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FORMATION OF WORDVIEW GUIDELINES FOR ELEMENTARY SCHOOL STUDENTS BY MEANS OF NATURAL THERAPY

The relevance of this topic is becoming increasingly scientific with modernization of education in Ukraine and a rapid progress in the use of information technologies. After all, the future nation must be not only scientifically enriched, but also psychologically prepared for the challenging future life conditions. The educationalists emphasize that psychological state of modern children worsened, bullying, stress, breakdowns, anxiety appeared in classes. And every modern teacher should be prepared to deal with the situations of this nature [1: 103]. Worldview and scientific guidelines for younger students begin to form when they first cross the threshold of school life. It is the first teacher who begins to direct the eyes of children to the perception of the whole picture of the surrounding events and realities of life.

The purpose of this article is to study the formation of worldview guidelines for elementary school students by means of nature therapy.

To disclose this problem, both psychological and pedagogical literature were used. We employed the best practices and methods of famous teachers for the education of young schoolchildren: V.O. Sukhomlynskyi and his boundless love for children, A.S. Makarenko argued that children should learn during play, and that education should take place in a team [2: 343].

Sukhomlynsky's model of introducing nature therapy was used as a model for outdoor lessons. Additional information technologies were used to relieve students' mental stress during math and Ukrainian language lessons, as these lessons require the greatest concentration and emotional stress. While conducting physical education lessons in the open air, Vasyl Sukhomlynskyi stated that Learning is not a mechanical transfer of knowledge from the teacher's head to the child's head [2: 566].

Forming worldview guidelines for elementary school students through nature therapy involves integrating experiences in nature with lessons that promote a healthy, balanced perspective on life and the environment. Here are some steps and principles to consider:

1. Begin by helping children understand their intrinsic connection to the natural world. This can be achieved through simple outdoor activities like nature walks, gardening, or observing wildlife.
2. Teach children to respect nature by explaining the importance of ecosystems and biodiversity. Activities like cleaning up a park, participating in recycling programs, or planting trees can instill a sense of responsibility towards the environment.
3. Foster a sense of wonder and curiosity about the natural world. Encourage questions and exploration, which can lead to a deeper understanding and appreciation of nature.

4. Highlight the health benefits of spending time in nature, such as reduced stress, improved mood, and increased physical activity.

5. Introduce students to different cultural views about nature to broaden their understanding and respect for various worldviews. This can include stories, traditions, and practices from different cultures relating to nature.

6. Use didactic games to develop the worldview of students.

Thus, young students will be encouraged to notice the beauty and diversity of nature, improve their mental and physical state of, get rid of their emotional stress. It is a good means to increase productivity of lessons.

To sum up, modern teacher should focus on the formation of the worldview of elementary school students; to do this, the educator must constantly develop them intellectually and psychologically, which presupposes the use of the latest technologies. One of the methods that can be used is natural therapy. It is important in the lessons that there was cooperation between students and the teacher. After all, only by working side by side can we achieve great and significant results. To educate the future generation is scientifically developed and psychologically educated. The goal is to nurture a balanced and respectful relationship between young students and the natural world, which in turn shapes a responsible and informed worldview.

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