



TECHNOLOGY OF DEVELOPMENT OF ECOESTHETIC CULTURE OF FUTURE SPECIALISTS OF PRESCHOOL EDUCATION

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Annotation

The article defines an actual problem, clarifies the concept of "ecological culture of a teacher", substantiates pedagogical conditions aimed at developing the ecological culture of future teachers of preschool educational institutions, gives a description and methodology.

Keywords: preschool education, pedagogical conditions, development of ecological culture, methodology.

The theoretical foundations of the ecological education of preschoolers are presented in various psychological and pedagogical studies (I. A. Khaidurova, P. G. Samorukova, N. N. Kondratiev, etc.).

Environmental education, according to G.M. Kodzhaspirova, is the purposeful development of a high ecological culture among the younger generation, which includes knowledge about nature and a humane, responsible attitude towards it as the highest national and universal value [17, p. 24].

In the process of preschool education, a targeted pedagogical impact on children is carried out, during which the foundations of environmental education are laid - a conscious and correct attitude to the phenomena and objects of animate and inanimate nature, which are their immediate environment in a given period of life. Acquaintance with objects of inanimate nature, the establishment by children of the causes of certain phenomena, connections and relationships between objects or phenomena occurs both in the course of observations and when experimenting with them. Experiments are real experiments with real objects and their properties. By conducting experiments, children learn about the properties of these objects, get ideas about the meaning and use of these objects in human life.

According to N.N. Podyakova, in the activity of experimentation, the child acts as a kind of researcher, independently influencing the object and phenomena surrounding him in order to more fully cognize and master them. In such experimental activities, the child solves problems, conducts experiments and draws conclusions, independently comes to an answer. The main task of a preschool organization is to





maintain and develop a child's interest in research, discoveries, and create the conditions necessary for this process.

The intrinsic value of preschool childhood is obvious: the first seven years in a child's life is a period of rapid growth and intensive development, a period of continuous improvement of physical and mental capabilities, the beginning of personality formation.

The achievement of the first seven years is the formation of self-consciousness: the child distinguishes himself from the objective world, begins to understand his place in the circle of close and familiar people, consciously navigate in the surrounding objective-natural world, isolate its values.

During this period, the foundations of interaction with nature are laid, with the help of adults, the child begins to realize it as a common value for all people.

Environmental education has already become an integral part of preschool pedagogy. Ecological education of preschoolers is a continuous process of education, upbringing and development of a child, aimed at the formation of his ecological culture, which manifests itself in an emotionally positive attitude towards nature, the world around him, in a responsible attitude towards his health and the state of the environment, in observance of certain moral standards, in the system of value orientations.

To achieve this goal, a number of interrelated tasks need to be solved. in the field of education, upbringing and development of the child:

- formation of a system of elementary scientific environmental knowledge, accessible to the understanding of a preschool child (primarily, as a means of establishing a consciously correct attitude to nature);
- development of cognitive interest in the natural world;
- the formation of initial skills and abilities of environmentally competent and safe behavior for nature and for the child himself;
- education of a humane, emotionally positive, careful, caring attitude towards the natural world and the world around it as a whole; developing a sense of empathy for objects of nature;
- formation of skills and abilities of observations of natural objects and phenomena;
- the formation of the initial system of value orientations (perception of oneself as part of nature, the relationship between man and nature, the intrinsic value and diversity of the meanings of nature, the value of communication with nature);
- mastering elementary norms of behavior in relation to nature, the formation of skills for rational use of natural resources in everyday life;





- the formation of the ability and desire to preserve nature and, if necessary, provide assistance to it (care for living objects), as well as the skills of elementary environmental activities in the immediate environment;
- the formation of elementary skills to foresee the consequences of some of their actions in relation to the environment[23, p. 43].

Consider the principles for selecting the content of environmental education for preschoolers:

- **Scientific.** The principle of scientific character presupposes the acquaintance of preschoolers with a set of elementary environmental knowledge, which serve as the basis for the formation of the motivation of the child's actions, the development of cognitive interest, and the formation of the foundations of his worldview.
- **Availability.** Extremely important and closely related to the principle of scientific character is the principle of accessibility of material for a child of a certain age.
- **Humanism.** This principle is associated primarily with the concept of ecological culture. Ecological education is closely connected with the development of the child's emotions, the ability to sympathize, be surprised, empathize, take care of living organisms, perceive them as brothers in nature, be able to see the beauty of the world around, and the whole landscape, and a single flower, a drop of dew, a little spider.
- **Predictability.** For preschoolers, this principle means that as a result of environmental education, children form elementary ideas about the relationships existing in nature and, on the basis of these ideas, the ability to predict their actions in relation to the environment during rest, work in nature and living conditions. It is enough that the child will take care of the guinea pig, feed the birds and grow plants [17, p. 26].
- **Activity.** Ecological knowledge should help the child understand what needs to be done in order to preserve the environment around him and his loved ones. He must necessarily take part in feasible environmentally oriented activities. The principle of activity underlies various environmental projects, in which children of middle and older preschool age can take part.
- **Integrity.** This principle is closely related to the previous one and is inherent in preschool environmental education. It reflects, first of all, the child's holistic perception of the surrounding world and its unity with the natural world. The very process of working with children in a preschool institution should also be built taking into account a holistic approach. The child's holistic perception of the surrounding world is manifested, in our opinion, in his unwillingness to divide nature into living and non-living.



- **Constructivism.** This principle is especially important when selecting the content of environmental education for preschool children, but it is not always implemented in practice. Its use means that only neutral, positive or negative-positive information should be used as examples for preschoolers. The latter suggests that, by citing the negative facts of human influence on nature, the teacher is obliged to show the child a positive example or a probable way out of the situation under discussion. At the same time, it is extremely important to emphasize what exactly the child himself, his family, kindergarten can do, give examples of successfully solved environmental problems, preferably using examples from the immediate environment.
- **Regionalism.** In working with preschoolers, preference should be given to the principle of regionalism, not globalism. Teachers and parents themselves should be familiar with global problems. The formation of ecological ideas (including various environmental problems) of a child, skills of environmentally competent behavior, an appropriate attitude to the environment occurs on the basis of his acquaintance with the premises of a preschool institution and its territory, his own apartment, summer house, nearest park, square, forest, lake. For the purposes of environmental education, objects, phenomena accessible to the child, the essence of which he can learn in the process of children's activity, should be selected.
- **Consistency.** The most effective is the formation of a system of knowledge in the child and the organization of a system of various types of children's activities. At the same time, the sequence of assimilation of knowledge is important, when "each subsequent emerging representation or concept follows from the previous one."
- **Continuity.** The problem of continuity in the content of environmental education for preschoolers and elementary school students lies in orderliness, selection of the main components of this content, their correspondence to each other, the implementation of the principle of consistency at both levels, and the development of a system for complicating knowledge progressively, depending on the age of the child [17, p. 26].
- **Integration.** Currently, this principle is increasingly being implemented in preschool environmental education. The importance of its application is due to several reasons: firstly, the integrated nature of environmental knowledge as such; secondly, consideration of environmental education from the point of view of the comprehensive development of the child's personality and, thirdly, the peculiarities of the organization and methodology of all work in a preschool institution. The latter makes the implementation of the principle of integration in preschool institutions a more realistic task than in school. At the preschool level, this is reflected in the need



to ecologize all the activities of the teaching staff and ecologize the various activities of the child (which we will talk about later).

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