

## MAKTABGACHA YOSHDAGI BOLALARNI ATROF-OLAM BILAN TANISHTIRISHNING AFZALLIKLARI

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Davlat tomonidan bolalarning maktabga tayyorgarlik darajasiga qo'yiladigan minimal talablarga shaxsni o'rab turgan barcha narsalar tabiat ekanligini anlash hamda bunga mevali daraxtlar (olma, uzum, shaftoli, nok, gilos, olcha va boshqalar), gullar (atirgul, rayhon, ra'no, sadbarg, lola), sabzavot va poliz ekinlari (pomidor, bodring, kartoshka, piyoz, sabzi, karam, qovun, tarvuz, qovoq va boshqalar) va xonaki o'simliklarni farqlash; uy hayvonlari (qo'y, sigir, ot, eshak, it, mushuk, echki); yovvoyi hayvonlar (bo'ri, tulki, ayiq); hasharotlar (ninachi, arii, kapalak, chumoli, qo'ng'iz va boshqalar); qushlar (qaldirg'och, chumchuq, musicha, kabutar, bulbul, qarg'a, to'ti va boshqalar)ni bir-biridan farqli ekanligini ajrata olish, tog', daryo, ko'l, bog', buloq, gulzor, yaylov, ekin maydonlari, havo, suv, quyosh, shamol, qor, yomg'ir, bulut, yulduz, oy haqida yoshiga mos ravishda tasavvurga ega bo'lish singarilar kiradi. Demak, yoshlarda tabiatga nisbatan muhabbat uyg'otish masalasi o'tmishning ham, bugungi kunning ham, kelajagimizning ham dolzarb muammolari bo'lib qolaveradi. Ekologik tarbiya inson hayotida ham ijtimoiy, ham biologik, ham estetik ahamiyat kasb etadi. Ekologik tarbiyaning ijtimoiy ahamiyati shundan iboratki, inson bevosita tabiat qo'ynida yashaydi, tabiatdagi barcha moddiy resurslar bilan doimiy muloqotda va munosabatda umr kechiradi. Ular orasida ana shu murakkab munosabatlar tizimi «hayot» degan nom bilan ataladi. Demak, tabiat inson hayoti mavjudligining, davomiyligining garovidir. Lekin ayni paytda inson ham tabiatning saqlab qolinishida, asrab-avaylanishida eng muhim rol o'ynovchi asosiy kuch sohibidir. U o'zining ongi, aql-idroki bilan tabiatni yanada boyitish, uning resurslaridan oqilona, tejak-tergab foydalanish, tabiat predmetlarining buzilib, yo'qolib, ifloslanib ketmasligiga kafolat berish zarur. Agar inson va tabiat orasidagi ijtimoiy munosabat muvozanati buzilsa, bundan yo tabiat, yo inson albatta qattiq zarar qiladi.

Ekologik tarbiyaning ekologik ahamiyati shundaki, inson tabiatning bir bo'lagi bo'lganligi bois, uning tabiiy-biologik ehtiyojlari ham to'g'ridan-to'g'ri ona tabiatning moddiy boyliklari va go'zalliklari orqali qoniqish topadi. Insonning biologik yashashi uchun muhim bo'lgan asosiy vositalar – yer, havo, suv, o'simliklar va hayvonot dunyosidan olinadigan oziq-ovqat hamda kiyim-kechak maxsulotlari; yorug'lik va issiqlik manbalari barchasi tabiatning odamzotga ko'rsatgan bebaho sahovatidir. Ularsiz shu inson yashay olmaydi. Shunday ekan, birlamchi zaruriyatlarning har qancha tozaligi, ifloslanmasligi, yo'qolib, nobud bo'lib ketmasligi inson umrining ham uzayishiga kafolatdir. Qolaversa, inson ulardan ma'naviy zavq va bahra olib yashaydi. Go'zal tabiat manzaralari inson hiy-tuyg'ulariga shu qadar ta'sir ko'rsatishga qodirki, buning natijasida inson qalbida yo shogirdlik hissi jo'sh uradi, yo u mo'y qalamni olib, shu go'zallikni qog'ozda abadiy muhrlab qolishga jazm etadi. Inson o'zining tabiat bilan yaqinligini azaldan his etib keladi.

Shuning uchun imkon qadar unga yaqinlashishga, u bilan til topishishga xarakat qiladi. Inson chuqur qayg'uga botganida ham, aksincha, juda quvongan kezlarida ham o'zini faqat tabiat og'ushiga otgisi keladi. Tabiat quyidagi: suvliklar bo'yidami, qir-adirgami chiqibmi, toshloqni kezibmi- dilidagi orzu-quvonchiga yoki dardu g'amiga tabiatni o'ziga oshno tutib sirlashadi. - Birorta xonadon yo'qki, uyida yo biror jonivor boqmasa, yo biror o'simlik ekib undirmasa. Bundan insoniyat nafaqat iqtisodiy balki o'z tabiiy, ma'naviy e'htiyojlarini ham qondiradi. Odamlar foydali va chiroyli jonivor va o'simliklarni, hasharotlarni uy sharoitida parvarish qilib, bunday har tomonlama bahra oladilar va o'z estetik didlarini tarbiyalab boradilar. Insonning tabiat sahovatini his etishi, uning sahovatidan ta'sirlanish ekologik tarbiyani nafaqat ijtimoiy-biologik, balki estetik zaruriyatga ham aylantirib qo'yadi. Chunki, tabiat insonning his-tuyg'ulariga ta'sir etuvchi asosiy manbaadir. Inson tabiat go'zalliklaridan zavqlansa, bag'ri dili ochiladi, ijodkorlik qobiliyati rivoj topadi. Aksincha, inson tabiatdagi ko'rimsiz, xunuk narsalarga duch kelsa yoki uning go'zal manzarasi toptalganining guvohi bo'lsa, dili xufton bo'ladi, g'azabi jo'sh uradi. Shuning uchun tabiat go'zalliklarini asrab-avaylash inson hayoti uchun muhimdir. Ayniqsa, tabiatga munosabat hasharotlar bilan tanishtirish orqali bolalarda tabiatga estetik munosabat uyg'otish o'ta muximdir. Xullas, tabiat insonning sog'lom, go'zallikka oshno bo'lib yashashida muhim o'rin tutadi. Maktabgacha yoshdagi bolalarda ekologik tarbiyaning asosiy maqsadi – ularga tabiatga nisbatan kuchli muhabbat uyg'otishdan iborat. Bu maqsad umumiy sanalsa-da, xuddi shu umumiy maqsaddan kelib chiquvchi xususiy maqsadlar ham mavjud: Ekologik tarbiya berishning xususiy maqsadi esa o'rganilayotgan mavzu talabi bilan bog'liq. Masalan, «Hasharotlar bilan tanishtirish» mavzusini o'rganayotganda maktabgacha yoshdagi bolalarda hasharotlarga nisbatan mehr-muhabbat uyg'otish, nobud qilmaslik va ulardan zavqlanish hissini tarbiyalash asosiy maqsad sanaladi, ularning turlari bilan

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