The Role And Role Of The Media In The Formation Of The Natural Scientific World Of Preschool Children

Umida Lutfullayevna Yoziyeva[1], Nazirov Usmon Kosimovich[2], Tursunoy Alisherovna Buriyeva[3], Nargiza Turapovna Tilovova[4]

Department of Preschool Education, Karshi State University, Karshi, Uzbekistan.
E-mail address: yolqinturayev@gmail.com

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Abstract: This article discusses the role and place of the media in shaping the worldview of preschool children, as well as the content of media laws adopted in the Republic of Uzbekistan and the history of the development of natural sciences in Central Asia. Frankly, young people with a broad outlook will develop the country, increase the welfare of the country, and put the interests of the people above their own. Especially young people with a natural-scientific outlook will be intellectually gifted, thirsty for knowledge, inquisitive, well-versed in the basics of science.

According to this, man creates a whole system of views and ideas about the universe and man. Most importantly, it answers questions such as a person's attitude to the world, his place in the world, his essence, direction in life, self-awareness. After all, the basis of philosophy is to create a worldview that is conducive to common sense and its development. To do this, one must first have a thorough knowledge.

Keywords: media, worldview, natural-scientific worldview, television, natural phenomena, method, tool.

INTRODUCTION

Uzbekistan has also undergone significant reforms in the field of information. A national information system has been created, modern information technologies and the role of the media in public life have been strengthened, citizens' information needs have been fully met, and access to global information resources has been expanded. At the same time, it requires the use of the opportunities of the media in the formation of knowledge about nature in preschool children.

Expanding the network of pre-school educational institutions and radically improving the conditions for the full intellectual, aesthetic and physical development of children in these institutions, significantly increasing the coverage of children with pre-school education and providing access to them, improving the skills of teachers and specialists issues identified as key tasks for radical improvement of preschool education institutions in accordance with the priorities of the Action Strategy for the further development of the Republic of Uzbekistan.

The radical socio-economic changes taking place in Uzbekistan have led to a dramatic qualitative and quantitative change in the information environment of society. Today, no sector of our national development can function without a modern and efficient information infrastructure. Currently, the number of media outlets in the country is 1,392. These are 689 newspapers, 283 magazines and 100 TV and radio stations. Among them, the non-governmental media is developing rapidly in our country. In addition to TV and radio channels, websites are already being registered as media. As of January 1, 2018, 304 websites have been registered. 79% of TV and radio channels and websites are non-governmental media. Currently, non-state print media account for 58.7% of the total print media. If in 1990 there were 9 publishing houses in the Republic, today their total number has reached 108 (as of January 1, 2018). Due to creating the wide range of opportunities the number of printing companies has increased in recent years. In 1990, there were 149 printing houses in the country, today there are 1819.

These indicators are related to the large-scale reforms, measures, series, decrees, orders, laws adopted in the field of mass media. In particular, Article 1 of the Law of the Republic of Uzbekistan “On Mass Media” No. ZRU-78 of January 15, 2007 states that “newspapers, magazines, newsletters, newsletters, news agencies, television (cable, broadcast and cable television) and radio broadcasts, documentaries, electronic information systems, as well as permanent, state-owned, independent and other periodicals.

The media should serve to shape the worldview of the individual, the children. They develop the child’s political, economic, spiritual, moral, aesthetic, ecological and social consciousness. The media is an important factor in shaping the worldview of the younger generation. There are special newspapers and magazines for children, television and radio programs in our country.

In particular, in 2013, the children's television channel “Bolajon” was launched on Uzbek television. The TV channel serves not only to educate children in the spirit of mental, moral, aesthetic, ecological, physical, patriotic, hardworking, but also to form their natural-scientific knowledge and worldview.

Therefore, it is necessary for preschool children to use television materials in the classroom in order to understand and comprehend the nature of natural phenomena, the surrounding environment, the nature of events.

MATERIALS AND METHODS

The issue of educating the younger generation and shaping their natural-scientific knowledge and worldview has always been of interest to mankind. People have always wanted to know the phenomena of nature, their occurrence, the change of seasons, the change of day and night, the calculation. Sometimes they were interested in these events, sometimes they were afraid of them and deified them. Thus, natural-scientific knowledge is formed on the basis of human experience in life. The emergence of writing is especially important in the formation of scientific knowledge. Our famous ancestors Abu Nasr al-Farabi [17; 224], Al-Beruni [12; 488], Al-Khwarizmi [29; 464], Abu Ali ibn Sino [18; 182], Mirzo Ulugbek [29; 464], Mirzo Bobur [11; 286]. In their work, they conducted scientific research on the origin of the universe, nature and its peculiarities, and the motion of stars.

