

DIFFERENT WAYS TO ORGANISE TRIPS WITH PRE-SCHOOL CHILDREN

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Annotation

This article describes the organizational aspects, content and methodology of the trip held in preschool educational organizations, as well as various methods of observing nature.

Keywords: preschool education organization, tourism, excursion, travel, introduction to nature, role-playing games, demonstration and practical methods, nature corner, natural science, observation method.

Travelling, when children spend a long time outdoors, has a positive effect on their health and physical development. Being out in the fresh air results in oxygenation of the blood, changes in temperature, humidity and the effects of the wind train the thermoregulatory apparatus and train the body. As result it can improve child's activity, movement and physical qualities.

Teachers should pay careful attention to the organisation, content and methodology of the trip. It does not take long to prepare for a trip, so children should be taught to dress and undress in an organised manner.

Travel plans for pre-school children include observation of their surroundings, sports, work activities and games. To organise a variety of activities for children, the playground must be equipped to meet pedagogical requirements. Construction materials, sand, water, various toys, slides, skating rink, climbing, balancing and jumping equipment should be installed in each group playgrounds for different games.



There should be a road for cycling and driving. Children should spend 3-4 hours outdoors. Going out for a walk only when it is raining heavily, very windy and cold can be dangerous to a child's health.

The creation of hygienic conditions (building, grounds, equipment, clothing, shoes) for the children's proper physical development and a scientifically sound routine (this includes rational nutrition, development of movement and body training activities) are essential. At the same time, the necessary preventive and therapeutic work must be carried out by medical personnel.

According to this, one of the most important tasks for the educators who educate young souls in preschool educational organizations is to make children able to see the beauty of nature, to love it, to learn about the events that occur in nature and the world around them. Should have the right understanding, besides, it should consist of education in the spirit of rational use of the resources created by nature.

To teach children that human life is spent in nature, that humans and nature are interdependent, that they can influence each other, and the positive and negative consequences of these effects, thereby promoting environmental education among children. It is one of the urgent tasks of today.

From this point of view, it is importance to develop convenient pedagogical methods for introducing preschool children to nature and to implement their environmental education, and to identify educational methods and tools which are rich in didactic opportunities.

Trips and walks for pre-school children take place in nature in low and high places (parks, fields, mountains, villages, etc.).

Talks about the picturesque places of our homeland are organised by the educators. The walk is 2.5 km with light movements. Activities related to hiking trips are carried out on the basis of a strictly defined route (from 5 to 25 km under the supervision of an instructor) by the tourism administration.

Teach children to navigate, use hiking equipment, overcome obstacles, hold a tent, cook, help each other, love and protect nature, nurture and develop skills.

One of the important indicators determining the preparation of children for school is their level of physical development, self-service and hygiene. These normative indicators are determined on the basis of the State Standard.



The main objective of pre-school education is to raise the younger generation to be physically healthy, mentally mature, spiritually rich and well-rounded individuals and to prepare them for school.

The tasks of education and upbringing of pre-school children include physical, mental, moral, aesthetic, occupational and systematic (school) training based on national and universal values, taking into account their innate capacities, interests, needs and abilities [36].

Pre-school children love nature, use it wisely, health and physical education and planning activities related to nature play an important role in their healthy and mature development.

This depends on the personal and professional qualities of the teacher. Today, different methods and forms are used in the pedagogical process of the pre-school organisation to organise the children's activities and their exposure to nature. These are mainly carried out with children in the form of exercise, walks and trips. Organising a place to stay, observing nature or working in the open air in groups or individually will bring effective results. In particular, it is advisable for the educator to use various methods (demonstration, practical, verbal) to awaken the children's desire to protect nature and form a negative attitude towards those who do not care for it.

There are roughly two areas in which children can be introduced to nature. They help to develop patriotic feelings and a love of nature in children.

- 1) Introduction to flora and fauna, inanimate nature, fostering a respectful attitude towards nature, deepening knowledge.
- 2) Nature - the wealth of our country, its beauty, the need for people to work in nature, the need to grow crops and look after animals.

During the excursions, the educator reminds the children to take care of the plants, not to trample the flowerbeds, not to pluck the flowers and not to trample the saplings, not to break their roots. The educator also shows the children that in order for the tree not to get sick, paint is applied to the cut areas and in winter snow is placed under the tree to prevent the roots from catching cold (if the tree's roots freeze, they will dry out).

Observing the phenomena of nature in different seasons and weather conditions creates conditions for unity of aesthetic and moral education. The children learn to see and understand beauty. Communicating with nature creates a cheerful mood in



the child, which in turn influences the behaviour of peers and the collective. The child will be benevolent to nature day by day.

To achieve the goal, the educator invents and uses various games to further activate the children's sensitivity. For example, he asks the children questions, invites them to examine a certain object, compares objects with each other, determines the connection of certain objects with natural phenomena.

The observation method used in children's environmental education is the main method. The importance of effective use of this method is related to the comprehensibility of knowledge for pre-school children. The accumulated knowledge of preschool children mainly consists of visual perception of natural objects and phenomena, i.e. imagination. The more colourful and clearer the imagination, the easier it is for the child to use his or her imagination in practice. This requires taking children in nature, observing its phenomena and exploring the interactions between them.

Observation gives pre-schoolers the opportunity to learn about the diversity of nature in a natural setting. Observing many phenomena and changes in nature does not require much knowledge. The interrelations and relationships found in nature help them to understand and learn about nature.

Making observations in an orderly manner and constant close acquaintance with nature, observing the child, taking an interest, prompting actions such as establishing the causes of certain phenomena. As a result, the child develops the ability to observe and draw carefully. This, in turn, is one of the main challenges facing the development of children's mental education.

The teacher uses different methods of observation. For example: in kindergartens, the observation teaching method is used to identify different plants and animals, inanimate natural objects, and various objects. This method, in turn, causes children to accumulate bright, lively ideas about nature.

Observations are also used to help your child get an idea of seasonal changes in nature and the growth and development of plants and animals.

During observation, all events must be identified using individual signs. For example, ripe or immature fruit according to its color: changing the color of indoor plants: identifying which tree's fruit by the seeds that have fallen to the ground. As a result of camping trips and excursions to show children the fruit of fruit trees in summer and autumn, they can identify which tree they belong to, even though the



leaves and fruit of trees such as willow, poplar, maple, acacia and safflower have fallen in winter.

Observations are made individually or in small groups of 3-6 people, sometimes with the whole group. This approach to observation depends on the objective set by the educator. During the learning period, it is possible to observe animals and plants and adults at work. At this time, work with children is organized in small groups or frontally. Tours are organized in small groups or individually.

In short, preschool children love nature, observing nature while walking in nature gives them aesthetic and ecological impressions and has a positive effect on children's mood.

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