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Аннотация:В этой статье дошкольники познают реальность через изучение окружающей среды, чувствуют ее красоту, бесконечные сложности, входят в мир социальных отношений и взрослых, помогают им развиваться во всех аспектах, обогащают их речевую культуру.

Ключевые слова:Реальность, окружающая среда, социальная установка, взросление, культура речи, сохранение, развитие мышления, восприятия, экскурсия, наблюдения.

Abstract:In this article, preschoolers learn reality through studying the environment, feel its beauty, endless complexities, enter the world of social relationships and adults, help them develop in all aspects, enrich their speech culture.

Key words:Reality, environment, social attitude, growing up, speech culture, preservation, development of thinking, perception, excursion, observations.

Expanding the imagination of children about the environment, introducing them to animate and inanimate natural phenomena in nature, teaching them to use things and objects correctly, knowing what to call them, being able to distinguish an object by name among objects of various other groups. , to know why everything is needed, to observe things in nature, to carefully listen and understand the speech of the elder, to see and express the pictures in books, to know the name of the pedagogue, kindergarten and residence work is carried out to learn, to know the parts of the human face and what their functions are, to observe the happenings in life.

Work in nature - children's objects of work, the characteristics and qualities of plants, their structure, the main stages of their development, methods of cultivation, seasonal changes in the life of plants, animals, their appearance, needs, ways of movement, behavior, lifestyles and they will have an idea about its seasonal changes. They learn to establish a balance between the habitat, the animal's way of life in the wild, and their care in the corner of nature. Forms of organization of cooking and methods of their management become more complicated during preschool education. Complexity is determined by the age of the child, as well as the growth of labor activity. Verbal methods are used to introduce children to the environment, from the educator's story, from reading fiction books about nature, to conversation. Creative games. In the game, children reflect their imaginations during activities, excursions, and everyday life. They acquire knowledge about the work of adults in nature. In this, they develop a creative attitude to work. They understand the importance of the work of adults in nature. When using oral methods, the educator improves children's ability to understand speech, long-term voluntary attention and the ability to pay attention to the content conveyed through words, as well as the ability of children to have bright ideas about this or that event or fact that is the subject of discussion, identification and systematization. takes into account. Educator's story - understanding the story is a rather complex mental activity for children. The child should be able to hear and listen to the speech of adults, understand it during the story, actively imagine sufficiently vivid images based

on the verbal image, determine and understand the interdependence and relationships of the events in the teacher's story, and compare the mistakes in the content of the story with his previous knowledge. Based on the interview-didactic tasks, the interview is divided into two types - preliminary interviews and final interviews. These conversations can be at different levels of content: after someone observes the observed objects in a narrow scope, others cover a wide range of phenomena in order to systematize the knowledge of children who cover a wide range of phenomena - inanimate natural phenomena, plant life, animals, human labor. will be held. Activities of introducing children to the environment allow consistent formation of knowledge, taking into account the capabilities of children and the characteristics of the surrounding nature. In the activities conducted under the guidance of the teacher, elementary knowledge is formed in all the children of the group in accordance with the requirements of the program. Basic knowledge processes and children's abilities are developed in a certain system and consistency. In everyday life, children's personal knowledge is accumulated during observation, play, and work. Activities allow them to be identified and systematized.

The educational task of the activity is the volume of knowledge that should be given to children or determined and concretized in the activities. It is possible to add to this the formation of children's interest in learning about nature. Educational tasks to be solved in the activity. Forming a positive, cautious and caring attitude towards nature. It is aimed at developing an aesthetic attitude to nature. It is important to correctly determine the method of the activity structure when preparing for the activity and conducting it. The choice of the method depends on the nature of the educational tasks, the characteristics of the natural object, and the age of the children. During the activity, it is important to involve all children in completing the task. At the end of the activity, according to the rules, the teacher evaluates the children's skills and abilities, their attitude to the activity, and their interests pedagogically. Differentiation of grades depends on the age of the children. Excursions are one of the types of activities that introduce children to the environment. During excursions, children can observe natural phenomena, seasonal changes in natural conditions, see how nature changes in accordance with the needs of human life, and how nature serves people. Another advantage of excursion activities is that children will have the opportunity to see plants and animals, the environment in which they live. The excursion gives children an opportunity to form a materialistic understanding of the environment, their initial worldview ideas about the interactions that exist in nature. Thanks to excursions, children's observation and interest in changing nature grows. They get used to carefully observing the object and note its character features. The beauty of nature evokes deep emotions in children and leaves an indelible impression. It helps to develop aesthetic feelings. On this basis, love for nature, caring for it, and love for the homeland are formed. Organizing excursions. Excursion is used as an activity in middle, intermediate and preparatory groups. For each excursion, the content of the program, which all children must master, is determined. Observations of work in everyday life - activities and excursions are carried out in connection with everyday life, as well as other forms. Walks - walks are widely used to introduce children to the environment. During walks, the educator will have the opportunity to introduce the natural phenomena that are required for a long time for the formation of children's imagination. Children are introduced to the melting of snow, the emergence of buds, the appearance of grass and so on. Various games can be organized with natural materials such as sand, mud, water, ice, leaves, etc. during walks. Preschool children gather sensory experience, they see natural phenomena in all communication and relationships in natural conditions. Walks arouse interest in children, give them great joy, and interaction with the environment gives them pleasure. By introducing a preschool child to the environment, the child's acquisition of comprehensive knowledge, the development of mental processes, the growth of abilities, the formation of a scientific worldview, the assimilation of moral qualities, positive behavior habits, and the development of aesthetic feelings are achieved. The beauty of nature arouses deep emotions in children, leaves an indelible impression,