The requirements of the problem of forming a person's worldview are also reflected in the written sources “Avesto” [4; 400], “Qur'an” [26; 617].

The Avesto, a written source, promotes science as an important factor in shaping the worldview of young people. According to him, “Everyone should be brought up in such a way,” says the Avesto, “that he should first learn to read well and then to write, and rise to the highest level” [4; 400].

Islamic teachings say that goodness is a factor that disturbs people's worldview, and that this goodness should be applied to nature as well. “Whoever does a good deed will be recompensed tenfold” (Surat al-An'am, 160) [26; 617]. Not to harm ants in Islamic teachings; planting trees and saplings, not polluting the water, and keeping the human body clean and tidy.

The natural-scientific views of the famous scholar Farobi [17; 224] are still relevant today. In his book, The Fundamentals of Wisdom (Fusus al-Hikam), he divides the human psychic powers into external and internal, and describes those related to the senses as external psychic powers, and calls them emotions. In terms of origin and complexity, Faroobi interprets these five different external forces as follows: 1. Skin-body perception, 2. Taste perception, 3. Smell perception, 4. Speech perception, 5. Visual perception. This is the only scientific theory of the scientist that has found its scientific, theoretical and practical basis today. Al-Farabi, in his Ihsa al-Ulum (Order of Sciences), enumerates all the sciences known in the Middle Ages, including the cultural sciences, that is, the sciences of human social life, from all other sciences. analyzes and characterizes after the sciences of grammar, logic, mathematics (philosophy). He tries to organize everything in objective reality on the basis of the order of events, the order of development of matter.

Al-Khwarizmi’s contribution to the development of natural sciences [29; 464] is enormous. He expanded the concept of abstraction in mathematics. Solved general solutions by induction, and standing by general methods by deduction solved particular problems. His achievements in science dealt a blow to medieval, religious and philosophical philosophy. He simplified the numbers discovered in India and was first described in Arabic. He created the rules of addition, subtraction, multiplication and division, which are the algorithms of Khorezmian arithmetic. He also developed an algorithm for multiplying numbers of different genders. For example, the minute states that in order to multiply the seconds by each other, you must first convert them to the same form, that is, seconds or minutes. Along with the theoretical development of Khorezmian mathematics, he used it in solving problems of life.

The views of Beruni [12; 488], one of the scholars, play an important role in shaping the natural-scientific worldview. He cites science as the basis of his worldview. First of all, he emphasizes the role of science in human life. “I'm a diver, I'm a scientist,” he says of himself. “The wise know that gold and silver go away, but knowledge is eternal,” he wrote.

Beruni writes in detail about the role of morality in human qualities: Learning from the morals of judges and scholars promotes good behavior, kills bad behavior, and honesty is not loved by those who do not taste or do not want to taste its sweetness. To be based on the nobility of scientific work and knowledge is to stay away from selfishness. . Praising the correct vocabulary, he writes, “If the word is correct and effective, a whip and a sword are not necessary.”

Ibn Sina [18; 182] can be mentioned as the founder of the world’s natural sciences. He values the role of science in human development. He emphasizes the need to educate young people mentally, physically, delicately, morally and professionally. The Laws of Medicine deals with the transfer of a child from the age of 6 to a teacher for teaching and upbringing. He listens to the laws of medicine, classifies plants, and lists their medicinal properties. Describes diseases and their treatment, and first talks about the germs that cause the disease.

Yusuf Khos Hajib's epic [29; 464] “Qutadghu bilig” also provides scientific knowledge. He specializes in astronomy and medicine in particular. The preface of the epic contains seven planets (Sekantir-Zuhal-Saturn, Ungay-Mushtariy-Jupiter, Korud-Mirrix-Mars, Yashik-Sun, Savit-Zuhra-Venus, Orzu-Utorit-Mercury, Yalchik-Ay) and 12 constellations. separate poetic passages about. Yusuf Khas Hajib, like the famous scholars of ancient

Greece and Central Asia, promotes the philosophical view that the universe is made up of four elements - fire, water, soil and air, or hot and cold, wet and dry. He also gives valuable insights into a person's health, age, diet, and physical education. It is necessary to act according to age, to choose the type of food, to strengthen the body with water, physical training, which will prevent diseases. The patient should try to recover from his illness not only with medication, but also with diet.

