TABIATNING MAKTABGACHA TA'LIM YOSHIDAGI BOLALARNI BARKAMOL AVLOD BO'LIB SHAKLLANISHIDAGI AHAMIYATI

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Annotatsiya. *Maktabgacha talim yoshidagi bolalarni tarbiyalashdagi tabiat vositalarning turlari ko'rsatib berilgan. Bolalarni har tomonlama yetuk bo'lib tarbiya olishida tarbiyaning turlari, ularning bolalarni yetuk bo'lishi haqidagi tushunchalar yoritilgan.*

Kalit so'zlar: *kuzatuvchanlik, tafakkur va mantiqiy nutq rivojlanishi, bilimga qiziqish, tarbiyaviy imkoniyat, ekologik madaniyat, barkamol, individual.*

ЗНАЧЕНИЕ ПРИРОДЫ В ФОРМИРОВАНИИ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА В ИДЕАЛЬНОЕ ПОКОЛЕНИЕ

Аннотация. *Показаны виды природных средств воспитания детей дошкольного возраста. Выделены виды воспитания и понимание их развития детей в воспитании детей зрелыми во всех аспектах.*

Ключевые слова: *наблюдательность, развитие мышления и логической речи, интерес к знаниям, воспитательная возможность, экологическая культура, зрелость, личность.*

THE SIGNIFICANCE OF NATURE IN THE FORMATION OF PRESCHOOL CHILDREN IN THE IDEAL GENERATION

Abstract. *The types of natural means of educating preschool children are shown. The types of upbringing and understanding of their development of children in the upbringing of children mature in all aspects are highlighted.*

Keywords: *observation, development of thinking and logical speech, interest in knowledge, educational opportunity, ecological culture, maturity, personality.*

KIRISH

Tabiat bolalarni har tomonlama barkamol bo'lib shakllanishida juda kata ahamiyatga ega. Bolalarni o'sishi, rivojlanishi, talim-tarbiya olishi tashqi muhit omillariga bevosita bog'liqdur. Tabiatda sodir bo'ladigan jarayonlar, voqea hodisalar, o'zgarishlar bollarni ongiga ta'sir qilib, ularni dunyoqarashini kengayishiga, fikrlash doirasini ortib borishiga tasir ko'rsatadi. Bolalarda dastlabki ekologik madaniyatni shakllantiradi. Shuning uchun maktabgacha ta'lim muassasalarida bolalarni ma'naviy yetuk, axloqli, pok insonlar qilib voyaga yetkazishda tabiat bilan tanishtirish metodikasi fani muhim ahamiyat kasb etadi. Uning maqsadi, maktabgacha ta'lim yoshidagi bolalarni maktabga tayyorlash, tabiat bilan tanishtirish jarayonida tabiatga ehtiyotkorona munosabatda bo'lish, Vatanga mehrli bo'lish, ekologik ta'lim, tarbiyani amalga oshirish, tabiat haqida mukammal bilimga ega bo'lgan yoshlarni tarbiyalash zarur.

TADQIQOT MATERIALLARI VA METODOLOGIYASI

Tabiat bilan tanishtirish metodikasining vazifasi bolalarni tabiat bilan tanishtirish usullari, ish shakllari, shuningdek pedagog, psixolog olimlar va mutafakkirlarning tabiatning inson hayotidagi ahamiyati haqidagi bilimlari bilan tanishtirish va nazariy bilimlar berishdan iborat.

Shu bilan birga turli yosh guruhlarda ularning qiziqishlari, qobiliyatlari,ehtiyojlari, xarakter hislatlari, iste'dodlari hisobga olinadi. Bola a'zolarining tuzilishi — oliy nerv sistemasi,

ichki a’zolari, tana tuzilishi, yoshga qarab hosil bo’ladigan o’zgarishlar tabiat bilan tanishtirishda muhim ahamiyatga ega. Shu bilan birgalikda bolalarni jismonan sog‘lom bo’lishiga olib keladi.

Bolalarning jonsiz tabiat hodisalari, o’simliklar va hayvonlar, inson mehnati haqidagi tushuncha va tasavvurlarini kengaytirish hamda boyitish, shuningdek, o’simliklar o’stirish, hayvonlarni parvarish qilishda bolalarda oddiy ko’nikmalar hosil qilish ta’lim berishning asosiy vazifalaridan hisoblanadi.Bunda bolalarda kuzatuvchanlik, bilimga qiziqish, tafakkur va mantiqiy nutq rivojlanadi, so’z boyligi ortadi, yangi tushunchalar hosil bo’ladi.Bolalarda mehnatni sevish, o’zgalar mehnatini qadrlash, o’simlik vahayvonlarni asrash, ularni parvarish qilish, o’z Vatanini, tabiatni sevish, tabiat go’zalliklarini ko’ra olish kabi hislatlarni o’stirish orqali tarbiyaviy vazifalar hal qilinadi. Maktabgacha ta’lim muassasalarida tabiat bilan yaqindan tanishtirmasdanturib, bolalarni jismonan rivojlantirish, nutq va tafakkurlarini boyitish vazifalariniamalga oshirish mumkin emas. (Q.Haydarov, S.Nishonova-1992)

