

IMPLEMENTATION OF THE PRINCIPLE OF NATURAL CORRESPONDENCE IN ECOLOGICAL AND PHYSICAL EDUCATION OF PRESCHOOLERS

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INTRODUCTION

The formation of an intellectually developed personality with an active life position, established interests in learning about the environment, a high level of culture, capable of critical thinking, creatively solving life tasks is an important component of the competency-based approach of modern Ukrainian preschool.

The acquisition of necessary life competencies that contribute to the successful self-realization of the personality in the future, the effectiveness of the learning process and timely professional self-determination is an indicator of the fruitful activity of preschools.

The formation of a comprehensively and harmoniously developed personality of a preschooler is regulated by numerous state regulatory documents in the field of educational activities, in particular: the Law of Ukraine «On Preschool Education»¹, the State Standard of Preschool Education², the Basic Component of Preschool Education in Ukraine³ and other subordinate legislation.

We consider the practical use of the principle of natural correspondence in the activities of preschools to be an effective factor in the formation of a harmonious personality during preschool childhood.

According to the explanatory dictionary of the Ukrainian language, «the principle of natural correspondence is a pedagogical axiom. Its essence is that all actions related to the education and upbringing of a child must correspond to his nature, the laws of his development, his inclinations, abilities, and interests»⁴.

Ukrainian ethnopedagogy defines the primary principles of upbringing: natural correspondence; national character of upbringing; labor character;

¹ Про дошкільну освіту : Закон України в редакції від 24.09.2022. № 2457-IX. *Відомості Верховної Ради України*. <https://zakon.rada.gov.ua/laws/show/2145-19#Text>

² Коментар до Базового компонента дошкільної освіти в Україні : науково-методичний посібник / наук. ред. Кононко О. Л. Київ : Редакція журналу «Дошкільне виховання», 2003. 243 с.

³ Базовий компонент дошкільної освіти в Україні. *Дошкільне виховання*. 1999. № 1. С. 6 – 19 .

⁴ Великий тлумачний словник української мови / упоряд. Ковальова Т. В. Харків : Фоліо, 2005. 767 с.

connection of upbringing with life; unity of educational and educational elements in a single pedagogical process; cultural conformity.

Natural correspondence, being the fundamental principle of folk pedagogy, as well as a kind of reflection of the Ukrainian mentality, has come a long way in its formation, which can be traced through the historical prism of life.

For many centuries, it has been perceived as an absolutely natural result of the extremely close relationship of our people with the natural environment.

The principle of natural correspondence allows, first of all, to realize the knowledge of the complex and multifaceted nature of the individual, the characteristic features of the morpho-functional development of a person with the obligatory consideration of his inherent sexual and age characteristics. It is not for nothing that a person is perceived as a small part of nature and, accordingly, is subordinate to it.

1. The state of research on the problem

The principle of natural correspondence is the subject of many studies by famous scientists. It is not without reason considered fundamental in preschool pedagogy. It is discussed in the works of J. Comenius, J. Pestalozzi, A. Disterweg, G. Skovoroda, K. Ushinsky, V. Sukhomlynsky, etc. The principle of natural correspondence or «related labor» according to G. Skovoroda, «not only states that by their nature, by their natural inclinations, all children are born different and each of them must find their own path in life, their profession, which will not always require obtaining higher education, since there are a lot of professions, therefore, no matter what kind of child is born, he will always find his place in life, there would only be a desire»⁵.

Modern Ukrainian scientists have studied the principle of natural correspondence, namely I. Zaichenko, B. Mityukova, E. Putilova, D. Skilsky, D. Chyzhevsky, P. Shcherban and others.

J. Comenius built education on the basis of the laws of human development, which is a part of the nature. The classic of pedagogical science considered nature-appropriate education that takes into account the age-related characteristics of the child.

Nowadays, national education has acquired a special status, its organic combination with centuries-old history and folk traditions.

The reform of Ukrainian education involves the use of practical experience and scientific conclusions of famous scientists K. Ushinsky and V. Sukhomlynsky, in particular, regarding the role and importance of the

⁵ Сковорода Г. Повне зібрання творів : в 2 т. / [ред. кол: В.І. Шинкарук (гол.) та ін.]. Київ : Наукова думка, 1973. Т. 1. 531 с.

developmental element in the educational process, the mandatory consideration of the genetic characteristics of children, the place of sensitive periods in their formation and development.

A detailed interpretation of the principle of natural correspondence belongs to Jan Amos Comenius, who believed that «education should be carried out according to the laws that objectively exist in nature, since man is its integral part»⁶.