Mirzo Ulugbek was a great scientist who raised the science of astronomy to a new level of development [29; 464]. Concluding his observations, he wrote his major work, Ziji Jadidi Koragoniy (New Koragoniy Table of Stars). This work consists of a theoretical introductory section and 4 major chapters. In the introductory part, he said, "Religion is like a fog. "Kingdoms will be destroyed, but the services of scientists will last forever." He thus appreciates the importance of science for humanity. In this work, Ulugbek critically analyzed the calendars of the Indians, Greeks, Iranians and other peoples, leaving behind the successes of his predecessors Erotosphen, Hipparchus, Ptolemy, Al-Battani, Ibn Yunus, Nasriddin Tusi and others. He made unprecedented strides in the study of the planetary universe, in determining the year, week, and day. Ulugbek made a mistake in calculating the year with imperfect instruments in just 58 seconds (according to modern calculations, 1 year is 365 days, 6 hours, 9 minutes and 10 seconds).

This star chart created by Ulugbek was important in controlling time, determining the coordinates of cities and countries in determining the day, week, month and year.

The great poet, geographer, writer, historian Bobur's natural-scientific worldview is directly enriched with humanity, science and enlightenment. In his multifaceted legacy, we can see the masterful depiction of nature. The encyclopedic book "Boburnoma" [11; 286] is of great scientific and historical importance, it contains valuable information on history, geography, botany and other fields of science. In this chronicle, Babur describes the natural landscapes of the places he visited, including India, as well as the dress and customs of the local people, as well as the animals, birds and their behavior. He speaks like a deep-thinking, sharp-eyed artist.

Thus, the results of the above analysis show that in all the works created during each historical development, the issue of forming a natural-scientific worldview in the education of the younger generation has been a topical issue. In their works, our great scientists have made a detailed analysis of the factors that shape the natural-scientific worldview, as well as the duties and responsibilities of those responsible for the upbringing of the younger generation.

RESULTS AND DISCUSSION

Of course, to understand a child, you have to live as a child and think like him. Unfortunately, this perspective often causes us to become overwhelmed when it's time to start a project. Ask the children, "How does a rocket fly?", "Where does thunder come from?", "What is lightning?" Or "Why don't oranges ripen on an apple tree?" We will try to answer such questions as we know how. At this age, it is not good to ignore a child, talk too much, or accuse him of being naughty. As a result, the child loses interest in conversation, vocabulary and social intelligence. He is also not interested in scientific knowledge of nature. As our sages have said, "there are no lazy children, there are unmotivated goals," so it is the task of every educator to shape children's scientific worldview of nature. That's why we organized non-traditional classes at MTT. We organized our non-traditional lesson based on the topics included in the Media Day program plan. Below is a summary of our Natural Phenomena lesson.

"Natural phenomena"

Course Objectives:

Educational: to explain to students such natural phenomena as "Lightning", "Thunder".

educational: getting used to the efficient use of time;

developer: independent work, development of creative thinking skills.

Course type: forming new concepts and knowledge.

Course method: working in small groups, "Chain", "Cluster", "Brainstorming" methods.

Classroom: handouts, calendar, pictures on the topic, textbook, TV shows.

Training session

I. Organizational part.

Greeting, monitoring the readiness of children.

Educator: - Who says what we can say about natural phenomena?

Pupils: - wind, snow, sunrise, earthquake.

Teacher: Blessed are the little scholars. Now I give assignments to each group on the topic

Group 1

How does the wind blow?

Group 2

How does it rain?

Group 3:

1. How does snow form?

III. New topic statement.

Students: - Dear scientists, today we will talk to you about natural phenomena.

Rain is one of the most common natural disasters. The clouds that float above our heads for rain are made up of water vapor and very small but visible cloud particles that can still fall as rain. Water constantly evaporates and condenses. Condensed water in the clouds does not always rain because the air currents trap the clouds. In order for precipitation to occur, small droplets of water must first condense and combine with each other to separate from the cloud and have the weight to form a drop of oil. Millions of cloud particles must come together to form a single raindrop.