helps to develop aesthetic feelings. On this basis, love for mother nature, caring for it, love for the homeland, and interest in studying nature (animate and inanimate nature) grow. Acquaintance of children of preschool age with nature is an educational tool to educate them in relation to nature and real knowledge of the environment based on experience. It is impossible to successfully solve the task of educating children of preschool age in all aspects intellectually, aesthetically, morally, and physically, without introducing children to nature and using it widely in the educational work of preschool educational organizations. Nature is one of the main means of aesthetic education of children. Children of preschool age are ready to perceive the beauty of nature, so educators and parents should educate children in an aesthetic attitude to the environment, prepare them for an aesthetic perception of nature, organize an excursion to nature, observe nature, listen to them, be able to understand them, hear them, classical music is a visual representation of all activities. types of interest should be attracted. All this develops attentiveness, imagination, creative desire in children. In the "First Step" state program developed for pre-school educational organizations, special attention is paid to introduction to nature, drawing, building and making. Activities involve using a variety of artistic and natural materials throughout the year. Before organizing such activities, it is necessary to take into account the educational feature that directs children to consciously understand the content of things made from natural materials. Educators collect natural materials. Keeping in mind recycling and storage should plan what analogies can be made throughout the year. It is necessary to prepare the material for the entire academic year, because in winter the whole area is covered with snow. Looking for the idea of planning future work is an important way to develop children's observation, ingenuity, dream, passion and creative thinking. Therefore, it is necessary for teachers to prepare methodically, along with organizational work, before going to parks and fields with children. The educator assigns tasks to the children and designates the persons responsible for storing and transporting materials collected in baskets, bags, and buckets. Working with natural materials mainly begins with organizing an excursion to nature, aesthetic perception of nature. Excursions have an incomparable role in the aesthetic education of preschool children. The beauty of nature that surrounds them evokes deep experiences and causes the development of aesthetic feelings. Collecting natural materials is not just a pleasure to watch, but they observe the nature that surrounds them, and they are taught to appreciate the work of adults and to keep the environment clean when they are taken out to the fields to preserve nature. When children create something from natural materials, i.e. from pine nuts, leaves, cotton, egg shells, seeds, they create based on their imagination, which encourages them to create new things and enjoy their work. Before making things from natural materials by hand for the first time, it is necessary to teach children how to work with equipment and familiarize them with technical safety rules. Working with cutting and stabbing tools is a little more dangerous for children, so it is better for educators or parents to use them. If they prepare it, it is necessary to teach children the technologies of attaching PVA glue or plasticine for gluing natural materials.

To inform children about the environment and natural phenomena. To create an idea about natural phenomena such as earth, sky, sun, moon, stars, air, water, clouds, heat, fog, wind, lightning, thunder, to get acquainted with living nature-plant and animal world, to see trees (willow), maple, mulberry, larch, juniper), fruit trees (apples, cherries, apricots, peaches, etc.), field plants (cotton, onions, beets, sunflower, wheat, etc.), to introduce the names of bush plants (namatak, raspberry, safflower, etc.) do not break branches, do not step on grass, do not pollute the environment) in their minds, introduce them closely to pets, teaching care, introduction to wild animals (excursions to the zoo, with the help of watching pictures, cartoons and other TV shows), teaching to say the names of animals (such as monkey, tiger, tiger, wolf, fox, bear, elephant, apple, deer, deer); - to expand children's imagination about birds, the way of life of birds - sedentary birds, flight of some birds (swallows, storks, cranes, etc.) provide information about. To explain to children the importance of water, air, food, clothes, light

and heat in human life, the need to keep these sources clean, that the cleanliness of nature is essential not only for nature, but also for people themselves, grass, To gain an understanding of the impossibility of harming and harming grass, trees, birds and various animals, to teach the concepts of "merit" and "sin" to be applied in the field of ecology.

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