

PEDAGOGICAL FOUNDATIONS FOR DEVELOPING ENVIRONMENTAL AWARENESS OF SENIOR PRESCHOOLERS

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INTRODUCTION

One of the main tasks of the society is to preserve existing natural resources and the general improvement of the environmental situation that has developed on our planet. That is why, starting from early childhood, it is necessary to lay a solid foundation for children's love for the environment, develop an aesthetic sense of the natural world, and form the skills of cultural nature-appropriate behavior in the environment.

Family and social education is considered effective when the environmental development of a preschooler is characterized by his ability to: respond to the beauty of nature, treat it with respect, differentiate the flora and fauna of different regions, characterize the main features and components of nature, differentiate its state, behave environmentally expediently, feel his own responsibility for it, have an internal motivation to improve it.

The State National Program «Education (Ukraine of the 21st Century)» speaks of the need to «form a person's environmental awareness in harmony with his relationship with nature»¹. The Law of Ukraine «On Preschool Education» defines «the upbringing of a moral and ethical attitude to the surrounding world, phenomena of living and inanimate nature» as one of the tasks of preschool education².

The new edition of the Basic Component of Preschool Education defines the content of preschoolers' knowledge in various spheres of human life. The content of the educational line «The Child in the Natural Environment» contains requirements for the formation of ideas understandable to preschool children about the nature of the planet Earth and the Universe, the development of an emotional and responsible environmental attitude to the natural environment.

The child's environmental education assumes that he has ideas about living organisms and the natural environment, the diversity of natural phenomena, cause-and-effect relationships in the natural environment and the relationship between natural conditions, plant and animal life, the positive and negative impact of human activity on the state of nature. The child's valuable attitude to nature is manifested in his nature-appropriate behavior: a

¹ Грановська Т. Роль вихователя у формуванні екологічної свідомості дітей дошкільного віку. *Психолого-педагогічні науки*. 2013. № 5. С. 29 – 33.

² Борејко В.Е. Подобайло А.В. Екологічна етика. Київ: Фітосоціоцентр, 2004. 116 с.

balanced attitude to plants and animals; willingness to engage in practical activities related to nature; compliance with the rules of nature use³.

1. The essence of the environmental culture of a person

The need for environmental education is explained by the large-scale global environmental crisis, the cause of which is the ill-considered practical activity of man, which is due to his anthropocentric consciousness. The foundations of consciousness, environmental awareness, and the attitude of the individual to the natural world are laid in preschool childhood. Therefore, the formation of a humane attitude to nature is the main task of environmental education, which is implemented by developing empathy, compassion and empathy in children for all living beings on the planet.

At the present stage, the relationship between man and the environment is considered not only as a natural-historical and biological, but also as a philosophical, political, social and pedagogical problem. Its solution requires coordination of actions of all links of the education system. In this aspect, the conditions that ensure the unity of actions of all related social institutions of education and upbringing (family – kindergarten – school) have been most studied.

There is a widespread interpretation of the acquisition of knowledge about nature as a factor of a positive attitude towards it. Scientists have developed a number of practical recommendations for the environmental education of preschoolers, and have proven the need for joint work between kindergarten and family on environmental education in order to form in the child the ability and desire to act in accordance with the environmental knowledge acquired in the learning process⁴.

In general, environmental education is the purposeful development of environmental thinking, environmental, moral, and legal views on nature and the place of man in it in people of different ages⁵.

The goal of environmental education is to form the foundations of environmental awareness, that is, the formation of a conscious attitude

³ Kalichak Yu. L. Developing a health culture in the course «Methods of physical and vaeological education of preschool children». *Якість підготовки вихователів закладів дошкільної освіти : виклики сьогодення: збірник наукових праць Міжнародної науково-практичної конференції (25 жовтня 2024 року) / за ред. О. Карпенко, М. Чепіль, О. Гнізділової. Дрогобич : Півсвіт, 2024. С. 24 – 30.*

⁴ Калічак Ю. Л. Нові можливості інтеграції системи дошкільної освіти України у європейський освітній простір. *Науковий часопис Національного педагогічного університету імені М. П. Драгоманова. Серія № 5. Педагогічні науки: реалії та перспективи. Спецвипуск. Том 1. Київ : Видавничий дім «Гельветика», 2022. С. 105–110.*

⁵ Закон України «Про дошкільну освіту». *Дошкільне виховання. 1998. № 9. С. 3–7.*

towards to nature itself, to people who protect it, as well as to people who create on its basis a wealth of material or spiritual values⁶.

A child's behavior towards nature will be environmentally appropriate provided that the moral qualities of the individual are combined with elementary environmental knowledge. It also describes the mechanism for forming the foundations of environmental awareness as a combination of positive emotions towards objects of nature, knowledge, motives and practical skills and abilities⁷. The child's gradual awareness of the moral rules of behavior in the environment, understanding the significance of their actions for others, together with the ability to assess their personal qualities, activate their desire to care for living beings.

The component of a person's consciousness, which is associated with the reflection of the processes of interaction of a person or society with objects and phenomena of nature, is called environmental consciousness. Environmental consciousness involves the formation of a structure of individual behavior that allows them to adequately respond to changes in the natural environment.

According to the Basic Component of Preschool Education, by the end of preschool age, a child should have a nature-oriented worldview, which is based on the child's awareness of himself as a part of nature, a sense of responsibility for what is happening around him and as a result of his actions in the environment⁸.

