process of introducing children to nature in preschool educational organizations should not be limited to simple observation or information. This process should be aimed at forming ecological awareness, a sense of responsibility for nature, love for the flora and fauna, and ecological safety skills in children.

In traditional educational methods, the teacher participates as the main active subject, and children play the role of listeners. This approach does not allow children to fully develop their independent thinking, research and creative activities. In an innovative approach, the child's personality is at the center of education. The teacher acts as a guide, motivator and organizer of the educational process. This allows the child to freely express his opinion, independently observe natural phenomena and draw conclusions.

The use of interactive methods in classes organized on the basis of an innovative approach is of particular importance. Methods such as “Brainstorming”, “Cluster”, “Work in small groups”, “Problem situation”, “Role playing”, “Ecological project” increase the activity of children in the lesson process. In particular, didactic games with an ecological content strengthen children's knowledge about natural phenomena and increase their interest in nature.

The use of multimedia technologies in preschool education is also an important component of the innovative approach. Audio, video, animation materials, virtual excursions and interactive presentations develop children's visual perception. For example, by showing the change of seasons, the formation of rain, the habitat of animals or the growth process of plants in an animated form, children's ideas about natural phenomena become much deeper. This contributes to the long-term retention of knowledge in memory.

Also, experimental work organized on the basis of innovative methodologies develops practical activity in children. For example, by planting seeds, caring for flowers, observing the properties of water, conducting experiments with sand and soil, children gain a practical understanding of natural processes. Such activities develop children's observation, comparison, analysis and conclusion skills.

Today, the introduction of STEAM educational technology into the preschool education system is also gaining importance. This technology is based on the integrated teaching of science, technology, engineering, art and mathematics. By using STEAM elements in nature education, children develop research skills, creative thinking, and problem-solving competencies.

Ecological excursions also have great pedagogical potential in introducing preschool children to nature. Through trips to nature, excursions to parks and parks, and visits to the zoo, children directly observe natural objects. This serves to combine theoretical knowledge with practical observation. In particular, live observation processes serve as an important factor in forming an emotional attitude towards nature in children.

Developing the professional competence of a teacher in teaching based on an innovative approach is also an important issue. A teacher must be able to effectively use modern pedagogical technologies, information and communication tools, and interactive methods.

Because an innovative educational environment requires creativity, methodological preparation, and constant research from the teacher.

At the same time, some problems are encountered in the process of applying innovative methods in preschool educational organizations. In particular, the lack of modern technical equipment, the low qualification of teachers in innovative technologies, the limited availability of special multimedia resources for environmental education, and the lack of cooperation with parents negatively affect the effectiveness of education.

Therefore, improving the methodology of teaching the module “Introducing preschool children to nature” based on an innovative approach is one of the priority tasks of today's education system. This approach, along with the development of children's ecological thinking, cognitive activity, independent thinking and creative abilities, serves to educate them in the spirit of nature conservation and a conscious attitude to the environment.

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