

PECULIARITIES OF THE FORMATION OF IMAGINATION AND CONCEPTS OF NATURE IN CHILDREN

Hamroqulova Dilnavoz Fayzievna
Fan va texnologiyalar universiteti
“Ijtimoiy fanlar” kafedrasida katta o‘qituvchisi

Abstract

Today's life itself confirms that the problem of studying man, educating him, providing him with special service, which is considered the highest diversity in the world, has manifested itself in relation to the scale of specific objective and subjective possibilities from the beginning of the emergence of humanity to the end. For while it is clear that it is possible to know a person and have an adequate influence on his external (real) and inner (ideal) world, and through these influences to control him, it is also necessary to pay special attention to the interplay of various social, economic, political, ideological and spiritual interests in this process. Because human development and activism are determined primarily by factors that affect his social interests, ideological views, socio-intellectual potential. Moreover, the formation of a person and the successful functioning of the systems serving him are a derivative of socio-economic, scientific and practical reforms in the country.

Introduction

The sacred task of our society is to raise the children who have just come into the world to become worthy people, to bring them up both physically and spiritually perfect, to grow up as faithful to their parents and homeland. It is necessary to inculcate in the minds of young people in the family, in kindergarten and at school, so that their education is of great importance for their human personality, development and the future of society. Today, the main task of all parents and educators should be to educate our children in accordance with the traditions, beautiful values and modern methods of upbringing, to acquaint them with the wonders of the world that are unfolding before our eyes. It is important to form and develop the imagination and understanding of nature in preschool groups and first grades in raising a harmonious generation that is the basis of the future of Uzbekistan. Because, love for nature is, first of all, devotion to one's people and homeland. Man's aspirations for a great future begin with his love for nature and society. Children's knowledge of nature does not arise all at once. They are a complex mental process that begins with a gradual growth and development in the form of ideas and concepts about nature. In order for children to form realistic ideas about nature, it is necessary to develop in them the qualities of interest and positive attitude to nature, love for the mother land, patriotism and diligence. These, in turn, provide a culture of conservation and careful use of natural resources. The study of nature is based on observation. The child observes with interest the world around him, natural phenomena, strives to find out more deeply about everything, tells about it. In this process, new ideas and concepts are formed, his speech grows, his thinking develops. As a result of observations,

children learn about natural phenomena, similarities and differences in them, as a result of thinking, concepts are formed. Imagination is a product of the activity of the sensory organs and is based on a person's experience of things and events. It is a product of concept-thinking, it is a common name that summarizes and reflects the important signs of things and phenomena. Instilling in children a love for mother nature - the protection of nature and the careful use of natural resources, careful preservation of what is created by human labor, appreciation of labor, love for the homeland, acquaintance with the social life and labor of people, and education in them of a culture of morality. Nature is an inexhaustible treasure. Living and inanimate nature, its diverse flora, fauna serve as a great source for the proper growth and formation of a young soul, in adulthood by studying the secrets of natural phenomena. Children will be curious about everything, they will be amused, they will see the colorful flowers around, in the kindergarten and in the schoolyard, the waters flowing eastward, butterflies flying from flower to flower, birds wandering around me. The role of the surrounding nature in the growth of the child's mind in the growth of interest in animate and inanimate nature is incomparably great. Therefore, giving the first understanding of nature from the age of kindergarten remains the main goal of the study of nature. The study of nature begins with the study of the nature of the place where the child lives, or the land of wildlife, nature. Children, first of all, get acquainted with the plants and animals in the kindergarten and school grounds, where they are raised, with the surrounding plants and animals, the water, soil, climate of it. As we introduce children to nature, we should especially remember that knowledge about nature is simple, vital and understandable. The child observes the events around him with great enthusiasm and is strongly impressed by it, tells about him with excitement. Children are not satisfied with seeing from a distance what interests them, they certainly want to see what is brought home, to see it in motion if possible. Therefore, parents should explain the items brought home, the subjects, the names of vegetables, fruits and animals, and why they are used, their benefits or harms, and why. As a result, children develop observation, interest in knowledge, thinking and speech, form new concepts, increase their vocabulary. The child will have a close relationship with nature, and will fall in love with his country, the land where he was born and raised, his homeland more strongly. The smell of flowers and fruits, the colors of their forms, the wandering of birds, the eastward flow of water in ditches, the rustling of grass and dry leaves allow children to feel things and phenomena in nature, serve as a rich material for educating and growing aesthetic emotions in them. As children learn about nature, they learn about the legal links between the things in nature and the fact that they do not always remain the same, and that forests, gardens, fields and rivers change according to the seasons, trees bloom and bear fruit. It is especially important to understand the essence, the fact that things and phenomena in nature are legally changed by natural causes. During the study of nature, they acquire initial ideas and concepts about various events, subjects, inanimate natural objects, properties of air, time. During travels, observations, children observe objects and subjects of everyday life, find similarities and differences, signs in them, simple concepts are formed. In the process of thinking, clear concepts are formed in children. For example, "this is a red rose", "this is a tree". Analysis, synthesis, comparison and generalization of bodies and phenomena play an important place in the formation of the concept, imagination, in the process of thinking. Opinion is formed on the basis of direct perceptions and assumptions. For example, the idea that "a tree consists of a root, trunk, stalk, leaves, flowers and fruits" is based on observing trees, identifying and analyzing their



properties, comparing parts of a plant, drawing appropriate conclusions. In the process of thinking activity, children's understanding of the world is formed. A concept constitutes a body of ideas that are revealed, its content. The more children have ideas about any of the bodies of nature or objects, the richer the concepts will be in terms of content, the more important the characters expressed in these thoughts, the deeper the concept will be in terms of content. As a result of seeing and observing nature, which is a component of the objective being, various phenomena and processes in it, children have hundreds of questions. A child who saw and watched the trees growing, glistening with lush leaves, the rustling of grass in the fields and hills, the flight of birds in the sky, the living variety of fish and other creatures live in the flowing streams and streams, the child turned to the caregivers: "Why do trees bloom?", "What do the fish eat?", "Do the fish sleep?", "Where do the birds live at night?" begins to ask countless questions. The questions asked by children should not be surprised, but on the contrary, the questions should be looked at as a sign that children's interest in natural phenomena is growing. Therefore, it is advisable for parents, educators and teachers to answer all questions posed by children in a concise, simple, clear and understandable manner, taking into account their age characteristics, level of development. Children may not be able to fully grasp the answer given. Educators and teachers should assure children that "if you grow up, you will read a lot of books, and later you will find out perfectly what you do not know and do not understand." Therefore, it is necessary to ensure continuity in the formation of the ideas and understanding of nature of the prep group and the first grade children, in which the work of educators and teachers is great. Indeed, as this work begins with preschool education institutions and continues the formation of children's ideas and concepts about nature in primary grades, their knowledge, skills and qualifications will develop.

References

1. T. Mirzaev, Z. Gafurov. Respect for nature is a universal problem – T: New Century Generation, 2001. - 135 p.
2. Make it yourself (didactic and game materials for mathematics, natural sciences and other educational centers) – T: 2011. – 206 p.
3. O. Hasanboyeva. Methods of acquaintance with nature – T.: NMIU named after Shepherd, 2016. - 128 p.
4. Sh. A. Sodikova. M. A. Rasulkhodzhaeva. Methods of acquaintance of children with nature. - 2012.
5. M.I. Nuriddinova Methods of teaching naturalism – T: Creative house of publishing house and printing named after Shepherd, – 2005.

