

DEVELOPING EMOTIONAL KNOWLEDGE IN FAMILIARIZING PRESCHOOLERS WITH NATURE

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Annotation: The formation of the science of the methodology of acquaintance with nature, understanding of nature and views and teachings on the study of nature from an early age

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Following the Republic's attainment of independence, great attention has been paid to improving the educational process and increasing its effectiveness. Today's education and upbringing also involves the conscious restoration of comprehensively developed, adapted to life in society, educational and professional programs, and the creation of legal, psychological, and pedagogical conditions, the upbringing of citizens who feel their responsibility to society, the state, and the family.

In preschool educational institutions, the development of children's emotional knowledge is of paramount importance in their upbringing as spiritually mature, moral, and pure individuals, as well as in their acquaintance with nature.

The task of developing emotional knowledge in the process of getting acquainted with nature is to familiarize the pupils with nature, to impart knowledge about the importance of nature in human life. All types of upbringing are carried out through the development of emotional knowledge in acquaintance with nature. Familiarization with nature is carried out taking into account the age characteristics and physiological structure of children. At the same time, their interests, abilities, needs, character traits, and talents are taken into account in different age groups. The structure of the child's organs - the higher nervous system, internal organs, body structure, changes that occur depending on age - are of great importance in acquainting them with nature.

This shows that the development of emotional knowledge in familiarizing oneself with nature is directly linked to the subject of child physiology. Because we introduce children to living and non-living nature, natural phenomena, different seasons of the year.

The role of environmental education in ensuring harmony between nature and humanity is enormous. Continuous environmental education and upbringing, carried out at all stages of the education system, requires the formation of new attitudes towards human nature and towards oneself. This, in turn, can serve as the foundation for the formation of a harmoniously developed individual. Awakening love for nature leads to fostering respect for the Motherland, its natural monuments, historical monuments, and the traditions of our people, shaping a highly moral personality. The biosphere has evolved over long historical periods since the emergence of life

on Earth. Russian scientist Academician V.I. Vernadsky called the part of the Earth where living organisms and biogenic sedimentary rocks are distributed biosphere (from Greek - "bios" - life, "sphere" - sphere). The biosphere is the "shell of life" of our planet and forms a complex of ecosystems, consisting of close connections and relationships between living organisms

Familiarization with nature has a significant impact on the intellectual development of children. When introducing preschool children to nature, it is important to acquire accurate knowledge based on emotional experience about the world around them in the educational process. Without knowledge that correctly reflects the truth, children develop misconceptions about nature. It is much more difficult to correct misconceptions than to create new ones. Therefore, it is very important that children develop a scientific worldview about nature from preschool age, based on their experience of perception, acceptance, and mental development.

According to I.P. Pavlov's teachings, the influence that a person receives from objects and events in nature forms the first signaling system, and the word expressing them forms the second signaling system. The emotional side of cognition is linked to the first signaling system, which is based on visual, figurative thinking and includes successful connections in the cerebral cortex, that is, it is directly reflected in the perception, perception, and imagination of things and events in the external world. The rational side of knowledge, abstract thinking, that is, the process of forming concepts, is connected to the second signal system. The second signaling system communicates with the outside world only through the first signaling system, so thinking cannot be sensory and unconscious without having a clear understanding of something.

"The physiological basis of emotional knowledge is the joint activity of the visual, auditory, olfactory, skin, motor, and other analyzers," said I.P. Pavlov. The more analysts participate in the assimilation together, the clearer, richer, and more meaningful the imagination and understanding. Therefore, the foundation of children's acquaintance with nature should be primarily visual, that is, objects and events should directly affect their sensory organs, children should be able to see things, touch them with their hands, hear them, feel them, taste them, that is, they must have the ability to feel their characteristics. At home, during walks, games, and work, as a result of the influence of objects and phenomena in nature on children, they accumulate experience of feeling. Preschool children, when going to kindergarten, can feel the weather conditions on the street (cold, hot, warm, and humid). When washing their hands, during bathing, during games, the properties of water (coldness, moisture) are determined

The study of nature in preschool age is closely linked to the knowledge of the native language. At this age, verbal perception is strongly mastered rather than perception. It is always necessary to keep in mind that all knowledge about nature is the primary source of perception, more precisely, the reflection of truth in the eyes of children can only be formed with the help of words related to perception.

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