

**V. Budishevskaya,**  
Student,  
**O. Mykhailova,**  
PhD in Pedagogics, Associate Professor,  
Zhytomyr Ivan Franko State University

## **DEVELOPING AN EMOTIONAL AND VALUE-BASED ATTITUDE TOWARD THE NATURAL ENVIRONMENT IN CHILDREN OF UPPER- KINDERGARTEN AGE**

The current stage of educational development in Ukraine is characterized by increased attention to environmental education, as defined in the *Basic Component of Preschool Education (2021)*. According to its provisions, one of the key directions of the educational process is the formation of a value-based attitude toward nature in preschool children as a component of their spiritual and moral development. The issue of fostering love for nature and developing an emotional and value-based attitude toward the environment is especially relevant today in the context of shaping the ecological culture of the younger generation [1].

The problem of environmental education and the formation of an emotional and value-based attitude toward nature has been studied by such scholars as I. Bekh, L. Artemova, N. Havrysh, O. Kononko, T. Markova, L. Shulha, O. Skrypchenko, and others.

- I. Bekh considers the emotional and value-based attitude as the foundation of moral development, manifested in the ability to experience and evaluate phenomena of the surrounding world.
- O. Kononko emphasizes that it is through positive emotions arising from interaction with nature that a child learns to value life in all its forms.
- N. Havrysh highlights the necessity of integrating environmental education into all areas of preschool institutions' activities.
- L. Shulha points out the role of artistic activity in revealing the aesthetic value of nature.

Researchers agree that fostering love for nature is an essential component of a preschool child's spiritual development.

An emotional and value-based attitude toward nature is understood as an emotionally colored awareness of the value of the natural world, which is expressed through feelings of wonder, admiration, joy from interaction with nature, and a willingness to care for it.

### **Structure of the attitude includes:**

- Cognitive component: Elementary knowledge about natural objects and interconnections in nature.
- Emotional-sensory component: Direct emotional response to the beauty and diversity of nature.
- Practical-behavioral component: Skills of environmentally safe behavior and active participation in nature conservation [1].

Middle preschool age (4–5 years) is a sensitive period for developing an emotional connection with the environment. At this stage, children actively explore the world, are capable of *empathy* toward living beings, and respond strongly to natural phenomena. The anthropomorphism of thinking (attributing human qualities to animals and plants) allows children to "make friends" with nature, which is a crucial lever for pedagogical influence [3].

To achieve the goal, the educational process should be a synthesis of various activities:

1. **Observation of Nature.** During daily walks, children learn to notice the beauty of the environment.

- *Example:* Using "Nature's Binoculars" (hands shaped like binoculars) to focus on a single leaf or a bug, helping children appreciate micro-worlds.

2. **Practical Activities and Labor in Nature.** Caring for indoor plants or making bird feeders fosters responsibility.

- *Innovation:* "The Garden on the Windowsill" where children track the growth of their "own" seeds, creating a personal bond with the plant.

3. **Artistic and Aesthetic Means.** \* *Case:* "Music of the Rain" sessions where children listen to natural sounds and try to replicate them with musical instruments or through "finger painting."

4. **Interactive Play-Based Situations.** \* *Technique:* "Ecological Letters" — children receive a "letter" from a thirsty flower or a cold bird asking for help, which triggers an immediate empathetic response and problem-solving.

5. **Case-technologies and Problem Situations.** Presenting a dilemma, such as "What happens if we pick all the dandelions in the clearing?" helps children understand the consequences of human actions.

6. **Mini-projects and Environmental Activities.** Collective initiatives such as "Plant a Flower" or "Green Corner" allow children to experience the joy of collective environmental contribution [2; 4].

A vital condition for success is the teacher's personal example. An emotional and value-based attitude cannot be formed through instructions alone; it is "caught" from an adult who sincerely admires the first snow or carefully moves a snail from a path. Interaction with nature should be built on a "subject-subject" basis, where a tree or an animal is viewed not as a resource, but as a living being with its own rights and needs.

Developing an emotional and value-based attitude toward the natural environment in middle preschool children is a fundamental component of environmental education. It is at this age that the foundation for love of nature is formed, along with the ability to empathize with living beings and the desire to help.

The results of pedagogical observations confirm that the transition from simple knowledge accumulation to emotional experience contributes to the formation of a stable positive attitude toward nature. The use of play-based, artistic-aesthetic, and practical methods ensures the cultivation of an ecological culture that will become a core part of the child's future personality.

## REFERENCES

1. Базовий компонент дошкільної освіти (нова редакція) : затв. наказом МОН України від 12.01.2021 № 33. Київ : МОН, 2021. 42 с.
2. Бех І.Д. Виховання особистості : у 2-х кн. Кн. 1: Особистісно орієнтований підхід: теоретико-технологічні засади. Київ : Либідь, 2003. 280 с.
3. Маркова Т. А. Формування екологічної культури дітей дошкільного віку в освітньому процесі. Харків : Основа, 2017. 96 с.
4. Шульга Л. М. Екологічна освіта і виховання дітей у дошкільному закладі. Київ : Генеза, 2012. 144 с.
5. Скрипченко О. В. Психологія розвитку особистості дитини. Київ : Каравела, 2010. 256 с.
6. Поліщук В. М. Формування екологічної свідомості у дітей дошкільного віку. *Педагогічний процес: теорія і практика*. 2020. №3. – С. 45–51.
7. Шевчук І. В. Емоційно-ціннісне ставлення до природи як компонент екологічної культури дошкільників. *Психолого-педагогічні проблеми сучасної освіти*. 2022. № 4(116). С. 120–124.