The State National Program «Education» («Ukraine of the XXI Century»)⁹ focuses on solving the tasks of preschool education, which are aimed at establishing the foundations of environmental awareness, ensuring the cognitive activity of preschoolers. The change in the socio-economic situation in the country increases the need to find reliable, original and effective methods of education, the introduction of project-based educational technologies that ensure the development of children's aesthetic sense of the natural world, things; the implementation of cooperation between preschool children and adults; stimulation of children's independence. This

⁶ Калічак Ю. Л. Виховний потенціал навчальної дисципліни «Родинна педагогіка» в системі професійної підготовки педагогів закладів дошкільної освіти. *Актуальні питання гуманітарних наук* : міжвузівський збірник наукових праць молодих вчених Дрогобицького державного педагогічного університету імені Івана Франка, 2022. Вип. 53. Том 1. С. 332–336.

⁷ Єрмоленко А. М. Соціальна етика та екологія. Гідність людини – шанування природи : монографія. Київ : Лібра, 2010. 416 с.

⁸ Kalichak Yu. L. Developing a health culture in the course «Methods of physical and valeological education of preschool children». Якість підготовки вихователів закладів дошкільної освіти : виклики сьогодення: збірник наукових праць Міжнародної науково-практичної конференції (25 жовтня 2024 року) / за ред. О. Карпенко, М. Чепіль, О. Гнізділової. Дрогобич : Півсвіт, 2024. С. 24 – 30.

⁹ Борецько В.Е. Подобайло А.В. Екологічна етика. Київ: Фітосоціоцентр, 2004. 116 с.

requires practicing teachers to rethink and implement a number of pedagogical innovations.

The formation of children's environmental awareness is an integral part of the educational process of kindergarten, where various forms of natural science work are provided.

An important and relevant area of work for today is environmental education, which can ensure the successful solution of the tasks of environmental education of preschoolers is the development of children's cognitive activity in the process of familiarizing them with nature¹⁰.

Today, we consider it important not just to inform children of individual facts and generalizations, but to evaluate them, aimed at realizing the environmental value of nature, its unity with man. This is what will allow them to form not only environmental thinking, but also correct behavior.

The main goal of environmental education is to lay the foundation for the development of environmental awareness, environmental culture of the individual, which directly affects the economy of each country¹¹.

Preschoolers are especially vulnerable and emotional, therefore they are actively involved in all measures to protect those who need it. Therefore, the role of educators is very important, because it is they who must show preschool children that people should take a stronger position in relation to the natural world. Therefore, teachers need to focus on ensuring that all life on earth develops and brings joy, aesthetic pleasure, and stimulates the need to take care of it.

In solving the tasks of environmental education, the modern preschool pedagogy is faced with the problem of the content and age specificity of that socio-economic ideal of a perfect surrounding world, which a preschool child is able to comprehend, and its content has a clearly expressed age specificity.

The formation of a socio-economic ideal already in preschool age is based on the assimilation by children of a certain set of knowledge, in particular the basics of ecology.

In preschool age, while developing an environmental ideal, the main attention should be paid to its two sides – the aesthetic and moral ones.

The aesthetic component of the environmental ideal appears as the formation of an image of perfect nature (from the viewpoint of «beautiful – ugly») in preschoolers, the upbringing of an aesthetic emotionally positive attitude towards it. In the moral sense, the awareness of the moral value of nature itself and the idea of a person's moral attitude towards it are reflected. These two components are interconnected.

¹⁰ Бойко В. О. Екологічне виховання учнів і студентів : *Екологічне виховання*. 2005. № 4 – 5. С. 19 – 22.

¹¹ Беленька Г., Науменко Т., Половіна О. Дошкільнятам про світ природи: старший дошкільний вік: навч.-метод. посібник. Київ : Генеза, 2013. 112 с.

Culture in the current sense means a set of material and spiritual values created by mankind throughout its history; a historically acquired set of rules within society for its preservation and harmonization.

Environmental culture includes developed ways of human self-realization in nature, life experience, a set of knowledge, norms, stereotypes and rules of human behavior in the natural environment that surrounds it, skills and experience in solving environmental problems, the ability to foresee possible negative consequences of anthropogenic activity in nature and to seek effective ways to harmonize the relations between society and nature.

The environmental awareness of the individual is a kind of technology for the development of nature and a theoretical branch of knowledge about the place of man in the biosphere¹². In addition to the content, the form of presenting the socio-economic ideal to preschool children also has age-specific characteristics. This should be a form that would ensure the unity of the aesthetic and ethical in the attitude towards nature, the imagery and effectiveness of this ideal, which should correspond to the visual-imaginative and visual-active thinking inherent in preschoolers.

The knowledge gained about the world around them should be confirmed by practical activities and visual examples so that children see the positive result of their own activities and have a desire to improve their achievements. In accordance with the requirements of the Basic Component of Preschool Education, by the end of the preschool period, the child should have formed elements of an environmental worldview, environmental upbringing, and a positive emotional and value attitude towards nature¹³.

Environmental culture is an integral part of the world culture, which is characterized by a deep and general awareness of the importance of modern environmental problems in the life and future development of mankind. Conscious assimilation and mastery of environmental awareness should begin in childhood, simultaneously with the assimilation of the provisions of general culture.

The formation of an individual's environmental awareness is a complex and long-term process. It is necessary to teach children an environmentally

¹² Калічак Ю. Л. Виховний потенціал навчальної дисципліни «Родина педагогіка» в системі професійної підготовки педагогів закладів дошкільної освіти. *Актуальні питання гуманітарних наук* : міжвузівський збірник наукових праць молодих вчених Дрогобицького державного педагогічного університету імені Івана Франка, 2022. Вип. 53. Том 1. С. 332–336.

