



## Research Article

# IMPLEMENTATION OF VISUAL-DIDACTIC GAMES IN ECOLOGICAL EDUCATION OF STUDENTS OF PRESCHOOL EDUCATIONAL ORGANIZATIONS

Journal Website:  
<https://masterjournals.com/index.php/crjps>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

**Submission Date:** December 23, 2021, **Accepted Date:** January 02, 2022,

**Published Date:** January 12, 2022

**Crossref doi:** <https://doi.org/10.37547/philological-crjps-03-01-01>

**Mavluda B. Kubayeva**

Lecturer, Navoi State Pedagogical Institute, Navoi, Uzbekistan

## ABSTRACT

This article describes the effectiveness of the use of visual-didactic games in environmental education of preschool children, as well as the requirements for it, and provides an example of a visual-didactic game.

## KEYWORDS

Preschool education, environmental education, visual-didactic games, video exhibition, environmental traffic lights, educational process, visual aids.

## INTRODUCTION

Environmental education is an important condition for the transition of modern society to sustainable development. Therefore, the development of new

methods of increasing love is a priority to acquaint children with the laws of nature, their proper growth, scientific understanding of events in nature, the

formation of the child, love for nature, the Motherland, the riches of nature.

It is known that in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 27, 2019 No 434 "On approval of the Concept of development of environmental education in the Republic of Uzbekistan" improvement of education, study of advanced national and foreign experience in the field of environmental education, based on which the development of specific parameters for the formation of environmental culture in students, overcoming today's global environmental problems, reducing the level of existing environmental risks, coordinating with the essence of common national measures aimed at restoring the natural environment.

## THE MAIN RESULTS AND FINDINGS

The use of visual-didactic games in the implementation of the tasks set out in the concept, in the environmental education of children in preschool education is very effective.

Preschool is a classic age of play. The game rapidly develops all the mental qualities and personality traits of the child. In play, children focus and remember more than adults do. Ecological games in preschool education are very important for children to form ideas about animate and inanimate nature, the world. Preschool is an important stage in the development of environmental education of the young child. Ecological games not only contribute to the knowledge of objects and natural phenomena, but also develop the skills of caring for nature. Educators use a variety of games to shape children's emotional attitudes toward nature. One of these types of games is visual-didactic games.

The word "visual" is derived from Latin and means "visualis", which means visual.

Ecological visual-didactic games help to see the integrity of the individual organism and ecosystem, to understand the uniqueness of each object of nature, to understand that unreasonable human intervention can lead to irreversible processes in nature and their full development.

During visual-didactic games the child can get:

- ✓ knowledge about the world around is formed;
- ✓ Cognitive interests develop;
- ✓ Increases love for nature;
- ✓ Careful and caring attitude, ecological behaviour;
- ✓ Expands the worldview;
- ✓ Develops observation and curiosity;
- ✓ Arouses interest in natural things;
- ✓ Develops intellectual abilities.

The more interesting the visual-didactic games lead to the better result. (Here is an example from a visual-didactic game)

## "Ecological traffic light"

**Objective:** To continue improving children's perceptions of environmentally friendly behaviour.

**How to play:** The educator gives each child a green and red circle made of paper.

Tutor: I'll show you some videos. If you think what you see in the video is right, you turn on the green light, and if it's wrong, you turn on the red light.

1 video. There are a lot of cars, factories in the big city. People are cutting down the surrounding trees to make the city bigger. As Alisher watched, he began to cut down trees in the garden near his house. A friend who saw it asked why. Alisher said that if the tree was



big, it would be removed anyway. Did Alisher do the right thing? (children react through green and red traffic lights).

Bahodir and Zumrad walked in the garden. Suddenly, they saw the other children. The children began picking green fruit from a tree in the mountain. He broke a branch because the children were heavy. Bahodir and Zumrad, who were watching them, shouted to the children, "Get down and go!". The children fled. In the evening, Bahodir and Zumrad consulted with their father on how to help the broken branch. Do you think Bahodir and Zumrad did the right thing?

2 video. Bobur loved to play with insects. He took the net, caught some insects, put them in a jar and covered the jar with a lid. In the morning, he saw dead insects at the bottom of the jar. They were no longer as beautiful as they used to be. Bobur threw the insects in the trash.

How do you evaluate Bobur's actions? (via red or green traffic light)

3 video. Layla and her parents drove out of town. As they approached the forest, his father stopped the car and told them to enter the forest on foot. Layla told her father to go into the woods by car. Layla's mother said someone had already done it and the car tracks had been preserved for a long time. That's why he said there was almost no grass here. Layla's parents didn't agree. They left the car on the road and walked into the woods. Do you think Layla's parents did the right thing? (children react through a red or green traffic light).

