
Pedagogical Conditions of Using Play Technologies in Developing Ecological Culture in Children 5-6 Years Old

Kholboyeva Gulnora Ulashovna

Senior teacher of TerDPI, PhD

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Abstract: This article examines the role and importance of play in developing environmental awareness in preschool children. It analyzes pedagogical approaches aimed at fostering a love of nature and skills for preserving and protecting it through play.

Keys words: environmental education, gaming technologies, nature, children, preschool education, and environmental culture.

Introduction

Today, environmental problems have become a pressing issue worldwide. Therefore, the formation of an ecological culture in the younger generation is one of the important tasks of the education system. Preschool age in particular is a foundational period in this regard. In this process, one of the effective methods is to form a positive attitude towards nature in children through games.

RELATED LITERATURE REVIEW

The issue of environmental education is one of the areas that has been widely studied in pedagogy and psychology in recent years. Researchers have deeply analyzed the role of play activities in the formation of ecological culture in children, its educational impact and methodological foundations. The Law of the Republic of Uzbekistan "On Preschool Education". This document defines the main goal of preschool education as the upbringing of children as physically, mentally, spiritually and ecologically well-rounded individuals. The law supports the formation of children's skills of care for nature and environmental protection at the level of state policy.

"First Step" state curriculum. In this program, environmental education is defined as one of the main directions of preschool education. It recommends teaching children to love nature, observe natural phenomena and take care of it through game activities. It also clearly indicates the role of game technologies in the educational process.

Tokhtayev R. In his *Fundamentals of Ecological Education*, he interprets environmental education as an important component of personal development. In his opinion, through the proper organization of game activities in the formation of ecological culture in children, it is possible to harmoniously develop environmental awareness, ecological feelings and ecological behavior. Shirinova G. "Formation of ecological culture in preschool children". In her research, Shirinova emphasizes the mutual harmony of games, observations, experiments and creative activities in the formation of ecological culture. She develops a methodology for the systematic use of games as a means of ecological education. According to the author, through play, a child "learns, feels, and loves nature."

RESEARCH METHODOLOGY

Ecological culture is a conscious attitude of a person to nature, its preservation, economical use of resources, and the culture of not harming the environment. The formation of this concept in children occurs first in the family, and then in a preschool educational organization.

Play is a child's favorite activity, through which the child understands the world, gains experience, and learns behavior. Games with an ecological content strengthen the child's direct connection with nature, increase his attention to changes in nature.

In preschool education, games with an ecological content are organized in the following forms:

- Didactic games: “What tree is this?”, “Find the animal”, “Useful and harmful things”.
- Action games: “The sun has come out”, “Hide from the rain”, “Let's plant flowers”.
- Role-playing games: “Ecologists”, “Gardeners”, “Zoo employees”.
- Innovative games: creating a virtual natural environment using multimedia technologies (for example, the interactive game "Ecological Journey").

1. Didactic game: “What tree is this?”

Purpose: To familiarize children with plants, to know their differences and to instill a love for nature.

Required equipment: Pictures of trees, models of leaves, fruits.

Game procedure: The educator asks questions using a picture of a tree or a sample of a leaf: “What tree is this?”, “Who can name its fruit?” Children answer correctly and give brief information about the plant.

Educational result: Children develop the skills of observing, distinguishing, and paying attention to nature.

2. Role play: “We are environmentalists”

Goal: To form in children the habit of protecting the environment and disposing of waste correctly.

Necessary equipment: Trash cans, waste models (plastic, paper, glass).

Game procedure: Children, acting as “ecologists”, place waste in the correct container. Encouragement is given for each correct action.

Educational result: The child develops the skill of sorting waste and keeping nature clean.

3. Innovative game: “Ecological journey” (multimedia game)

Goal: To form a conscious attitude towards environmental problems in children.

Tools: Multimedia screen, interactive whiteboard or tablet.

Game procedure: The child goes on an “ecological journey” - through the screen he distinguishes between clean and dirty places, performs cleaning tasks.

Educational result: The game develops children's skills in recognizing environmental problems and understanding ways to eliminate them.

4. Team game: “Let's protect nature”

Goal: To strengthen children's responsibility for working together and protecting nature.

Game procedure: The group is divided into two. Each draws a picture or makes a poster about protecting nature. Then they tell about their work.

Educational result: Team thinking, creativity, and environmental awareness develop.

Analysis and results.

Through ecological games, the following qualities are developed in children:

- understanding the need to preserve nature;
- treating water, air, plants and animals with love;
- correctly separating waste and observing the rules;
- Increasing thrift and a sense of responsibility.

When choosing games with an ecological content, the educator takes into account the age and psychological characteristics of children. It is important to stimulate children during the game, organize observations, and consolidate the knowledge learned through questions and answers.

CONCLUSIONS AND SUGGESTIONS

Game activity is one of the most natural, effective and convenient methods for forming an ecological culture in preschool children. Through games, the child loves nature, learns to preserve it, and feels ecological responsibility. Therefore, ecological games should be systematically organized in each preschool educational organization.

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