The desire to «follow nature» influenced the pedagogical thought of the educational community. J. Comenius rightly argued that «man, as a part of nature, obeys its general laws and must be educated according to the laws common to nature. He was the first in the world to understand that teaching and upbringing are carried out according to certain laws. In his works, and above all in the «Great Didactics», he tried to determine these laws, drawing an analogy with the laws that operate in nature. For example, in nature, trees come together in the forest, grass in the field, fish in the sea. Therefore, children should gather at school and children's education should be carried out according to certain laws, taking into account the laws of nature»⁷.

The teacher advised not only to use nature as an educational environment, but also «to organize the child's education according to the laws of nature. To do this, they must be known and in a certain way transformed to its needs»⁸.

We should not forget that the child's education is also significantly influenced by the family, family circle, preschool, social environment and society in general.

J.-J. Rousseau, being a supporter of the idea of the natural development of the child, free upbringing, devoid of authoritarianism and corporal punishment of children, noted in this regard: «Nature wants children to be children before they are adults. If we try to disrupt this order, we will grow premature fruits that will have neither maturity nor taste and will not be slow to spoil: we will have young doctors and old children»⁹.

G. Skovoroda professed «related» or nature-appropriate upbringing. He argued that «nature is the root cause of everything, and therefore upbringing should be «related», that is, appropriate to it».

His concept of related labor, actualizing the thesis «know yourself» received a new sound, that is, self-knowledge and self-improvement of a person should occur on the basis of labor activity related to abilities. To be

⁶ Коменський Я. А. Вибрані педагогічні твори: в 2-х т. Київ : Вища школа, 1982. 656 с.

⁷ Там само.

⁸ Там само.

⁹ Kalichak Y., Kondratska H, Martynets A., Pysarevska O., Kubitskyi S., Tombulatova I. (2022). Innovative learning strategies in modern pedagogy. *Ad alta. Journal of interdisciplinary research*. Vol. 12 No. 2, August 2022, p. 17 – 27.

happy, a person must know himself, his abilities and his own type of socially useful work.

It is well known that natural inclinations of children are different. However, each child has all the opportunities for their development and with the help of reason to acquire a certain profession and work successfully in the chosen field.

The contradiction between people engaged in «related» and «unrelated» work makes a significant contribution to the development of education, as well as to solving modern problems of humanity.

The future of the society, the well-being of the state depends on the success of the choice made by each person.

J.-G. Pestalozzi believed that the moral, mental and physical forces of human nature are inclined to self-development, to practical activity. Education is designed to motivate self-development and direct it in its proper direction.

A. Disterweg emphasized the need to take into account the psychological characteristics of the child's development, that is, to teach children in accordance with nature, with an emphasis on using the individual characteristics of each.

K. Ushinsky in his work «Man as a Subject of Education. An Attempt at Pedagogical Anthropology» particularly emphasized the physiological and mental features of children's development, as well as the development of the nervous system. His conclusion based on the analysis of typical mental phenomena is as follows: «How many children who in childhood were considered little geniuses and really showed brilliant hopes later become people incapable of anything! This phenomenon is repeated so often that, of course, it is known to the reader. But few people have thought about its reasons. And the reason is precisely that the nervous organism of such children is really very complex, rich and sensitive and could really be a source of wonderful human activity if it were subordinated to a clear consciousness and will of a person. But the trouble is that he himself, with his wealth, suppressed the will of the subject and made him a toy of his capricious, random manifestations, and the careless educator, instead of supporting a person in the struggle with his nervous organism, irritated this organism even more»¹⁰.

The principle of naturalness in education and training was also considered by V. Sukhomlynsky, who noted that the principle of naturalness is multi-level and «provides for: a deep study of the natural abilities and predispositions of the child with the aim of their further development; recognition of the unity of the child and nature; taking into account the

¹⁰ Ушинський К. Д. Твори: в 6-ти т. Т. 5. Людина як предмет виховання. Спроба педагогічної антропології. Київ: Рад. школа, 1955. 430 с.

natural and age-related properties of the child as an important factor in building the educational process»¹¹.

V. Sukhomlynsky also noted natural work. «We saw an important educational task in the fact that children were surrounded not only by the world of nature, but also by the world of labor, creativity, and construction. The beauty of a person is most clearly revealed in work»¹². Therefore, it is extremely important «to find such work that would develop mental powers and abilities, introduce a person to the world of creativity – one of the main tasks of mental and labor education, and success here can be achieved only when they are solved in unity»¹³.