In the process of using visual methods in environmental education of children, several conditions must be met:

- The content of visual aids should be appropriate to the age characteristics of the children.
- Training should not be based on visual methods alone. Excessive saturation of visual aids in one session can reduce cognitive effectiveness. However, the lack of clarity makes the lesson boring and uninteresting. Everything should be in order.
- The items shown (pictures, diagrams) should be visible to all children. It is advisable to use projections, optical magnification to display small objects. The use of any visual aids must have a specific purpose.

## CONCLUSION

In conclusion, the main task of educators in preschool education is to teach the child to look at every living organism as a self-respecting, unique being with the right to life. It is also necessary to organize the process of ecological education of children on the basis of visual didactic games, in which the various forms, sizes, colors of nature and the environment, the interdependence of realities, the causes and consequences of the process to feel, to comprehend, to reason on the basis of facts, to draw conclusions, and on this basis to lay the groundwork for the acquisition of secular knowledge.

## REFERENCES

1. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 27, 2019 No 434 "On approval of the Concept of development of environmental education in the Republic of Uzbekistan".
2. Standard of Preschool Education and Training Resolution of the Cabinet of Ministers No. 802 of 22 December 2020.



3. Rasulxujayeva M.A. By introducing children to the animal world technology of formation of moral qualities. Т.: “Ilm-Ziyo-Zakovat”, 2020.
4. A.Nigmatov. Preschool environmental education. Textbook Т.: “Navruz” publisher 2020 y
5. Technology of preparation of students for educational activities in higher pedagogical educational institution Авторы Sanaeva Surayyo Bobonazarovna Дата публикации 2020 Журнал
6. ACADEMICIA: An International Multidisciplinary Research Journal Том 10 Номер 9 Страницы 306-309 Издатель South Asian Academic Research Journals
7. Кубаева М.Б. THE USE OF VISUAL TECHNOLOGIES OF EDUCATION IN ECOLOGICAL EDUCATION OF PRESCHOOL CHILDREN AS A PEDAGOGICAL PROBLEMS. // CURRENT RESEARCH JOURNAL OF PEDAGOGICS, 2021. № 6-10.
8. Xaydarova Shaxlo Narzullaevna. Pedagogical Approach To The Preparation The Children Of The Orphanage For Family Life. The American Journal of Social Science and Education Innovations, 2021. 3(02), 23-27-с.
9. Давлатова Р.Х. МАТН ДЕЙКСИСИ ВА УНИНГ ЎЗБЕК ТИЛИДА ИФОДАЛАНИШИ. // СОСТОЯНИЕ, ПЕРСПЕКТИВЫ, НОВЫЕ ПАРАДИГМЫ ИССЛЕДОВАНИЙ. 2019. -С. 49.
10. Р.Х Давлатова Дейксис социального статуса в узбекском языке и его выражение местоимениями. Вестник Ошского государственного университета 2 (1-4), 75-80
11. Ermatova Gulnoz Pirimovna 2020. INNOVATIVE EXEMPLARY ABILITIES OF AMIR TEMUR IN THE ORGANIZATIONAL ABILITIES OF YOUTH FORMATION. European Scholar Journal. 1, 4 (Dec. 2020), 12-14.
12. Jabborova D. Object and subject of educational technology. // European Journal of Research and Reflection in Educational Sciences. (EJRRES) – Great Britian, 2019. – Vol.7. No.12. – P.158-160. (13.00.00. №1).
13. Утамуродова Ш.М. ВЗГЛЯД НА ИСТОРИЮ ТЕАТРАЛЬНОГО ИСКУССТВА. Colloquium-journal, 52-54 2020
14. Азимова М. Педагогические основы использования различных народных культур в воспитании дошкольников. European science, 2020. 2-2 (51)
15. Шарипова Н.Р ПСИХОЛОГИЧЕСКАЯ ГОТОВНОСТЬ ДЕТЕЙ К ШКОЛЕ.// ТРАДИЦИИ И НОВАЦИИ В ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ И ДЕЯТЕЛЬНОСТИ ПЕДАГОГА сборник научных трудов Международной научно-практической конференции. Тверь, 2020
16. Gulobod Rakhmatova Activation of Vocabulary of Preschool Children on the Basis of Associative Experimental Method INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS Volume 04 Issue 11 November 2021. Page No.- 1540-1542
17. Musaeva N. Oilaviy munosabatlarda bola nutqini rivojlantirish - Журнал дошкольного образования, 2021
18. С.Б Санаева ДИДАКТИЧЕСКИЕ ВОЗМОЖНОСТИ РАЗВИТИЯ МЕТОДИЧЕСКОЙ КОМПЕТЕНЦИИ БУДУЩИХ ПЕДАГОГОВ. PEDAGOGICAL SCIENCES //«Colloquium-journal» # 2020. Стр.59-61.