

# **MAKTABGACHA YOSHDAGI BOLALARNI EKOLOGIK TARBIYALASHNING O'ZIGA XOS XUSUSIYATLARI**

## **ХАРАКТЕРИСТИКА ЭКОЛОГИЧЕСКОГО ВОСПИТАНИЯ ДОШКОЛЬНИКОВ**

### **CHARACTERISTICS OF ECOLOGICAL EDUCATION OF PRESCHOOL CHILDREN**

**JDPU maktabgacha ta'lim yo'nalishi talabasi- Omonova Gulhayo**

#### **Annotatsiya**

Maqolada maktabgacha yoshdagi bolaning to'liq va chuqur ekologik madaniyatini shakllantirishning muhim sharti muammoli vaziyatdan foydalanish bo'lib, unda bolalar yechimlarni topish bo'yicha birinchi tajribaga ega bo'ladilar, ijodiy salohiyatini, mustaqilligini ochib beradi.

#### **Аннотация**

В статье важным условием формирования полноценной и глубокой экологической культуры дошкольника является использование проблемной ситуации, в которой у детей появится первый опыт поиска решений, раскрытия своего творческого потенциала, самостоятельности.

#### **Annotation**

In the article, an important condition for the formation of a full-fledged and deep ecological culture of a preschooler is the use of a problem situation in which children will have the first experience of finding solutions, revealing their creative potential, and independence.

Kalit so'zlar: maktabgacha yosh, ekologik, madaniyat, ijodiy, ekologik bilim, ko'nikmalar, fikrlash, qadriyat yo'nalishlari, xatti-harakatlar.

Ключевые слова: дошкольный возраст, экология, культура, творчество, экологические знания, умения, мышление, ценности, поведение.

Key words: preschool age, ecology, culture, creativity, ecological knowledge, skills, thinking, values, behavior.

Ekologik madaniyatning nazariy asoslarini aniqlashda faol yondashuvdan foydalanish uning tarkibiy qismlarini aniqlash imkonini beradi: ekologik qadriyatlar tizimi, ekologik xulq-atvor jihati, ekologik fikrlash, ko'nikma, bilim va ko'nikmalar.

Ushbu komponentlar quyidagi ketma-ketlikda o'zaro bog'langan: ekologik bilim → ko'nikmalar → fikrlash → qadriyat yo'nalishlari → xatti-harakatlar. Har bir insonning ekologik madaniyatining asosini ong yoki ekologik ong deb hisoblash kerak, uning shakllanishi inson hayoti jarayonida sodir bo'ladi va rivojlanish - bolaning atrof-muhitga, tabiatga bo'lgan qiziqishini maqsadli rag'batlantirish orqali.

Bolaning kognitiv sohasining rivojlanishi hissiy sohaning (empatiya tuyg'usi) va baholash sohasining (o'z harakatlarining oqibatlarini, tabiatga nisbatan inson xatti-harakatlarini baholash) rivojlanishiga ta'sir qiladi. Maktabgacha yoshdagi bolaning ekologik ongining asosiy tarkibiy qismlarini ko'rish. Birinchi navbatda, tabiat bilan muloqot qilishning tabiiy ehtiyojini ta'kidlash kerak, bu o'zini ushbu tabiatning ajralmas qismi sifatida qabul qiladigan maktabgacha yoshdagi bolaning ekologik madaniyatini shakllantirish uchun asosdir.

Keyinchalik - go'zallik tuyg'ulari bolaning tabiat bilan to'g'ridan-to'g'ri muloqotida amalga oshiriladigan va qutblari ijobiy yoki salbiy his-tuyg'ular bo'lgan butun hissiy soyalarga ega. Ijobiy his-tuyg'ular fonida ekologik madaniyatni shakllantirish bolaga tabiatning qadr-qimmatini chuqurroq anglash imkonini beradi va atrof-muhitga nisbatan axloqiy me'yorlarni o'zlashtirish bola shaxsiyatining axloqiy qadriyatlarini yaratishga ta'sir qiladi.

Shuningdek, maktabgacha yoshdagi bolaning to'liq va chuqur ekologik madaniyatini shakllantirishning muhim sharti muammoli vaziyatdan foydalanish bo'lib, unda bolalar yechimlarni topish bo'yicha birinchi tajribaga ega bo'ladilar, ijodiy

salohiyatini, mustaqilligini ochib beradi - ya'ni, ta'lim jarayonida universal o'quv faoliyati deb ataladigan ko'nikmalar.

"Ekologik ta'lim" tushunchasi, albatta, maktabgacha ta'lim muassasasida ushbu faoliyat turini uslubiy jihatdan malakali tashkil etishni nazarda tutadi.

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5. Maktabgacha yoshdagi bolalarniing axloqiy sifatlarini shakllantirishda milliy qadriyatlarning o'rni

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6. Pedagogical-psychological basis for the development of creative and intellectual abilities of children of preschool age

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7. Pedagogical-psychological basis for the development of creative and intellectual abilities of children of preschool age

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