A separate emphasis was placed on the system of nature-consistent physical development: «Good health, a feeling of fullness, inexhaustibility of physical strength – the most important source of a cheerful worldview, optimism, readiness to overcome any difficulties. A sick, weak, disease-prone child is the source of many bad weather»¹⁴.

Thus, the principle of nature-consistent should permeate the entire period of a child's education, because it activates the intellectual development of a child up to four years of age due to the formation of the nervous system, as a solid foundation for the further learning process.

It can be implemented from birth using the following publicly available «measures: reading a large number of fairy tales to children; telling Ukrainian folk tales; oral storytelling; frequent spending time in nature; observing the diversity of plants; listening to birdsong, etc.»¹⁵.

A peculiar manifestation of the principle of nature correspondence is the presence of sensitive periods of development of the child's mental processes (for example, the development of speech is most intensive up to three years).

Therefore, the use of the principle of nature correspondence in preschool childhood for educational purposes will cause the maximum intellectual development of the preschooler. It can be achieved using several directions simultaneously, in particular the following: mental development of preschoolers by means of program material; use of additional exercises and tasks (extracurricular material). special classes on the intellectual development of children.

Therefore, nature correspondence performs the following functions: effectively activates the maximum intellectual development of a child up to four years old in preschool and at home using the natural environment; helps

¹¹ Сухомлинський В. О. Моральні заповіді дитинства і юності. Київ, 1966. 232 с.

¹² Там само.

¹³ Там само.

¹⁴ Сухомлинський В. О. Моральні заповіді дитинства і юності. Київ, 1966. 232 с.

¹⁵ Солтис О. В. Осіння казка. Заняття з фізкультури для старших дошкільнят. *Палітра педагога*. 2014. №5. С. 24 – 25.

to know the inner world of the child for intellectual development in the future; adapts learning to the age and individual characteristics of the child; studies the existing intellectual and professional abilities.

Thus, the principle of naturalness not only activates the intellectual development of the child from an early age, but also creates the necessary conditions for studying his inclinations and their further development, contributes to the design of learning, taking into account the current intellectual and physical capabilities of preschoolers, their age and psychological characteristics, etc.

2. Using the principle of natural correspondence while working with early-age children

The modern approach to education treats the preschooler as a subject of this process, influenced by the educator in order to form a personality. At the same time, adults need to take into account the inclinations, needs and desires of the child, satisfy them in such a way as to achieve the maximum positive result. For example, at an early age, the infant's verbal signals indicate an urgent need for food, which forces the child to choose the optimal way to satisfy an obvious desire in the process of subject-subject relations.

The implementation of the principle of natural correspondence in early childhood pedagogy vividly illustrates the success of the child's development process provided that his natural needs are understood, which are organically consistent with psychophysical capabilities.

Starting from the age of two, toddlers initiate communication with adults or peers during joint games, which can be classified as a manifestation of the need for communication. The teacher, trying to satisfy it, prevents children's whims or capriciousness by ignoring the child. Regardless of whether the parents or the teacher deal with urgent matters, they stimulate the child's cognitive curiosity, promote the development of speech, using this important sensitive period of development to the full. Active crawling or advanced walking is an obstacle for an adult. However, the importance of an established emotional and speech connection between an adult and a child is necessary for the development of his communication skills.

At this age, the child actively tries to carry out independent subject activities, using various toys or objects, thus supporting further development.

Against the background of interdisciplinary communication, various forms of playing develop simultaneously, accompanied by the manifestation of various emotions. Children of this age are particularly fond of movable toys: mechanical, as well as simple balls, cubes, which can be moved in different ways in different directions. A separate place is occupied by interactive toys that can make all kinds of sounds, dance, etc.

So, subject-game communication at this age occurs with the level of development of the child's psychophysical capabilities.

Three-year-old children, as a result of developed speech, significantly expand their communicational capabilities. Emotional speech with gestures is replaced by a speech with significant wordstock, the need for grammatical construction of sentences against the background of still indistinct pronunciation is actualized. The child can voice his own wishes and programmed intentions, find a common language with adults or peers. A significant expansion of the sphere of communication, noticeable to those around him, allows children to satisfy their desires and achieve the desired result. The communication choice of the interlocutor depends on the amount of time allocated by adults for interesting activities for the child. In this way, a parallel process of socialization of the child occurs, which satisfies the growing cognitive-game interest, curiosity, initiative, choice of interlocutor.

