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THE FORMATION OF A VALUABLE ATTITUDE TO NATURE IN CHILDREN OF PRESCHOOL AGE

Nowadays, a valuable attitude to nature should be an integral part of the general experience of every citizen of our country. After all, the formed natural and ecological competence is not given to a person from birth, its improvement continues throughout life. An important element of this complex and multifaceted process is raising the level of children's ecological culture, since the formation of their worldview depends on this, the establishment in their minds of nature as a universal value for human life and its equal partner, the need for a valuable, caring attitude towards it.

The purposefulness of solving the selected problem is confirmed in: laws of Ukraine "On Education" (2017), "On Preschool Education" (2001); "Concepts of raising preschool children" (2020); "The basic component of preschool education in Ukraine" determines the content of knowledge of preschoolers from various spheres of human activity: in particular, it specifies general approaches to the formation of personality through the sphere of activity in nature, namely: "Nature is: ecological orientation, education of a versatile and harmonious personality, oriented on the reproduction of the ecological culture of society, a comprehensive approach that involves the development of the sensory sphere, the assimilation of a certain range of knowledge and the mastery of practical skills" [2, 13-15]; "New Ukrainian School" (2016), educational programs for the development of preschool children such as: "Confident start", "Child", "I am in the world", "Ukrainian preschool" and others aimed at the modernization of preschool education, updating content, forms and methods of working with preschool children.

Analysis of the latest research and publications showed that scientists substantiate various aspects of the problem of environmental education in pedagogical science in the following directions: a significant number of studies in preschool pedagogy are devoted to the systematization of knowledge about nature (L. Burkova, T. Zemtsova, L. Manevtsova, L. Mishchyk, S. Nikolaev, A. Fedotova, T. Hristovska, I. Khaidurova) works devoted to the formation of thrifty (V. Gretsov), caring (M. Ibrahimova, G. Marochko, Z. Plokhyy), conscious (I. Komarov), valuable attitude to nature (M. Roganov).

Valuable attitude to nature is a complex individual quality of a person, which determines his behaviour and activity in relation to the natural environment. Valuable attitude implies not only knowledge and understanding of natural phenomena, but also the desire to preserve and enrich them for future generations. This includes ethical and moral aspects such as respect for life, health and safety of animals, conservation of biodiversity and natural wealth. Valuing nature is an important element of ecological

culture, which is necessary in the modern world to ensure sustainable development and preservation of the natural environment for future generations.

Valuable attitude towards nature is defined as a set of personal orientations that form a positive or negative assessment of nature and the desire to preserve it unchanged or influence it. This is an orientation towards a sense of harmony with nature, which includes respect for nature, its protection and rational use of resources [2].

Valuable attitude towards nature includes the following components:

1. Natural knowledge - knowledge about the diversity of living and non-living nature, the processes occurring in it and the relationships between them.

2. Natural beliefs – beliefs about the need to protect and rationally use natural resources.

3. Natural feelings - a sense of responsibility for the state of nature and its rational use, protection from pollution and destruction.

4. Natural skills – skills of nature conservation and rational use of resources.

Many scientists studied the formation of a valuable attitude to nature in children of upper-kindergarten age with the help of artistic and creative activities. Some of them: V.O. Sukhomlynskyi, L.V. Zankov, D.B. Elkonin, L.S. Vygotsky, B.G. Ananiev, O.S. Horban, V.I. Lutsenko, L.S. Slaboshpytska, N.I. Rubinstein, L.A. Wenger [2].

Each of these scientists contributed to the understanding of the process of forming a valuable attitude towards nature in children of upper-kindergarten age and the usage of artistic and creative activities to achieve this goal [2].

There are three types of holistic attitude towards natural consciousness:

1) anthropocentric (the environment is the property of a person, which he can dispose of at his own discretion to meet his needs). Anthropocentric attitude is the most common among children of older preschool age. In this attitude, nature is considered from the point of view of its use by man. Children see nature as a source of food, building materials, luxuries and pleasures. They do not understand that nature has its own value and rights, regardless of human use. In order to change the anthropocentric attitude of children towards nature, pedagogical methods aimed at the formation of a biocentric and ecological-humanistic attitude are used [1];

2) biocentric (the goal of interaction with nature is to preserve its integrity in all the variety of forms and species, including those that harm both humanity as a whole and an individual person). The biocentric approach is that children understand that nature has its own rights and value, which should not be violated, and that man should respect nature, and not consider it only as a means for his needs. To form a biocentric attitude to nature in children of upper-kindergarten age, you can use methods of artistic and creative activity. Biocentric attitude consists in the fact that the child sees nature as a value in itself, regardless of its usefulness to humans. In this attitude, the child perceives nature as a complex system in which each element has its own meaning and place. A child who has a biocentric attitude towards nature shows respect for living beings, preserves their life and health, treats them with understanding and sensitivity. She also cares about the environment and natural resources, is aware of her responsibility for their preservation and use [1];

3) ecological and humanistic (in the relationship between man and the environment, emphasis is placed on harmony, interconnection, interaction and mutual development).

This attitude includes an understanding of the relationship between nature and man, which is based on the principles of ecology and humanism. Children with this attitude not only understand the importance of nature for human life, but also develop their desire to preserve and protect the natural environment, take care of preserving the diversity of flora and fauna, and preserve natural resources [1].

Forming a caring attitude towards nature, it is necessary to proceed from the following: the main thing is for the child to understand that man and nature are interconnected, therefore care for nature is care for man, and what harms nature harms each of us. The main content of environmental education for preschoolers is the formation of the motivational foundations of the child's environmental awareness. Environmental education includes the ecology of personality, consciousness, soul, and culture. The child learns the ecological subculture of childhood by accumulating personal experience in the surrounding space, acquiring ecological experience in specially created conditions (organized learning), as well as by creatively reinterpreting the acquired experience [4, c. 40-44].

A valuable attitude towards nature is a stable personal acceptance of nature as a subject of non-pragmatic interaction and is characterized by a positive attitude towards natural objects and phenomena.

Taking into account the age characteristics of preschoolers, which include vulnerability, sympathy, empathy, which help the child to enter "the life of another living being from the inside", wrote V. Sukhomlynskyi, to feel someone else's pain as his own. Environmental education of preschool children, from the point of view of scientists, assumes:

- education of a humane attitude to nature (ethical education);
- forming a system of ecological knowledge and ideas (intellectual development);
- development of aesthetic feelings (the ability to see and experience the beauty of nature, to admire it, the desire to preserve it);
- participation of children in activities that are difficult for them to care for plants and animals, to protect and protect nature.

Ecological education of preschoolers should be considered, first of all, as ethical education, because the basis of a person's attitude to the surrounding natural world should be humane feelings, that is, awareness of the value of any manifestation of life, the desire to protect and preserve nature, etc. [6, c. 40-44]

In the older preschool age, the most complex systems of general ideas about the surrounding world arise and form in the child, the foundation of meaningful thinking is laid. Moreover, on relatively narrow empirical material, children distinguish general patterns of orientation in space-time and cause-and-effect dependencies of things. These schemes serve as a kind of frame of the "coordinate system", within which the child begins to master the various properties of the multifaceted world, they are poorly understood and are an intuitive form of organization of the child's behavior. [5, c. 14-16]

Thus, in the process of ecological education, ecological consciousness and culture are formed in children. The component of the latter is a valuable attitude towards nature, which includes emotional experiences that correspond to the needs and value system

of a certain society, and is characterized by a positive attitude towards natural objects and phenomena.

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