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## **FORMATION OF SKILLS ORIENTED TOWARDS SUSTAINABLE DEVELOPMENT IN SENIOR PRESCHOOL CHILDREN THROUGH RESEARCH AND DEVELOPMENT ACTIVITIES**

In the context of Ukraine's European integration aspirations, the need to implement the concept of sustainable development in the country is becoming more urgent.

The content of the concept of 'sustainable development' was formed in the report 'Our Common Future' by Gro Harlem Brundtland in 1987 at the meeting of the International Commission on Environment and Development of the United Nations Environment Programme. The document defined this concept as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs.' [1]

It is undeniable that education, including preschool education, is becoming the most important factor in ensuring sustainable development of society.

It is difficult to overestimate the importance of the preschool educational period for the formation of skills focused on sustainable development in children. After all, preschool age is a period of active personal development, during which basic skills and values are formed that shape a person's future attitude to nature and society.

There is a large number of scientific studies that address the problem of sustainable development, analyse the theory and practice of its modern implementation.

In the field of preschool education, the problem of sustainable development has been considered by many representatives of pedagogical science: N. Havrysh, O. Bezsonova, O. Pometun, L. Prysiazhniuk and others.

Despite the interest of scientists in the problem, the search for effective ways to form skills focused on sustainable development in preschoolers remains relevant.

The purpose of our article is to consider practical approaches to the formation of the above mentioned skills in senior preschool children.

Traditionally, scientists consider the concept of sustainable development in the unity of three components: environmental, economic and social. [2]

We believe that the environmental component for preschool age is a priority, since in this period the foundations for a careful attitude to nature and resources are laid. At the same time, environmental aspects can be interpreted as elementary knowledge about the efficient use of resources, friendly attitude towards other people, the development of skills of joint work and mutual assistance.

By exploring the world through experiments and observations, preschoolers learn to ask questions, seek answers and draw conclusions. This contributes to their development as active and conscious individuals.

Among the practical approaches to the formation of sustainable development skills through research and development activities are the following:

### 1. Environmental projects and nature research.

Conducting research on environmental issues is an effective way to develop environmental awareness. For example, children can investigate how plants grow in different conditions, study soil characteristics, humidity, lighting. This approach is supported by the research of John Elkington, who focuses on the role of education in developing environmental responsibility and ecocentric thinking in children. [3]

### 2. Projects on recycling and waste sorting.

Waste sorting skills can be developed through hands-on activities, such as creating new items from materials that have already been used. This approach is in line with the research of Elinor Ostrom, who points out the importance of combining economic and environmental approaches in education. [4]

### 3. Game tasks on the topic of rational use of resources.

Game activities such as simulation games, in which children have to allocate limited natural resources, help them to understand the importance of a rational approach. Researcher Maria Montessori noted that the game component significantly increases the perception of environmental information and its effective use in children's education. [5]

### 4. Social and group projects

Building social skills and cooperation is an important component of sustainable development. Children's joint participation in projects, such as growing plants in a group greenhouse, develops a sense of responsibility, teamwork, and an understanding of the value of collective efforts. [6]

To integrate research and development activities into the educational process, it is important to ensure:

- a variety of methods and forms of work (a combination of classes, games, experiments and practical exercises provides children with the opportunity to explore the world from different angles);

- active involvement of teachers and parents (working together with children on sustainability projects not only helps to provide support, but also inspires children to further explore the topic).

Developing sustainability-oriented skills in older preschool children is an important step in creating a conscious society that values resources and cares about the future. Through research and development activities, preschoolers not only acquire important knowledge but also develop skills and values that contribute to their harmonious development and the formation of environmental and social awareness.

## REFERENCES

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