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ECOLOGICAL EDUCATION OF CHILDREN OF UPPER-KINDERGARTEN AGE BY MEANS OF NATURAL EXCURSION

In today's changing conditions, we are in a state of ecological crisis that threatens our planet. In recent decades, the negative impact of human on nature has increased significantly. That is why it is necessary to form a certain system of knowledge, values and motives of environmental protection in the younger generation. It is known that children of upper-kindergarten age with a sensitive period for the formation of foundations of ecological consciousness and ecological culture, which are integral components of ecological education. According to the Basic Program for the Development of a Child of kindergarten age "I am in the World", by the end of the preschool age the child must have formed an ecological worldview, based on which the child's self-awareness as a part of nature [1].

The process of environmentation of program tasks cannot be implemented quite successfully through the selection of effective forms and methods of work, which include a tour conducted outside the kindergarten.

The content and essence of ecological education of children of kindergarten age is revealed in the works of V. Sukhomlinsky, Zh-Zh. Rousseau, J. Pestalossi, K. Uchinsky, S. Rusova, J. Comenius, and others.

The purpose of the article is to investigate the effectiveness of the tour as a form of organizing environmental education of children of upper-kindergarten age.

Upper-kindergarten age is the period when the foundations of personality are laid, including a positive attitude towards nature and the world around. The main method of expanding and refining the sensory experience is a tour. Excursion is a lesson that is held outside the kindergarten.

During the tour, children gain more systematic knowledge about the objects of the environment. During the excursion, collective observations are made with the whole group of children [2].

In order to study the excursion, we carried out the experimental work on children of upper-kindergarten age in the process of a science tour. In the process of experimental research, we checked the existing level of environmental culture of preschoolers. Also, we have identified the criteria, levels and indicators of environmental education of children of upper-kindergarten age by means of a nature tour history excursion.

Experimental study of the levels of the formation of ecological culture of preschoolers (6 years of age) during the tour, was conducted on the basis of the preschool educational institution №55 in Zhytomyr. The study involved 20 children of the control group (CG) 10 children and experimental (EC) 10 children.

In the course of the research we used a number of methods to diagnose each of

the criteria for the formation of environmental education, namely: «What do I know about nature?»; «Why am I worried about nature?»; observation of children's activities in nature.

The initial stage of the study revealed that a low level of environmental education is characteristic of 50% of respondents, the average 41%, only 9% of children have a high level.

As can be seen, the majority of the surveyed children in the group (50%) were characterized by a low level of formation of ecological consciousness and ecological culture. This was evidenced by the lack of interest in learning about phenomena and objects of nature; children know how to take care of living objects. Only one respondent (Julia. G) had a high level of formation of ecological consciousness and ecological culture. This indicated that the child has a stable cognitive interest in natural phenomena; she has an idea of the main objects of inanimate nature, their properties and states

Excursions contained interesting information of ecological content, ecological tasks riddles about nature.

As a result of the second study, after the implementation of the program developed by us, the data of experimental group were distributed as follows: low level - 25% of children, medium level – 18% of children and high level of 57% of children.

So, it indicates that the emotional attitude towards nature was exclusively positive; children were active and had a high level of curiosity; worked together during excursions, actively involved in all activities.

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