

**THE IMPORTANCE OF DEVELOPING INTELLECTUAL ABILITIES OF
CHILDREN OF PRESCHOOL AGE IN THE ACTIVITIES OF THE
CENTER FOR SCIENCE AND NATURE**

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Man is a product of nature. Man was created by nature, perfected. So it is. it is necessary that we honor nature, treat it with the right attitude and contribute to the even more splendor, eternity of nature. Comprehensive education and upbringing of young children is carried out on the basis of various factors. The most effective of this is to introduce preschool children to nature. The reason is that from infancy, a person grows up, grows up in the bosom of nature. It is necessary that we teach the child from infancy to enjoy nature, to have the right attitude towards nature.

Key word: Nature, Preschool Education, man, infancy, organization, intellectual, science, efficiency

In order to give moral education through nature, it is possible to carry out in the process of caring for a crop planted on garden plots, preserving each flower of flowers Nichol, caring for it, loosening the base of the flowers, carrying out such works as watering. It is necessary to organize the process of introducing children on a kindergarten field, in a corner of nature, a plant or a haven, in which the upbringing should organize the introduction into a frame for the attention of children, tied to interesting living conditions. The ways to give moral upbringing to children through nature are very numerous and diverse. The purpose of giving youth the upbringing of elegance is to compose the personality's taste, the trait of living constantly striving for it, feeling beauty. Truly Ham nature must not have been someone who did not love its beautiful landscapes from him who did not love mountain rocks. The smell, shape and color of flowers, fruits, the wandering of birds, the shuddering flow of waters from the ditches, the crackling of snow under the feet - all this allows you to feel something and objects in nature in ballads and serves as a rich material for the

upbringing and cultivation of aesthetic sensations in them. As you know, young children love beautiful, bright, color, objects. Beauty is present in the mind of a child who is interested in Hawas. The fact that we develop this interest in the mind of the child is harm. Nature plays the role of the main tool in this. It is possible to carry out in the season when preschool children want to educate sophistication through nature. Giving cocktail education to preschool children to educate them in the spirit of cocktails should start from childhood to increase their interest in labor, to honor the cocktail product created by adults, to educate them with the permission to appreciate it. In the corner of the children's cocktail education is carried out in the ulzor, in the process of caring for plants and haivans. Cocktail education is desirable if it is carried out in a state that has acquired the young character of an individual guru. The student taught the effectiveness of Farida spirituality, morality, pure man, love, or enlightened nature with activation of the technique is important for this career. During the conversation, the parties expressed satisfaction with the development of cooperation between Tajikistan and China, as well as the development of cooperation between Tajikistan and China. The task of the methodology of acquaintance with nature is to familiarize students with the methods of acquaintance with nature, forms of work, as well as with the knowledge of educators, psychologist scientists and thinkers about the importance of nature in human life and provide theoretical knowledge. - The subject of the methodology of acquaintance with nature is part of pedagogy, since through acquaintance with nature, all types of upbringing are carried out. It is introduced to nature taking into account the age characteristics, physiological structures of children At the same time in different age groups, their interests, abilities, needs, Character Traits, Talents are taken into account. - The structure of the child's organs-the higher nervous system, internal organs, body structure, changes that form with age are important in introducing nature. It can be seen from this that this course is also directly linked to the science of children's physiology. - The science of biology forms the basis of the methodology of acquaintance with nature. Because we introduce children to Lively and inanimate

nature, natural phenomena, different seasons of the year. -The science of the methodology of acquaintance with nature complements and strengthens each other in relation to philosophy, biology, pedagogy, psychology, physiology and all methodologies. Enriching children about inanimate natural phenomena, expanding their understanding and perception of plants and animals, human labor, as well as growing plants, generating simple skills in children in animal care are among the main tasks of Education. In this, children develop observation, interest in knowledge, thinking and logical speech, vocabulary increases, new concepts are formed. Educational tasks are solved in children by growing such qualities as love of Labor, appreciation of the work of others, preservation of plants and animals, their care, love of their homeland, nature, the ability to see the beauties of nature. In preschool educational institutions, it is impossible to carry out the tasks of physical development of children, enrichment of speech and thinking without closer acquaintance with nature. As a result of a close relationship with nature, the child will be able to clearly see and perceive things and phenomena in it. But often the child may not notice things or incorrectly describe what he perceives, focusing on non-important sides. A child 3-4 years old may not notice Flying Birds all the time. When he meets the animals he first notices its size, pretending to be a fish floating in an aquarium and "walking" or "waving its wings", he says. It turns out that when introducing a child to nature, it is not enough for him to show him a phenomenon or thing. In the process of training, it is necessary to be guided in accordance with the goal. This is expressed in the words of the educator, which guide the child's perception, correctly directing his attention to what is important to see and hear and events. In preschool age, the study of nature is more closely related to knowledge of the native language. At this age, spoken perception is firmly mastered, rather than perceived perception. In perceptual perception, it should always be borne in mind that all knowledge of nature is the initial source, more precisely, in the minds of children, the reflection of reality can be generated only with the help of words associated with perception. The concept is the result of analytical-synthetic activity

of the brain. The perception of things and phenomena in nature several times, their comparison with others, the reflection of the most important characters in them in words, results in the formation of understanding. The concept is mastered and examined in play and work in children's activities. During the observation of changes in nature, children of the middle group learn to show the characteristic signs of the observed bodies: size, color, shape, level. As a result, the imagination in children, formed on the basis of observation, becomes much more concretized. While the educator gives the children questions and assignments in series, in this ASNO he gets used to following the plan he recommends. The purpose of observation is often associated with labor or pictorial activity. For example, a trip to the garden is organized, and it is there that the work is carried out to see the trees bloom, to get acquainted with them. Sometimes the use of riddles in observations gives a good effect. Children find the answer to riddles in the process of observing the subject. The middle group of children are able to create the environment they need to observe (such as foraging, making room for the animal). This increases children's interest in observation. Just like in a small group, various research (verification) actions, game methods, labor assignments are used in the observation process. Some of these actions may be of an exploratory nature. For example, to find out what the animal eats, it is given various nutrients. Independent observations of children appear in the middle group. It is necessary to encourage them in this, help them in their understanding of the observed phenomenon, sometimes give advice on the use of this or that method, involve other children in observation, encourage them to tell their comrades the results of their observation. Large group. In the process of observations carried out with this group, children get acquainted with the characteristic and important signs of objects, carry out long-term observations on the growth and development of plants and animals, seasonal changes in nature. The educator continues to teach children to use certain methods, follow the plan, independently draw uncomplicated conclusions, while maintaining the organization of observation. In this case, the general signs of a group of objects significant for

one or another activity or of an entire group of objects are distinguished in the observed bodies and phenomena, the relationship and relationship of the bodies with the tevarak-environment is determined. The study of nature Games is carried out according to the rules common to all didactic games. In small age groups, in the early stages, the tutor plays the game with the children, during the game he says a rule and applies it immediately. In the replay, however, he says additional rules. In the second stage, the educator does not actively participate in the game, leading the game from the edge. In the third stage, children play independently. From the middle age group, the method of training in the game changes. First the tutor tells the content of the game and distinguishes 1-2 important rules in advance. During the game, he reiterates these rules. Shows the action of the game, gives additional rules. In the next stage, children play independently. The tutor watches the game, corrects mistakes, eliminates conflicts. At a time when interest in the game is waning, the educator offers other types of the game.

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