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TECHNOLOGIES FOR THE PLACE AND EFFECTIVE ORGANIZATION OF ACTIVITIES, EXCURSIONS AND WALKS IN INTRODUCING PRESCHOOL CHILDREN WITH NATURE

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Abstract: In this article, the pedagogical importance of training, excursions and walks in introducing preschool children to nature, their role in the formation of ecological culture, love for nature and a sense of responsibility in children is scientifically and pedagogically analyzed. Also, the issues of using modern pedagogical technologies, interactive methods and innovative approaches in the effective organization of the process of introduction to nature are covered.

Key words: preschool education, introduction to nature, environmental education, training, excursion, walk, innovative technologies, ecological culture, observation, experience.

Today, the global nature of environmental problems increases the need to form a conscious attitude to nature in the young generation. Especially, the pre-school age period is considered an important stage in the formation of a child as a person, and during this period the first ideas about nature, ecological knowledge and values are formed. Therefore, introducing children to nature in preschool educational organizations is an important component of the educational process.

The process of introduction to nature serves to enrich children's knowledge about the environment, develop observation, thinking, speech, aesthetic taste and creative abilities. This process is carried out through training, excursions and walks. These forms allow children to directly perceive natural phenomena and objects and strengthen knowledge through practical activities.

Pedagogical importance of introducing preschool children to nature. The main goal of introducing preschool children to nature is to form elementary scientific ideas about nature in them, to develop ecological culture, and to form a responsible attitude to nature conservation.

According to the researches of psychologists and pedagogues, children of preschool age actively develop intuition, perception, thinking and speech activities in the process of observing natural objects. Communicating with nature has a positive effect on the child's emotional world, developing a sense of beauty and caring for animals and plants.

Introducing children to nature serves the following tasks:

•formation of initial knowledge about nature;
• development of the foundations of ecological culture;
• increasing observation and curiosity;
• fostering a sense of diligence and responsibility;
• development of aesthetic taste and creative thinking;
• formation of skills related to nature conservation.

The role and organization of classes. Classes are one of the main organizational forms of familiarization with nature in preschool educational organizations. During classes, children acquire systematic knowledge about plants, animals, seasons, weather phenomena and ecological processes.

Classes for familiarization with nature are divided into the following types:

•new knowledge-giving activities;
• knowledge-reinforcing activities;
• generalizing activities;
• experimental and observation activities;
• integrated activities.

When organizing classes, the educator must take into account the age and individual characteristics of children. The use of demonstration, practical activities and game elements increases the effectiveness of the class. In particular, the creation of problem situations, question-and-answer, conversation, observation and experimental methods develop independent thinking in children.

Educational and educational significance of excursions. An excursion is one of the most effective forms of introducing children to nature, which allows children to observe natural objects in their natural environment. During excursions, children directly perceive the flora and fauna, seasonal changes, and the relationship between humans and nature.

Excursions in preschool educational organizations are one of the effective organizational forms of directly introducing children to nature and the social environment. Excursions are organized mainly in two directions, depending on their content, purpose and pedagogical tasks.

The first direction includes excursions to parks, avenues and other natural areas. During these excursions, children have the opportunity to directly observe the diversity of the plant world, seasonal changes, natural phenomena and ecological processes. As a result, they develop elementary scientific ideas about nature, observation skills and a careful attitude towards nature. The second direction includes excursions to agriculture and farms. Such excursions serve to familiarize children with the process of growing agricultural products, the meaning and importance of labor activity, and the experience of human rational use of nature. At the same time, they contribute to the development of social and moral qualities in children, such as hard work, responsibility and respect for human labor.

The organization of excursions is carried out in the following stages:

1. Preparatory stage.
2. Excursion stage.
3. Final analysis and consolidation stage.

During the excursion, children can keep observation diaries, collect natural materials, and conduct simple experiments. This ensures the consolidation of the acquired knowledge.

The role and pedagogical possibilities of walks. A walk is an integral part of the daily activities of preschool educational organizations and is a convenient means of regularly introducing children to nature. During the walk, children observe the weather, the change of seasons, trees, flowers, birds, and insects.

The main advantages of walks are:

• provides constant communication with nature;
• serves the physical development of children;
• enriches ecological imagination;
• develops observation and thinking;
• forms emotional-volitional qualities.

The use of didactic games, ecological tasks, experiments and elements of creative activity during the walk further increases children's interest.

Technologies for effective organization of acquaintance with nature. Innovative pedagogical technologies play an important role in the effective organization of the process of introducing children to nature in the modern preschool education system.

Project activity technology. Through projects, children independently study natural phenomena, collect information and present practical results. For example, projects such as "Our Garden", "We Take Care of Birds", "Water is the Source of Life" develop environmental education.

STEAM approach. STEAM technology allows for a comprehensive study of natural phenomena by integrating science, technology, engineering, art and mathematics. Children actively learn by conducting experiments, creating models and finding solutions to problem situations.

Game technologies. For preschool children, play is the main type of activity. Therefore, didactic games, role-playing games and interactive exercises with ecological content help to effectively master knowledge about nature.

Information and communication technologies. Multimedia presentations, animations, electronic resources and virtual excursions serve to expand children's ideas about nature. These technologies are especially effective in demonstrating rarely observed natural phenomena.

In conclusion, it can be said that introducing preschool children to nature plays an important role in the formation of their ecological culture, intellectual development and personal qualities. Activities, excursions and walks are effective means of enriching children's knowledge about nature, developing their observation skills and educating a responsible attitude towards nature. The use of modern pedagogical technologies, including project activities, the STEAM approach, games and information and communication technologies, significantly increases the effectiveness of the process of introducing nature. Therefore, the purposeful and systematic use of these forms and technologies in preschool education practice is an important factor in raising a harmonious generation that is environmentally conscious and appreciates nature.

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