¹³ KALICHAK U. YU., KALICHAK YU. L. ECOLOGICAL EDUCATION OF PRESCHOOLERS. Психологія та педагогіка: необхідність впливу науки на розвиток практики в Україні: збірник тез наукових робіт учасників міжнародної науково-практичної конференції (26-27 лютого 2021 р.). Львів: ГО «Львівська педагогічна спільнота», 2021. 124 с.

appropriate way of life. Work in this direction should begin from the younger preschool age, when children are laid the foundation of cognitive activity.

The development of environmental awareness is a person's awareness of his belonging to the surrounding world, unity with it, awareness of the need to take responsibility for the implementation of self-sustaining development of civilization and conscious inclusion in this process. Environmental culture as a part of general culture is a process associated with the development and accumulation of knowledge, experience, technologies and their transfer from the older generation to the younger in the form of moral concepts, which will form deep environmental knowledge that will allow it to adequately assess events in the environment and behave in an environmentally competent way in the world¹⁴.

Modern scientists identify a number of components of environmental awareness, namely: the wealth of moral and ethical feelings and beliefs caused by communication with nature, the appropriate level of environmental awareness, environmental thinking, environmental responsibility, environmental knowledge, the appropriate stock of practical skills, abilities, deep interest in environmental protection activities, environmentally justified behavior, which determines the transition of environmental thinking and environmental knowledge into the daily norm of actions and becomes an active environmental position of a person.

Environmental culture is an indicator of such a level of consciousness that motivates children to deeply study the laws of nature and environmentally appropriate interaction with it. Environmental culture includes the following components: feelings, knowledge, skills, beliefs, and is also the result of environmental education and upbringing. «Environmental culture is a purposeful human activity aimed at organizing and transforming the natural world in accordance with one's own needs and intentions»¹⁵.

Thus, environmental awareness should be the result of education, which is manifested in the ability of a person to achieve harmonious relations with the surrounding world and himself. In preschoolers, this ability is formed in the process of mastering special knowledge, developing the emotional sphere and practical skills of environmentally appropriate interaction with nature and society.

¹⁴ **Калічак Ю. Л.** Виховний потенціал навчальної дисципліни «Родина педагогіка» в системі професійної підготовки педагогів закладів дошкільної освіти. *Актуальні питання гуманітарних наук* : міжвузівський збірник наукових праць молодих вчених Дрогобицького державного педагогічного університету імені Івана Франка, 2022. Вип. 53. Том 1. С. 332–336.

¹⁵ Івах С., Пантюк Т. Методика співпраці дошкільних закладів з родинами : навчальний посібник. Дрогобич : Редакційно-видавн. відділ Дрогобицького державного педагогічного університету ім. І. Франка, 2011. 145 с.

2. Peculiarities of the development of environmental awareness of preschool children

In preschool age, a child begins to distinguish himself from the environment, develops an emotional and value attitude to the surrounding world, forms the foundations of moral and environmental positions of the personality, which are manifested in the child's interactions with nature, awareness of inseparability with it. Thanks to this, it is possible to develop environmental ideas in children, the norms and rules of interaction with nature, cultivate compassion for it, be active in solving some environmental problems, develop an emotional and moral and effective attitude to nature.

The State National Program «Education» («Ukraine of the 21st Century»¹⁶) is focused on solving the tasks of preschool education, which are aimed at introducing the basics of environmental awareness, ensuring the cognitive activity of preschool children. The change in the socio-economic situation in the country increases the need to find reliable, original and effective methods of educational and educational activities that ensure the development of aesthetic feelings in children towards the natural world, things; the implementation of cooperation between preschoolers and adults; stimulating children's independence. This requires teachers-practitioners to rethink and implement the environmental direction of all educational and educational activities of preschool education.

The formation of the environmental awareness of preschoolers should include: educating the correct attitude directly towards nature itself, towards people, the need for its protection, forming an attitude towards oneself as a part of nature.

The main tasks of environmental education of preschool children are:

1. Providing the first guidelines in in the world of nature, in the world of plants and animals as living beings, the formation of initial knowledge about plants, animals and natural phenomena.
2. Development of sensory skills: to identify, distinguish and name the properties of objects and materials perceived by different analyzers.
3. Formation of a conscious attitude towards nature, people who protect it and contribute to its development, as well as an attitude towards oneself as a part of nature.
4. Development of an emotionally friendly attitude in the process of communicating with living objects, the ability to correctly interact with nature, interest in the world around us.

In accordance with the tasks of environmental education for preschool children, it contains the following components : the formation of the foundations of environmental knowledge and skills; the development of environmental thinking; the formation of the basis of a holistic orientation in

¹⁶ Взаємодія дитячого садка і сім'ї з питань екологічного виховання. *Дитячий садок*. № 25 – 26. 2004. С. 50.

the world; the upbringing of the foundations of environmentally sound behavior.

The principles of environmental education are developmental education, systematicity and regularity of environmental education, seasonality, taking into account the adaptation of environmental education to the age characteristics of preschoolers, integration, coordination of the activities of a particular educator with pedagogical workers and preschool specialists, continuity of interaction with the child of kindergarten and family.

