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THE FORMATION OF NATURE-APPROPRIATE BEHAVIOUR IN CHILDREN OF UPPER-KINDERGARTEN AGE BY MEANS OF PROJECT ACTIVITIES

The relevance of the formation of nature-appropriate behavior in the younger generation is obvious due to the aggravation of mankind's ecological problems. As a member of the world community, Ukraine has ratified a number of international agreements related to the balanced development of society and environmental protection. At the same time, laws and programs have been adopted in our country ("On environmental protection" (1991), "On energy saving" (1994), "On the Basic principles (strategy) of the state environmental policy of Ukraine for the period until 2030" (2019), local solid waste management programs, etc.), which regulate decision-making, behaviour in relation to nature and consumption of natural resources. The need for the formation of environmentally appropriate behavior in children of upper-kindergarten age is determined by the tasks of the Concept of Environmental Education of Ukraine, the National Doctrine of Education Development in the 21st Century. These tasks are specified in state educational standards. In particular, the Basic component of preschool education provides for the educational line "A child in the natural environment", which contains ideas about the nature of the planet Earth and the universe accessible to a preschool child and concerns the development of his emotional, valuable and responsible ecological attitude to the natural environment. The specified types of attitudes are manifested in a balanced attitude towards plants and animals, willingness to engage in practical activities related to nature, to observe the rules of nature use [1].

The theoretical and methodological foundations of the problem of the formation of knowledge of preschool children about natural objects were developed by foreign and Ukrainian scientists. The need to ecologize the process of familiarizing preschoolers with nature, forming in them a valuable attitude to natural objects and nature-appropriate behaviour led to the development of research by H. Belenka, N. Horopakha, N. Lysenko, V. Marshytska, T. Naumenko, S. Nikolayeva, Z. Plokhyy, N. Ryzhova and others. The scientific and methodological justification of the process of familiarizing preschoolers with nature can be found in the works of teachers and researchers of the 20th century - E. Vodovozova, A. Simonovych, L. Shleger, V. Sukhomlynskyi, and others. A significant role in the formation of the theory and practice of ecological education was played by the views of S. Veretenikova, M. Luchych, M. Markovska, who considered observation as the main method of familiarization with nature. Modern pedagogues and psychologists

attach increasing importance to the problem of environmental education of preschool children.

Their emotional attitude to the environment and feelings, which would indicate an interest in nature, are of great importance for the ecological education of preschool children.

Taking into account it, the purpose of the article is the process of the formation of nature-appropriate behaviour in children of upper-kindergarten age.

The terms "ecological behaviour" and "ecologically appropriate behaviour" appear quite often in scientific sources. According to N. Pustovit, ecological behaviour is a system of deeds and actions in relation to the environment, which reflects the level of ecological culture of the individual, namely: knowledge of the laws of nature; non-opposition of man and nature; perception of natural objects as full-fledged subjects and partners of human interaction; balancing non-pragmatic and pragmatic motivation in interaction with nature. That is, ecologically appropriate behaviour involves active actions and actions aimed at preserving the environment, namely: preservation of various forms of life, reduction of consumption of natural resources in everyday consumption, ecologically safe lifestyle; promoting the improvement of the environment through the regulation of consumption of goods and services [2].

Based on the analysis of the material presented above, we consider the nature-appropriate behaviour of children of upper-kindergarten age as the actions and deeds of a child in the natural environment, which are based on knowledge of the interdependence between 12 natural objects, related to the satisfaction of his life needs (consumption, contemplation and caressing, cognition, transformation) without harming living and non-living objects of nature and aimed at their preservation and reproduction. The task of the formation of nature-appropriate behaviour of preschoolers is covered in the Basic Component of Preschool Education, in particular in the educational line "Child in the natural environment". According to this document, children should know the rules of polite behavior in nature, understand that the state of the natural environment and human activity are interconnected and that the natural environment changes as a result of human activity. In addition, it is advisable to introduce children to the professions, tools and content of the activities of people working in the field of nature: they cultivate the land - grow bread, vegetables and fruits, take care of animals, study and make weather forecasts, decorate landscapes, protect nature. Based on this knowledge, the authors of the Basic Component of Preschool Education claim, preschoolers develop a positive attitude toward representatives of these professions and a desire to act for the benefit of nature [4].

The process of the formation of nature-appropriate behaviour in children of upper-kindergarten age requires skillful guidance from the teacher, his use of both traditional and non-traditional pedagogical technologies. The basis of non-traditional or the latest technologies of environmental education are modern methods of forming ecological ideas, including: the method of forming mindsets (forming a system of ecological ideas based on scientific information, works of art, philosophical theories, etc.); the method of ecological labialization (purposeful disorganization of certain aspects of personal

worldview, resulting in psychological discomfort caused by the inconsistency of the individual strategy of perception of nature and ecological activity with the ingrained norms of coexistence of society and the environment); the method of ecological associations (awakening of associations between different images: a forest - a multi-story house); the method of artistic representation of natural objects (updating the artistic components of the representation of the natural world by means of art); the method of ecological empathy (sympathy for natural objects, appeal to the emotional sphere of the individual); method of ecological reflection (analysis of human behavior from the point of view of natural objects); game method (allows you to learn about the natural world and the rules of interaction with it in the process of playing roles and rules of the game) [3].

Therefore, the process of the formation of nature-appropriate behaviour involves the generalization and systematization of preschoolers' knowledge about nature, the education of emotional and valuable attitudes towards its objects and attitudes towards human actions in the natural environment, as well as practice in actions aimed at observing the rules of nature use. Carrying out the process of ecological education, the teacher can use classic and modern forms of interaction with preschoolers.

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