

Tetiana Draichuk,
Student,
Alexander Voznyuk,
Professor of the Department of the English Language and Primary ELT
Methodology, PhD (Pedadody);
Institute of Education and Science of Pedagogy,
Zhytomyr Ivan Franko State University

THE FORMATION OF ENVIRONMENTAL COMPETENCE IN SENIOR PRESCHOOL CHILDREN AT THE LESSONS OF FAMILIARIZATION WITH THE ENVIRONMENT

The problem of environmental education for future generations stems from the time when the measures of preserving the environment and its valuable resources were strictly observed. Therefore, the environmental development of preschool children remains a priority today.

The preschool period is an important stage in the formation of child's personality, and its understanding the environmental peculiarities and the rules of behaviour in it.

Involving children in communicating with and observing the laws of natural environment help shaping ecological consciousness in a child. Formation of cognitive motives is one of the important aspects of environmental education of children, as well as their desire to interact with nature. The formation of environmental consciousness is an important component of the formation of a all-rounded and ecologically competent child personality.

Scientific research and relevant approaches to environmental education of preschool children have been developed in the studies of N.A. Pustovit, L.V. Shapoval, I.V. Ivanenko and others. However, no research has been conducted concerning the use of the lessons on acquaintance with the natural environment in the process of forming ecological competence.

The aim of the article is to determine the theoretical basis for the formation of environmental competence of older preschool age children in the lessons of familiarization with the natural environment.

The Concept of Environmental Education of Ukraine among the tasks of preschool education are the formation of the basis of ecological competence, moral and value orientations in a person being necessary condition for understanding the essence of nature, for rethinking one's own behaviour within the sphere of humanistic value orientations concerning nature [2].

The main tasks of environmental education of preschool children are as follows:

- education of humane attitude towards natural environment;
- forming a system of knowledge and ideas about nature;
- teaching children to see the beauty of the nature, to be able to admire it;
- involving children in the orientation of ecological values and practical activities

[1].

The formation of a child's moral personality and its responsible attitude to nature are based not only on certain requirements but also on knowledge of moral behaviour

samples, on comparing child's behavioural act with such samples plus their evaluation. This process ensures the creation of evaluative relationships that determine the moral, aesthetic, legal and other criteria for human actions and experiences. Consequently, the formation in the children a responsible attitude towards nature is achieved on the condition of their participation in various educational and life events, where an ecologically oriented decision should be made [6, p. 29].

The formation of environmental competence implies the realization of environmental education being as a system of pedagogical activities aimed at developing environmental culture in all participants of educational process. In this respect, children should develop an awareness of the value of natural environment and its unity with every human being. Through environmental education, the child is able to embrace and cognize the environment in all its glory, to sympathize with living beings who suffer the burden of human civilization, to teach children to love nature, to treat the environment with care, to be guided by disgusting facts of nature pollution, and to treat those who are engaged in nature protection as well as all nature denizens favourably [3].

Formation of environmental competence involves involving a child in the process of acquaintance with nature. During such an acquaintance various methods of work can be used effectively:

- visual methods (perception of nature by means of different activities – meditation, viewing pictures, seeing films);
- practical (experience, game method, work).
- verbal methods (tutor's stories, reading books on art works, talks) [5].

When selecting didactic material, the principles of accessibility and science should be taken into account. Scientific cognition of the world occurs when the right ideas are given and the sensual experience of preschool children is involved, connections and dependencies between objects and phenomena are analyzed.

Children are introduced to natural environment through guided tours, trips, games and different work activities. Conversations and stories by the art teacher are of a great importance.

Preschoolers should be involved in direct communication with nature to be introduced to it. That is why nature locations should be effectively organized in groups of pre-school institutions. Children's work and observation of plants and animals in such nature locations must be organised during the whole year when the activities in nature locations should be constantly realized.

Research and exploration work occupies an important place in environmental education. In this connection it is necessary not to give an immediate answer to a question that arises, but to offer children to find it themselves. Children are interested in solving problems about nature and the logical tasks of environmental subjects. This excites cognitive activity, causes genuine interest in the environment. For example: "Who runs faster – a rooster or a sparrow?", "Why trees are stripped?", "When does it happen?" (primary, repeated, final). V. A. Sukhomlinsky advised to use nature to teach children to feel respect for all living things, which begins with the respect for a human being, showing interest in his/her life, humanism. It is important for a teacher to choose

pertinent words to accompany observation that would meet the objectives of environmental education [4].

An important role is played in the formation in the children an emotional-value, responsible attitude towards nature. The most important result of the game is child's a deep emotional satisfaction with game process, that meets the needs and possibilities of cognition of surrounding world thus building harmonious relationships with nature.

Therefore, the formation of environmental competence in preschool children presupposes the formation of a system of knowledge about the natural environment, the ability to care for it, systematically learn, as well as to show sympathy towards every creature.

REFERENCES

1. Glukhova N. Emotional communication of a child with nature as a condition of creative comprehension of the world (in Russian) // Pre-school education - 2008. - No. 10. - C. 16-19.
2. Concept of ecological education in Ukraine // Information collection of MES of Ukraine. - 2002. - No7. - C. 10-11.
3. Lysenko N. Environmental Education of preschool children. - M., 1993.
4. Romanovskaya D. The world around us - and I am its particle. Ecological psychological training. // Psychologist. - № 21. - 2006. - C. - 16 - 24.
5. Sukhomlinskiy V. Pavlinsky School // Selection of works: in 5 tons. - Moscow: Sov. school. 1976. - T. 4. - 640 c.
6. Fedina K., Postnaya V. Pavlinskiy. Nature - Beauty and Factor of Life // Pre-school education. - № 25. - 2002. - C. 29.