The formation of the environmental awareness of preschool children involves solving the following tasks: 1. Creating an environmental developmental environment. 2. Forming a system of elementary scientific environmental knowledge accessible to the understanding of a preschool child through an integrated approach. 3. Developing cognitive interest in the natural world. 4. Formation of initial skills and abilities of environmentally literate and safe behavior for nature and the child himself, the ability to observe natural objects and phenomena. 5. Cultivating a humane, emotionally positive attitude towards the natural world and the surrounding world as a whole. 6. Formation of mental processes: memory, attention, thinking, imagination, etc. 7. Development of cognitive and creative abilities of children. 8. Increasing the level of information culture and pedagogical competence of parents in matters of environmental education. 9. Formation of the need for knowledge about environmental culture in life among parents and the desire to pass it on to children by their own example.

The formation of the environmental culture of preschool children should be associated with a specific objective-natural environment: plants, animals, their habitat, objects made by people from materials of natural origin.

The game helps to satisfy children's curiosity, encourage the baby to actively learn about the world around him, master the methods of learning about the connections between objects and phenomena of nature. It is the game that contributes to the deepening of children's emotional experiences, expands their understanding of the world. During walks in the fresh air, it is necessary to conduct environmental games and interesting tasks that are united by a common theme.

Playing games in natural conditions involves certain difficulties: children are easily distracted, switch their attention to extraneous objects, other people. To avoid this, it is advisable to use visual material, a successful selection of communicative environmental messages available to preschoolers, game moments, game actions, etc.¹⁷.

Practical research activities in natural conditions play a large role in the formation of environmental awareness. Environmental education should

¹⁷ Калічак Ю. Л. Нові можливості інтеграції системи дошкільної освіти України у європейський освітній простір. *Науковий часопис Національного педагогічного університету імені М. П. Драгоманова*. Серія № 5. Педагогічні науки: реалії та перспективи. Спецвипуск. Том 1. Київ : Видавничий дім «Гельветика», 2022. С. 105–110.

begin with objects in the immediate environment that the child encounters in everyday life. The learning process will be ineffective without the emotional perception of trees, birds, dawns, flowers. An environmental project helps to solve these tasks in the research process. It can be short-term or long-term, depending on the scale of the tasks, age and capabilities of children. While working with the project, children observe, research, create, listen to music, get acquainted with literary works, compose their own fairy tales and stories.

To evoke a positive emotional response to the natural environment in preschoolers, holidays and entertainment are held in kindergarten.

Teachers should attach great importance to the development of a creative, extraordinary personality. For this purpose, dramatization classes based on the works of children's writers can be organized, which will allow children to logically and consistently express their thoughts, fantasize, and think in an extraordinary way. During dramatization, using the technique of environmental empathy, preschoolers can be taught to empathize and sympathize.

The teacher should also carry out environmental education in working with parents and relatives of pupils, because in the child's mind there may be two parallel attitudes to the same concept. Certain contradictions negatively affect the feelings and behavior of the child, inhibit the process of forming environmental consciousness. That is why the unity of pedagogical influences from the kindergarten and family is a necessary prerequisite for the high effectiveness of the teacher's work¹⁸.

Excursions are of great importance in the environmental education of the individual, thanks to which children get acquainted with the diversity of the natural world and observe natural phenomena. Excursions are also important for accumulating knowledge about the peculiarities of the nature of the native land and orientation in the area: the ability to find relationships in nature, observe folk signs, predict the consequences of human activity, both favorable and negative. During the excursion, children learn to interact with the world around them. To do this, the teacher pays special attention to the fact that a person is only a guest in the world of nature, and therefore must follow certain rules: to be silent, patient and attentive.

A significant role in the environmental education of preschoolers is played by fairy tales, in particular, environmental fairy tales, which attract children with an interesting plot, primarily its novelty and the introduction of unusual characters. Thanks to fairy tales, children can be told in an accessible form about complex phenomena in nature, about the relationship between

¹⁸ Kalichak Yu. L. Health preservation component of preschool teachers' training in the process of studying the subject «Health improving technologies and diagnostic methods of preschool children physical development». *Наукові інновації та передові технології*. 2022. № 5(7). С. 10 – 18.

nature and man and the importance of human labor. A special place is occupied by fairy tales invented by the children themselves.

One of the main types of teaching preschoolers are didactic games on environmental education. Through play, a child learns to distinguish features of phenomena and objects, compare them and classify them. The use of didactic games helps children learn new information about the natural world, which can not only develop memory and perception, but also involves preschoolers in thinking about the life of animals and plants, develops their thinking and speech. Didactic games help apply the knowledge gained for joint games, improving children's communication skills¹⁹.

The development of the environmental awareness of preschool children in kindergartens should be supplemented by environmental education in the family. Therefore, teachers should encourage parents to create favorable conditions for an environmental and developmental environment at home.

3. Ways of developing the environmental awareness of children of senior preschool age in kindergarten

Environmental culture is a consequence of upbringing, which is expressed in the ability of the individual to achieve harmonious relations with the environment, its nature. The development of environmental awareness should be based on the emotional impact of nature on the child's feelings, which includes admiration, surprise, shock, care, aesthetic pleasure, etc.

The main tasks of forming the environmental awareness of preschool children, which determine the content, forms and method of working with them, are: 1. The assimilation by children of leading ideas, basic concepts and scientific facts, on the basis of which the optimal human impact on nature is determined in accordance with the action of its laws. In relation to preschool age, this is the assimilation of systems of knowledge about living and inanimate nature, which reflect the main dependence in nature – the dependence of organisms on the conditions of existence. 2. Revealing to children the diverse value of nature as a source of material and spiritual forces of society. In preschool age, this is the assimilation of a system of knowledge about the significance of plants and animals in nature and human life. Introducing children to any object or phenomenon of nature, the teacher must reveal in unity the value and appropriateness of its appearance and properties. On this basis, children develop the idea that there is nothing superfluous in nature that could be painlessly destroyed. 3. Mastering by children the applied meanings, practical skills and habits of rational use of nature.