The rainbow is one of the most beautiful natural phenomena. From time immemorial, people have wondered what a rainbow is. As a result, many myths and legends about the rainbow have emerged. For example, in ancient Greek mythology, the rainbow was the path between heaven and earth. In ancient China, the rainbow was considered a celestial dragon. In Slavic folklore, the rainbow is described as a celestial bridge. The sun's rays pass through the raindrops. And the drop works like a prism. That is, it divides the white rays of the Sun into red, fiery, yellow, green, blue, blue, and purple rays. In fact, white light is made up of these colors. The drop, like a prism, divides it into these colors. The result is a colored band called a spectrum. So the rainbow is a huge curved spectrum. The first scientist to explain what a rainbow was was Aristotle, who said, “A rainbow is an optical phenomenon, not a material body.”

One of the phenomena of nature is lightning.

Lightning is a sparking electric discharge that occurs in the atmosphere between clouds or between clouds and the earth. Negative charges flow from the clouds towards the earth. When it reaches the ground, it collides with positive charges, causing lightning strikes. When lightning strikes, the surroundings light up for a moment. Lightning strikes can be several kilometers long, several tens of centimeters in diameter, last 25 thousandths of a second, and have a current of up to 100 kA (kiloamperes). Along with such linear lightning, there are also occasional lightning strikes. Lightning is mainly observed in spring and summer. It always happens with thunder.

When lightning strikes, electricity is converted into heat and light energy. Lightning often occurs in dark rain clouds, volcanic eruptions, tornadoes, and dust storms.

The lightning head moves towards the earth's surface at a speed of 5107 meters per second and immediately returns. The temperature in the channel through which the main discharge of lightning moves can exceed 25,000 °. Lightning strikes can cause fires and death.

Lightning is especially dangerous for electrical and radio cables, power plants, machines and equipment. Its landing destroys structural elements, rendering radios and navigation devices unusable. It also blinds crew members and causes various injuries. Lightning falling on a tree can injure people standing under and near it.

It was mentioned above that the duration of a lightning strike is 25 thousandths of a second, and then immediately the lightning returns.

See, 1400 years ago, when mankind had no idea about the characteristics and processes of lightning, the Prophet Muhammad (peace and blessings of Allaah be upon him) clearly stated in these hadeeths the mechanism and speed of lightning: “Before lightning strikes. Have you not seen how he passed away? ” Narrated by Imam Muslim. In this hadith, the speed of lightning is described in a very subtle way, “in the blink of an eye.” The hadith also mentions that lightning strikes the earth and returns. Scientists say that the speed of lightning is “25 thousandths of a second” in the blink of an eye.

Educator: - Now I will test your knowledge. (asks questions on the topic)?

The children try to answer.

Educator: - To better understand the topic, we will watch the show “Electricity in Nature” on the show “Around the World”. (instruction is displayed).

Teacher: Do you understand this topic better now?

IV. Strengthen the new theme.

Questions:

What happened to the lightning?

How about lightning?

Is lightning and thunder the same thing?

What hadith do you know about lightning?

What poems, proverbs and riddles do you know about natural phenomena?

The children told riddles about a natural phenomenon.

1. There is light, there is no self, there is light, there is voice. (Lightning, thunder)
2. The thin man pierces the roof. (Rain)
3. My straw horse is coming along the river. (Sel)
4. The black camel is running, Kumalagin is running. (Clouds, hail)
5. I threw an egg from the roof. (Hail)
6. White cucumber on the carpet. (Hail)

7. A white tablecloth covering the earth.

V. Complete the lesson.

The educator encourages active children to watch natural media programs and find puzzles.

Thus, after a systematic training, students not only actively participate in the lessons, but also learn about nature in TV, newspapers and magazines, listen to regular radio broadcasts, and do not waste their free time. . This paved the way for children to begin to form a scientific view of nature and all the events in it.

CONCLUSIONS

Raising the scientific knowledge and outlook of the young generation on nature instills in children a love for mother nature, an interest in the deep study of natural sciences, and the effective use of the media in this regard and to address this issue not only society but also primary is one of the current challenges facing education. The great values of the Uzbek people that have come down to us: customs, teachings, traditions, love for the Motherland, humanity, such as the regular coverage in the media, in particular, the role of television and radio in our research. appeared.

In general, the effective use of children's programs and spiritual-educational programs in the media in the classroom helps to enrich children's natural-scientific worldview, satisfy their imagination and interests.

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