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THE PROBLEM OF DEVELOPING AESTHETIC SENSES IN MIDDLE PRESCHOOL AGE CHILDREN

Modern socio-cultural transformations, environmental challenges and the need to form a responsible attitude towards the environment in the younger generation lead to increased attention to the problem of aesthetic development of preschool children. In the context of implementing the provisions of the Basic Component of Preschool Education (2021), the formation of a child's value attitude towards nature as a component of his personal development is of particular importance [1].

Preschool age is a sensitive period for the development of the emotional and value sphere. It is at this time that the foundations of aesthetic perception are laid, the ability to feel the beauty of the surrounding world, to experience the joy of communicating with nature, and the first ideas about harmony, expediency and relationships in the environment are formed. Familiarization with the natural environment is an important means of developing aesthetic feelings, since nature is an inexhaustible source of beauty, a variety of forms, colors, sounds, rhythms.

At the same time, the practice of preschool educational institutions indicates that the potential of the natural environment in the aesthetic development of children is not fully used. Often, work on natural science is reduced mainly to the formation of knowledge, while the emotional and aesthetic aspect is left without due attention. This highlights the need for scientific understanding and methodological substantiation of ways to develop aesthetic feelings in the process of introducing children to nature.

The problem of aesthetic education of preschoolers was considered in the works of Ukrainian scientists, in particular A. Bogush, N. Gavrish, K. Krutiy, T. Pirozhenko and others. The studies emphasize the importance of emotional and value experience as the basis for the harmonious development of a child's personality [2; 7].

The issue of introducing children to nature as a means of comprehensive development is highlighted in the works of N. Gavrish and O. Reypolska, which substantiate the need to integrate the cognitive and emotional components of the educational process [3]. Modern educational programs for preschool institutions focus on forming in children a holistic picture of the world and a value-based attitude towards the environment [4; 8].

At the same time, the analysis of scientific sources shows that the issue of purposeful development of aesthetic feelings of middle preschool children in the process of interaction with the natural environment requires further specification. Methodological approaches to organizing systematic work in this direction, taking into account the age characteristics of children 4–5 years old, remain insufficiently developed.

Despite the presence of a significant number of studies on the problems of aesthetic and environmental education, the following have not been fully determined:

- pedagogical conditions for the effective development of aesthetic feelings in the process of observing natural phenomena;
- mechanisms for integrating cognitive and emotional activity of middle preschool children;
- criteria and indicators of the formation of aesthetic feelings in the context of familiarization with the natural environment.

The above-mentioned necessitates the need to clarify the content and methodology of work on the development of aesthetic feelings in middle preschool children.

The aim of the article is to theoretically substantiate and define the pedagogical conditions for the development of aesthetic feelings in children of middle preschool age in the process of familiarization with the natural environment.

Aesthetic feelings are considered as a special form of a person's emotional attitude to the phenomena of reality, which is manifested in the experience of beauty, harmony, exaltation or disharmony. In preschool age, they have a direct, emotionally saturated character and are formed mainly through sensory experience.

Children of middle preschool age (4–5 years) are characterized by increased emotional sensitivity, imagery of thinking, and the ability to make elementary generalizations. During this period, the perception of color, shape, and rhythm actively develops, which creates favorable conditions for aesthetic development [7].

The natural environment is a powerful source of aesthetic impressions. Observation of the changes of the seasons, the diversity of plants and animals, and the beauty of natural phenomena contributes to the formation of emotional response, surprise, and admiration in children. At the same time, it is important that the teacher directs children's attention not only to the cognitive aspect, but also to the experience of beauty, harmony, and appropriateness of natural forms.

The effectiveness of the development of aesthetic feelings is ensured under the following pedagogical conditions:

1. Systematicity and purposefulness of observations in nature.
2. Integration of various types of activity – cognitive, artistic and speech, visual, musical.
3. Use of artistic words, folk art, musical works to deepen the emotional perception of nature.
4. Creation of an emotionally positive atmosphere during interaction with the environment.

Involving children in drawing natural objects, writing descriptions, staging, listening to musical works that convey the mood of nature contributes to the consolidation of aesthetic experiences and the formation of a stable positive attitude towards the environment.

Thus, the development of aesthetic feelings in the process of familiarization with the natural environment is complex and requires a well-thought-out methodological organization of the educational process.

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