4. Developing in children the need to communicate with nature, the desire for its deepest possible knowledge. 5. Activation of children's activities aimed

¹⁹ Крисаченко В. С., Хилько В. С. Екологія. Культура. Політика : Концептуальні засади сучасного розвитку. Київ: Знання України, 2002. 598 с.

at improving the natural environment. Inclusion of preschoolers in joint environmental protection activities with adults (learning how to preserve the purity of air, water bodies, soil, economical use of natural resources, etc.)²⁰.

Nature is an inexhaustible source of spiritual enrichment. Children constantly communicate with the surrounding natural environment in one form or another. We propose to build the content of the pedagogical work according to the following blocks: I and nature. Water. Air. Sand, clay, stones. Sun. Soil. Plants. Animals. Forest and its inhabitants. Man and nature.

We suggest that educators use various forms and methods in a complex in their work on the environmental education of children. The choice of forms and methods of teaching and the need for their comprehensive use should be determined by the age capabilities of children, the nature of the educational tasks that kindergarten teachers need to solve.

A detailed analysis of the scientific and pedagogical literature, the experience of teachers allows us to state the effectiveness of the use of such forms of organizing environmental education for children: directly educational activities, didactic games, creating pedagogical situations, observing the work of adults, in nature, on a walk; seasonal observations, etc.; joint activities of the educator with the child (walks, excursions into nature; discussion with children of the rules of safe behavior in nature, etc.; heuristic conversations, during which children get the opportunity to prove their reasoning, using accumulated experience; practical work in nature, search and research and project activities, etc.; independent activities of children in an environmentally developing environment.

Introducing preschoolers to any object or phenomenon of nature, the teacher must reveal in unity the value and expediency of its appearance and properties. On the basis of this, children have the idea that there is nothing superfluous in nature that could be painlessly destroyed. Mastering by preschoolers applied meanings, practical skills and abilities of rational nature management (knowledge of the simplest rules of behavior in nature, the ability to assess the state of the environment, predict the possible consequences of their actions and the actions of other people and prevent negative impacts on nature).

One of the ways to form the environmental awareness of preschool children is to turn to the achievements of the pedagogical heritage of prominent Ukrainian teachers in the field of environmental education of children²¹.

²⁰ Плохій З. П. Виховання екологічної культури дошкільників : методичний посібник. Київ : Редакція журналу «Дошкільне виховання», 2002. С. 26 – 30.

²¹ Кот Н. Про сучасні підходи до екологічного виховання дошкільників [Електронний ресурс]. Режим доступу: <http://archive.nbuv.gov.ua/Portal/Socgum/VIrd/201011/12.pdf>.

It is well known that nature itself does not educate, only the active interaction of the child with it educates. Therefore, environmental education and environmental awareness are closely related to environmental protection activities²².

Only environmental knowledge of environmental protection, if it is not implemented in practice, is not enough. It is important that pupils participate in the preservation and enrichment of the nature of their native land, only in this case they will form the necessary skills and abilities, develop a responsible, respectful attitude towards the environment.

The development in children of the need to communicate with nature, the desire for its deepest possible knowledge, the activation of children's activities aimed at improving the natural environment allows to accelerate the inclusion of preschool children in joint environmental protection activities with adults.

Having analyzed theoretical and methodological research, the experience of kindergarten teachers, we consider it necessary to single out certain criteria that indicate the level of formation of elements of environmental awareness in preschoolers: 1) the manifestation of positive emotional reactions to objects and phenomena of nature; 2) the presence of a system of knowledge about plants and animals, inanimate nature, their interconnection and interdependence; 3) mastering specific ways of behaving during walks on the playground of a preschool institution and excursions into nature in accordance with the learned rules; 4) demonstrating an appropriate emotional attitude towards the implementation and violation of the rules of behavior in nature; 5) a persistent manifestation of care for the inhabitants of a corner of nature, a positive attitude towards working in nature, the presence of appropriate skills and abilities; 6) knowledge of the basic rules of nature management, understanding their environmental essence (useful species of plants and animals should be protected from extinction, living creatures should not be taken from their places of existence, be careful with the land, water, air, since this is the environment where living creatures live, behave carefully in nature so as not to harm it, etc.).

For successful environmental education of preschool children, it is advisable to use the following methods and techniques: the observation method with the connection of various analyzers, experiments and experiments, problem situations or conducting experiments that allow discovering new knowledge; verbal methods (conversation, problem questions, stories – description, practical activities in nature (work in nature,

²² Кот Н. М. Спільна робота дошкільного закладу та сім'ї з екологічного виховання дошкільників : методичний посібник для вихователів і студентів педагогічних вузів. *Дитячий садок*. 2001. № 45 (141). Грудень. 24 с.

environmental actions, pictorial activities with the reflection of nature), game methods, practical work and search activities; project method²³.