TADQIQOT NATIJALARI

Bolalarni tabiat bilan tanishtirishni tarbiya turlari mavjud. Jumladan, aqliy tarbiya - bolalarni aqliy jihatdan o’sishiga ta’siri juda kattadir. Maktabgacha ta’lim yoshidagi bolalarni tabiat bilan tanishishda ta’limtarbiya jarayonida ularning ongida atrofni o’rab olgan dunyo haqida hissiy tajribaga asoslangan aniq bilimlar hosil qilish muhimdir. Haqiqatni to’g’ri aks ettiruvchi bilimlar berilmasa, bolalarda tabiat haqida noto’g’ri tushunchalar hosil bo’ladi. Noto’g’ri tushunchalarni tuzatish yangi tushunchalar hosil qilishga nisbatan ancha qiyinroqdir. Shuning uchun bolalarda maktabgacha ta’lim yoshidanoq, his qilish, qabul qilib olish va zehniy rivojlanish tajribalariga asoslangan holda tabiathaqida ilmiy dunyoqarashlarning shakllanishi juda muhimdir. (Yusupova P.A-1995).

Estetik tarbiya- shaxsning estetik didi va idealini tarkib toptirish, tevarakatrofdagi narsalarni to’g’ri qabul qilish qobiliyatlarini har tomonlama o’stirishdir. Estetik tarbiya bolaga did bilan kiyinish, yurishturish, mehnat qilish, jamoa orasida o’zini to’g’ri tuta bilish kabi hislatlarni singdiradi. Ayniqsa, ona tabiatni sevish va undan zavq olish, ya’ni go’zallikni his qilishni o’rgatadi. Gul va mevalarning hidi, shakli va ranglari, qushlarning sayrashi, ariqlarda suvning jildirab oqishi, qishda qorning g’ichirlashi — bularning hammasi bolalarda tabiatdagi narsa va hodisalarni tasavvur etishga imkon beradi va ularda estetik hissiyotni tarbiyalashda va o’stirishda boy material bo’lib xizmat qiladi. Bog’cha yoshidagi bolalarda bunday estetik tuyg’ularning o’sishi esa, o’z navbatida san’atni, hayotni, tabiatni sevish, uni tushunish va o’rganish uchun zarur shart sharoit yaratadi. (Yusupova P.A-1995)

MUHOKAMA

Axloqiy tarbiya-yosh avlodni Vatanga, insonlarga muhabbat, ularning mehnatiga hurmat tuyg’ulari, intizomlilik, xulqatvor madaniyati, tengdoshlar orasidagi do’stlik, tinchlikj inson xarakterining irodaviy xislatlari hamda shaxsning ijobiy, axloqiy sifatlari, poklik, to’g’rilik, kamtarlik, xullas barcha oliyjannob xislatlarni mujassamlashtirish ruhida tarbiyalash tushuniladi. Yosh avlodda bu xislatlarni kamol toptirish uchun tabiat vositasidan keng foydalanish kerak. Bu murakkab jarayon bo’lib, uzoq vaqt, kerak bo’lsa yillar davomida qilinadigan mehnatninj mahsuli hisoblanadi. Tabiat vositasida axloqiy tarbiya berish uchun bog’cha hovlilariga ekilgan gullarni parvarish qilish jarayonida bir gulni, niholni asrash, uni parvarish qilish, gullarning tagini yumshatish sug’orish, begona o’tlardan tozalash, shakl berish, o’g’it yoki go’ng solish kabi ishlarni bajarish jarayonlarini amalga oshirish mumkin. Bu yerda tarbiyachining ahamiyati katta. Masalan, tarbiyachi bolalarga gullarni parvarish qilayotganda ularning ham jonli organizm

ekanligini, biz qanday nafas olsak, ular ham nafas olishini, biz qanday ovqatlansak, ular ham bizdek «ovqatni yaxshi ko'rishini, o'simlikning ovqati go'ng, o'g'it ekanligini, biz yuvinish, taranishni qanday yaxshi ko'rsak, gullar ham «yuvinishni», «taranishni» yaxshi ko'rishini va buning uchun gullarning tagini vaqtivaqti bilan yumshatib, suv berib turish kerakligini, barglariga chang yuqtirmasdan yuvib, artib turish kerakligini o'rgatishi zarur. (Yusupova P.A-1995).

Jismoniy tarbiya-Insonning ma'naviy shakllanishida, mazmunli hayot kechirishida jismonan Sog'lom bo'lishning ahamiyati beqiyos kattadir. Xalqimiz «tani sog'lik — tumanboylik», «to'rt muchang sog' bo'lsin» deb bekorga aytmagan. Bu naqllarning ko'plab ma'nosi bor. Maktabgacha tarbiya yoshidagi bolalarning organizmi juda tez rivojlanadi. Bolalar anatomiyasi va fiziologiyasidan ma'lumki, bolalar 7-8 yoshgacha bo'yiga har yili 5 sm gacha o'sib, tana og'irligi 22,5 kg ga ortib boradi. Keyin esa biroz sekinlashadi. Bundan ko'rinib turibdiki, bolaning jismonan sog'lom o'sishini yoshlikdan ta'minlash kerak.

XULOSA

Demak bolalarni har tomonlama barkamol avlod bo'lib shakllanishida tabiatni tasiri kattadir. Ularni tarbiyali, estetikaga boy, fikrlash doirasi keng, shaxsiy fikri bor, didli, jismonan baquvvat bo'lib kamol topshida tabiatning ro'li muhim. Bugungi kunda Respublikamizda yoshlar masalalari boyicha olib borilayotgan siyat ham buning yaqqol namunasidir.

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