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INNOVATIVE TECHNIQUES OF THE FORMATION OF ECOLOGICAL EDUCATION OF CHILDREN OF LOWER-KINDERGARTEN AGE

Man is an integral part of nature. Its behavior, attitude, as practice shows, has led to a global environmental crisis, namely: pollution of air, water, soil, oceans, devastation of natural resources, deforestation. And all this has a disastrous consequence for man, the birth of a sick generation, the emergence of deadly viruses that the body cannot fight, lack of drinking water, food, leading to starvation. In order to preserve what is left and multiply for the future of the planet, it is necessary to radically change the attitude to nature of the younger generation. And the most favorable period for environmental education is preschool age. Outstanding teachers (N. Glukhova, N. Lysenko and others) emphasized that ecological consciousness is laid down in preschool age in practical interaction with nature and children already form certain concepts and interest in the ecological problem of the future [3:10]. Today, the main goal of the National Program "Education" ("Ukraine of the XXI century") is the development of education in Ukraine, which aims to achieve high levels of education, which in turn increases the attention of teachers to innovation [4]. Also, one of the requirements of the Basic Component of Preschool Education is a flexible response to modern demands [1]. Therefore, in line with modernity, teachers use innovative techniques for the development of environmental education of children of lower-kindergarten age, which give the most positive results in educational activities and simplify and diversify it.

The purpose of the article is to consider innovative techniques for the formation of environmental education of children of lower-kindergarten age.

On the basis of legislative acts and resolutions (Law of Ukraine "On Preschool Education", Basic Component of Preschool Education, Programs "Ukrainian Preschool", "Child") it is emphasized the need to develop emotional and value and responsible ecological attitude to the natural environment, knowledge of human observance rules of appropriate nature management, the awareness of preschool children with the natural environment of the planet [1]. The development of ecological education of children of lower-kindergarten age is carried out both in specially organized classes and in everyday life (on a walk, in play activities, during observation, in simple experiments, etc.). But using any form of organization of activities, the goal of the teacher is to get the end result, i.e. in a short time to get the maximum performance. In order for the educational process of preschool children to be interesting, diverse and not only to master the relevant knowledge, skills and abilities but also to ensure the development of intellectual and spiritual spheres of the personality of middle school children, use innovative technologies. Thus, the involvement of innovative techniques in the development of environmental education

of children of lower-kindergarten age is a reflection of the needs of modern society. The study of the usage of new ideas in education is a separate branch of innovation - praxeology, which emerged in the second half of the twentieth century. The introduction of innovative techniques in the development of environmental education of children of lower-kindergarten age engaged in such teachers as N. Veretennikova, N. Kot, K. Krutiy, N. Lysenko, G. Marochko, E. Maksymenko, Z. Plohiy, L. Prisyazhnyuk, P. Samorukova, N. Yarisheva. The term "innovation" in the encyclopedia of education is interpreted as a process of creation, introduction in the educational sphere of new ideas that increase the levels of achievement of structural components of education [5:338]. MI Lapin draws attention to the etymology of the term "innovation", which means "introduction" - the use of innovations [6:9]. According to scholars (G. Belenko, O. Polovina, T. Naumenko) innovative techniques for the formation of environmental education of children of lower-kindergarten age are based on modern methods:

- formation of mental images;
- ecological labialization;
- environmental associations;
- artistic representation of natural objects;
- environmental empathy;
- ecological reflection;
- game [2].

The method of forming images is based on the idea of ecology in terms of scientific information, works of art, philosophical theories. The method of ecological labialization is the purposeful influence of certain actions on aspects of personal perception, which leads to psychological discomfort due to the mismatch of individual perception of nature and environmental activities. The method of ecological associations is aimed at awakening comparative links between different objects. The method of artistic representation of natural objects is to recreate the artistic components of the natural world by means of art. The purpose of the method of ecological empathy is to reflect the empathy of man for the state of the natural object. The method of ecological reflection is based on self-analysis of one's own behavior in relation to ecological activity [2].

Preschool education has made a significant step towards innovation, we note the qualitative changes in the life of preschool education institutions, regarding the introduction of new environmental technologies. These include the latest approaches to the formation of environmental education of middle school children. Innovative approaches in the formation of environmental education of preschool children are implemented in the course of non-standard classes, the use of non-standard tasks, questions or forms of work. The most common classes are immersion in the picture, moments of admiration, ecological trail, travel lessons, making laptops on environmental issues, simple experiments, drawings of fallen leaves on the asphalt, environmental actions, lessons in nature, creating an environmental project, heuristics conversations on ecological topics, research and search corners, nature corners, etc. are created. There are also interesting forms of physical education that are related to the environmental education of children of lower-kindergarten age. For example,

performing physical exercises in the fresh air for the purpose of hardening, introduction of tourism, etc. Innovative technologies contribute to the formation of ecological consciousness and culture of preschool children, understanding of modern environmental problems, mastering the skills of behavior in nature, proper use of nature, the formation of intellectual and spiritual spheres, conscious attitude to natural objects.

Conclusion. Thus, analyzing the features of innovative techniques for the formation of environmental education of children of lower-kindergarten age, we can believe that innovative techniques play an important role in the formation of environmental education of children of lower-kindergarten age, as well as the formation of value orientations, enrichment of moral - value experience of communication with nature.

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