4. Pedagogical foundations for developing the environmental awareness of senior preschoolers

Having analyzed the psychological and pedagogical sources of the problem of forming the environmental culture of the individual, in particular, preschool children, it is possible to determine the goal of the educational work of the kindergarten on the issue of environmental education of preschoolers: the formation of elements of an environmental worldview, environmental upbringing; the development of children's positive emotional and value attitude to the natural environment; the formation of realistic ideas about natural phenomena, practical skills, a careful attitude to its components and the reproduction of the beauty of nature in artistic and aesthetic practical activities.

Priority tasks of environmental education of preschool children we believe: 1) to educate morality, spirituality, love for nature from an early age; 2) to develop an aesthetic sense of the natural world, the emotional and sensory sphere of the personality as one of the components of environmental awareness; 3) to assimilate pearls of folk wisdom, fiction about a careful attitude to the natural environment; 4) to include parents, the public in the process of environmental education of preschoolers, to form a single environment; 5) to stimulate curiosity and interest in learning about nature; 6) to form the skill of cultural behavior in the environment; 7) to provide a positive experience of the child's interaction with the surrounding world, skills and abilities of practical environmentally oriented activities; 8) an active moral and environmental position of the individual in relation to the surrounding world²⁴.

To form the environmental awareness of older preschool children in kindergartens, it is necessary to create appropriate pedagogical conditions, which include: 1. Proper landscaping of the kindergarten territory, which should include the creation of elements typical of the phytocenoses of the given area: a corner of the forest, meadows, meadows or ponds, etc. 2. For observing animals – arrange a «bird post»: feeders, drinkers, artificial nesting boxes of various types. 3. In one of the game pavilions, you can place one or two bird cages. 4. For observing insects, you can arrange a temporary dwelling for insects in the pavilion – an insectarium. A flowering plant is

²³ Kalichak Yu. L. Training preschool teachers in fundamentals of ecology and valeology. Moderní aspekty vědy: XIV. Díl mezinárodní kolektivní monografie: / Česká republika: Mezinárodní Ekonomický Institut s.r.o., 2021. str. 614–647.

²⁴ Kalichak Yu. L. Training a competitive specialist by means of a pedagogical creativity course in the system of professional training of pre-school teachers. *Acta Paedagogica Volyniensis*. № 4. 2022. C. 23 – 29.

placed inside, which must be sprayed regularly. After a few days, the insects are released in the presence of children. 5. A corner of nature, which should be a kind of microsystem – an environmental room – plants and animals of various origins. It can be located in a separate room. 6. An aquarium, equipped so that it can serve as a model of a freshwater pond. 7. For amphibians, you can create several terrariums, using old aquariums of different capacities for this. 8. Aviaries and cages for birds and mammals (guinea pigs, hamsters, squirrels, etc.) are placed so that older preschoolers can not only observe, but also care for the animals. 9. Indoor plants are placed in such a way as to clearly show children the individual needs of plants for light and heat, depending on their origin. 10. One of the window sills (southern or southeastern directions) can be turned into a kind of small greenhouse in which indoor plants will be propagated for group rooms and other premises of the preschool educational institution²⁵.

Thus, preschoolers will be able to successfully master the diversity of the plant world. At the same time, it is important for educators to use an integrated approach to solving environmental problems through practical activities in nature, involving musical, visual, speech, and game forms of work.

The effectiveness of forming the foundations of environmental awareness and creative thinking in preschool children is also determined by the preparation and provision by educators of information understandable to children: about the environment and the place of man in it and its significance for man; literary, scientific, folk, folklore information on the formation of love for nature; about correct behavior based on the principles of respect for the natural environment and all living things.

The development of environmental awareness in older preschoolers should include visual methods, which are based on observations, viewing visual and illustrative material, as well as practical methods, which include work and play. Teachers also need to use verbal methods (storytelling, reading fiction) to form environmental awareness.

Thus, the formation of the environmental awareness of older preschoolers in a preschool educational institution should occur through the solution of tasks that we solve taking into account the age and individual characteristics of preschool children, in particular: 1. Activation of children's knowledge and practical experience in various types of activities in nature (play, work, scientific research activities, learning). 2. Development of skills in classifying wildlife (animals – according to the main features of their appearance; plants

²⁵ Калічак Ю. Л. The peculiarities of professional training of preschool education experts in the USA. *Збірник наукових праць Херсонського державного університету. Серія: «Педагогічні науки»*. Херсон : Видавничий дім «Гельветика», 2018. Вип. LXXXII. Том 1. С. 132 – 136.

– grasses, bushes, trees) based on direct perception and analysis of external signs, methods of interaction with the environment and nutrition. 3. Formation of elements of scientific knowledge about the main environmental factors in the development of wildlife (light, temperature, moisture, soil fertility) and the relationships and dependencies that manifest themselves in it when they are present. 4. Familiarization of older preschoolers with pearls of folk wisdom about people's loving, caring attitude towards nature. 5. Stimulating curiosity and interest in learning about nature through descriptions of its objects and phenomena in folk art (folk proverbs, riddles, sayings, poems, signs, legends, beliefs, songs). 6. Showing older preschoolers living barometers of nature – adaptation of plants and animals to changes in inanimate nature²⁶.

When giving a child knowledge about nature, it is imperative to take into account the principle of accessibility and consistency.

In order to form the environmental awareness of older preschool children, it is necessary to diversify the use of forms and methods of work, in particular: environmental classes of all kinds; didactic games and exercises of environmental content; excursions, observations; problematic environmental situations, language logical tasks; work in nature, research; competitions, quizzes; literature, folk folklore on natural science and environmental topics; involving children in possible participation in the transformation of nature, for example, caring for plants, flowers, painting boxes for seedlings, vases for indoor plants. Classes with the most natural material give children the opportunity to show initiative: they lay out a picture from pebbles, cones, sculpt from snow, make bouquets, draw on sand, asphalt, etc.

One of the means that we recommend to kindergarten teachers for the formation of an environmental awareness in older preschoolers is project activity, which directs the organization of pedagogical activity in the chosen direction and promotes developmental, personality-oriented interaction between an adult and a child, ensures the development of creative initiative and independence of participants in project; opens up opportunities for the formation of one's own life experience of communication with the world around us; implements the principle of cooperation between children and adults, etc.²⁷

²⁶ KALICHAK YU. L., DEMYANCHUK M. M. PECULIARITIES OF ECOLOGICAL CULTURE FORMATION IN PRESCHOOL AGE. Психологія та педагогіка: необхідність впливу науки на розвиток практики в Україні : Збірник тез наукових робіт учасників міжнародної науково-практичної конференції (Львів, 26-27 лютого 2021 року). Львів: ГО «Львівська педагогічна спільнота», 2021. С. 94–101.

²⁷ Горобаха Н.М. Виховання екологічної культури дітей. Рівне: Волинські обереги, 2001. 212 с.

We also suggest that preschool educators use the following methods: showing ways of behavior through puppet theater; game-dramatization; solving visual and linguistic-logical tasks; putting children in a situation of moral choice, etc.

The result of the work will be the presence of a stable interest in nature in children, a desire to care for it, protect and multiply its wealth.

Thus, educators need to direct preschoolers to learn about the surrounding nature, to cultivate a careful attitude towards all living things, to teach them to see, listen, feel the magnificent natural world of their native land.

Effective in the education of environmental awareness are such forms of work with children of senior preschool age on the development of environmental awareness as environmental classes; environmental excursions; lessons of kindness; lessons of thinking in nature; quizzes, competitions; use of problem situations; language logical tasks; environmental exhibitions, expositions; week of environmental creativity; environmental holidays, exhibitions; didactic games of environmental content; environmental fairy tales; creation of an environmental path; observation; search and research work²⁸.

It is necessary to teach children to see the relationship between plants and animals, to understand how a person influences their lives; to form in children the ability to see beauty in all living things, regardless of whether it is a person, a plant, an animal. Understanding the truth that in nature there are no useful and harmful animals, instead they are all connected with each other, need each other, and therefore are useful; to develop in children feelings: indifference, the ability to feel in the place of a flower, plant, etc., to teach to love and protect nature not in words, but by helping flowers, trees, animals, birds, all living things, to awaken in children an emotional response to various natural phenomena, to instill in them a desire to admire and enjoy it and express their feelings through the means of artistic speech.

The formation of an environmental awareness on the territory of the kindergarten implies the need to create a psychological and developmental environment. Traveling along the environmental trail, which is located around the perimeter of the kindergarten, children will get acquainted with the plants of the forest, meadow, vegetable garden, garden, flower garden, etc. It is also advisable to grow flowers in the premises of the kindergarten, lobbies, groups²⁹.

²⁸ Калічак Ю. Л., Семкович Х. І. Передумови формування екологічної культури у дітей старшого дошкільного віку. The XVII International Scientific and Practical Conference «Multidisciplinary academic notes. Theory, methodology and practice», May 03–06, 2022, Tokyo, Japan. p. 603 – 608.

²⁹ Глеба Д.Ф. Психолого-педагогічні основи формування екологічної свідомості школярів: Серія: Педагогіка. Соціальна робота / редакційна колегія: Опіярі В.І. (головний редактор), Турянська В.В., Болдижар М.І. Ужгород: Патент, 1999. Випуск 2. С. 8–11.

Also, the formation of the environmental awareness of older preschoolers is positively influenced by reading, composing, and studying poetry, riddles, proverbs, and fairy tales on environmental topics by educators together with preschoolers, which awakens children's activity, sets them up for empathy and compassion.

In the development of environmental awareness in older preschoolers, it is necessary to use both visual methods (observation, viewing visual and illustrative material), verbal methods (storytelling, reading fiction), and practical methods (work, play).

Therefore, when working with older preschool children with the aim of forming an environmental awareness, the educator's activities should be based on the sensory perception and sensory development of each child, the use of the simplest experimentation, modeling elements, solving the simplest situations, collecting, and various game, verbal, and visual methods.

Also effective in environmental education is the holding of environmental holidays, which will summarize the work done on a certain topic, section, environmental project, where children, educators, and parents participate.

CONCLUSIONS

Environmental problems in the world are becoming more serious every day and require immediate awareness of the crisis of human existence in the natural environment. The further life of humanity requires new principles of interaction between man and nature; worldview changes associated with the reassessment of the place of man in the natural world, correction of traditional forms of nature use. Therefore, the program for solving environmental problems should provide for the awareness of both the child from preschool years and the entire society of the depth and importance of establishing and harmonizing relationships in the «nature – man» system³⁰.

The problems of environmental education, the formation of an environmental awareness have been considered and discussed by many researchers, domestic teachers of the past and present, practical recommendations have been developed on the work on the formation of an environmental awareness of preschoolers, which is a component of their environmental consciousness and a holistic system of environmental education.

We interpret environmental awareness as a form of spiritual and practical mastery of the natural world by a person, the expediency and need for nature-conserving behavior. We consider environmental education as the purposeful development of environmental thinking, environmental, moral, legal views on nature and the place of man in it in people of different ages, as well as the

³⁰ Грицан М., Курик М. Сучасна екологічна освіта : передумови, принципи, завдання. *Дошкільнє виховання*. 2001. № 10. С. 6 – 7.

formation of the child's ability and desire to act in accordance with the environmental knowledge acquired in the learning process.

The formed environmental awareness of the individual performs a number of functions, in particular: educational – the formation of envynh stereotypes of human behavior towards nature; prognostic – the ability to predict the consequences of human activity and the transformation of nature; regulatory – management of society's attitude towards nature in the process of economic activity³¹. The appropriate level of environmental culture of the younger generation is one of the ways to harmonize the relations between society and nature³².

The formation of environmental culture in older preschoolers involves the organization of information culture of preschoolers, familiarization with objects or phenomena of nature; research and search activities, travel activities; excursions, observations and work in nature; organization of game actions and game moments of an environmental orientation; reading and composing fairy tales on environmental topics, the use of natural history folklore in the pedagogical activities of kindergarten; creation of an environmental path, a corner of nature, a vegetable garden, the creation of a preventive developmental environment, which are implemented by developing in children compassion, empathy and sympathy for the environment; increasing the level of information culture and pedagogical competence of parents in matters of environmental education and establishing cooperation between kindergarten and family in the direction of forming an environmental awareness of senior preschoolers³³.

The formation of an environmental awareness in senior preschoolers in kindergartens should combine the efforts of educators, parents, various educational institutions and public organizations: developing interest, a desire to learn about nature; fostering love, sensitivity, a benevolent attitude towards objects of nature; fostering the need to communicate with nature, the ability to observe and feel its beauty and harmony; forming the ability and skills to take care of natural objects and one's health; fostering a culture of behavior, responsibility for one's actions in nature; organizing environmentally oriented activities.

The ways of forming an environmental awareness in senior preschoolers in kindergartens are: environmental classes; environmental excursions; lessons of kindness; lessons of thinking in nature; quizzes, competitions; use

³¹ Бац Р. М., Калічак Ю. Л. Взаємодія родини та закладу дошкільної освіти у процесі виховання дошкільників. Нотатки сучасної науки: електронний мультидисциплінарний науковий часопис. № 17. Харків : СГ НТМ «Новий курс», 2024. С. 31 – 34.

³² Крисаченко В. С., Хилько В. С. Екологія. Культура. Політика : Концептуальні засади сучасного розвитку. Київ: Знання України, 2002. 598 с.

³³ Воробей Г. С. Екологічне виховання дітей з допомогою казок В. Сухомлинського. *Бібліотека вихователя дитячого садка*. №23. 2005. С. 1–70.

of problem situations; language logical tasks; environmental exhibitions, expositions; week of environmental creativity; environmental holidays, exhibitions; didactic games of environmental content; environmental fairy tales; creation of an environmental path; observation; search and research work³⁴.

To form the environmental awareness of children of senior preschool age, it is necessary to diversify the use of forms and methods of work, in particular: environmental classes of all kinds; didactic games and exercises of environmental content; excursions, observations; problematic environmental situations, language logical tasks; work in nature, research; competitions, quizzes; literature, folk folklore on natural science and environmental topics, demonstration of methods of behavior through puppet theater; game-dramatization; solving visual and language-logical tasks; putting children in a situation of moral choice. Reading works about nature, connections in nature; conducting excursions; specially created pedagogical situations; didactic games, holidays, organization of thematic exhibitions of children's works; for parents of preschoolers: workshops; organization of special tasks for parents, holding environmental competitions and entertainment with the participation of parents; use of visual materials, questionnaires; participation of parents in thematic exhibitions³⁵.

So, a modern educational institution should be the first step in enriching children with knowledge about the natural and social environment, familiarization with the general, holistic picture of the world, its appropriate use of nature and the formation of an environmental awareness in a growing personality. Thus, one of the leading tasks facing the educator is the environmental education of children, the development of an environmental awareness in an older preschooler, which involves the formation of an emotional, careful attitude towards objects of nature in the child, the ability to see their beauty. This will ensure the formation of the first ideas about the world around them, attitude towards nature, specific behavior on an emotional level, the need to protect the surrounding flora and fauna.

SUMMARY

The pedagogical foundations of the formation of an environmental awareness of preschool children in the educational of kindergartens have been studied.

³⁴ Посацький О.В., Калічак Ю. Л. Психологічні аспекти професійної діяльності вихователя. *Перспективи та інновації науки. Серія «Педагогіка»*. 2022. № 10. (15). 2022. С. 14 – 24.

³⁵ Калічак Ю. Л., Семкович Х. І. Передумови формування валеологічного світогляду дітей дошкільного віку. The XX International Scientific and Practical Conference «Problems of science and practice, tasks and ways to solve them», May 24 – 27, 2022, Warsaw, Poland. P. 503 –509.

The general foundations of the environmental education of preschool children have been analyzed.

A theoretical and methodological analysis of the development of environmental awareness of preschool children has been carried out.

The essence and features of the development of environmental awareness in children of senior preschool age have been substantiated.

The ways of forming environmental awareness of senior preschoolers in the educational process of kindergarten have been outlined.

The need to realize the existing crisis of human life in the surrounding natural environment has been proven. The further existence of humanity requires the search for ways of new principles of interaction between man and nature; the importance of worldview changes that involve a reassessment of the place of man in the natural world, cardinal changes in the system of established forms of use of natural resources. Solving the above environmental problems must be initiated at the stage of preschool childhood in order to harmonize the relationships between man and nature.

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