Children of this age do not forget about subject activity. The independence that began, prompted by the ability to walk, has diversified the possibilities of knowing the environment and made possible a certain independence. Children each time discover a still unknown world of various objects in the space of their stay. In order to satisfy their own curiosity and inquisitiveness, they actively carry out active manipulations (open and close doors in cabinets, play with moving drawers).

Electromechanical devices fascinate them the most, in particular: ovens, washing machines, gas stoves, computer keyboards, smartphones, etc. Everything that makes sounds, is able to move independently, emit light, is in the sphere of interest of the child. Household appliances or objects with various properties attract both the process itself and the successful result of the manipulations carried out. The success of cognition requires the understanding and approval of an adult.

Thus, the child's diverse subject activities, along with emotionally rich communication with an adult, gradually acquire the content of confidence and independence.

Games come to the fore, during which the child imitates real life actions (eating, putting a doll to bed, caring for animals, transport, etc.). The functional features of toys stimulate the desire to play with them. A mobile phone or tablet allows you to produce various animal sounds, sing songs, read fairy tales.

Imitation demonstrates the next stage of natural development – a gradual transition to a plot-role-playing game.

Games slowly become more complicated, which develop into mobile games, more complex due to the presence of numerous motor acts.

The implementation of the principle of correspondence to nature at an early age expands the psychophysical capabilities of the child

(communication, subject and game activities). Stimulated development in the presence of an adult (teacher, parents) becomes a primary developmental factor in the formation of the personality of babies.

The consequences of using the principle of natural correspondence at an early age are dictated by the peculiarities of the development of psychosensory and psychophysical capabilities and provide the following «results: the development of speech from sound-emotional to sound-verbal helps them communicate better: understand others and act with them more harmoniously; the development of sensory analyzers allows them to act more fully in subject-related activities: study the properties of objects and features of the environment in more detail; the development of cognitive activity enhances observation, encourages imitation of adults, which initiates elements of imitative play»¹⁶.

The achievements of a three-year-old child as a result of the application of the principle of natural correspondence can be outlined not only by the level of satisfaction of numerous needs, cognitive interests, but also by the timeliness of necessary and vital processes of psychophysical development, and «namely: the spectrum of communication has significantly expanded; the content has significantly improved; the selectivity of subject-related play activities has increased; partnership relations with the environment became a priority, which enabled the emergence of new sensations (empathy, support, imitation of actions, etc.); interested in the subject activity of adults; toys acquired functional and imitative features; the emergence of role-playing games was initiated»¹⁷.

Thus, the implementation of the principle of nature in modern early childhood pedagogy has actualized attention to the needs and requests of toddlers, enabled the optimal development of natural actions (communication, subject-game activities). The psychophysical capabilities of young children illustrate the development of toddlers in pre-thought-out adult conditions.

3. Specific features of the use of the principle of natural correspondence in the ecological education of preschoolers

One of the tasks of the preschool education system is the implementation of the principle of natural correspondence, actualized by the polluted environment, disruption of the ecological balance, and the reduction of the ability of natural resources to self-renew. Ecological education of preschoolers not only forms an ecological worldview, but also reflects the

¹⁶ Павелків Р. В. Вікова психологія : підручник для студентів вищих навчальних закладів. Київ : Кондор, 2011. 468 с.

¹⁷ Максименко С. Д., Солов'єнко В. О. Загальна психологія : навчальний посібник. Київ : МАУП, 2000. 312 с.

social experience of interaction with the environment, guided by the principle of humanization. The primary basis for the development of a person's ecological worldview is the preschool education system, the effectiveness of which depends on the professionalism of the teacher, skillfully combines modern scientific approaches with the educational traditions of the Ukrainian people¹⁸.

Folk pedagogy successfully reveals knowledge about forms and methods of educating preschoolers corresponding to their nature, since the role of natural correspondence in the educational process cannot be overestimated. It is well known that the transfer of laws and patterns in nature to human life is based on active cooperation with nature, deep penetration into its essence. A perfect system of child education, programmed relationships with the natural environment, have had a significant impact on pedagogical science since ancient times, actualizing the application of the achievements of folk pedagogy¹⁹.

The principle of nature-appropriate education takes into account the natural characteristics of the child and involves harmonizing behavior in accordance with the conditions of the natural environment.

Famous scientists have long emphasized the national character of education, and educational systems were based on the principles of the national worldview and philosophy. The basis of Ukrainian education (family education, folk pedagogy) has absorbed the best achievements of national educational wisdom, combining them with the achievements of world culture. The solid foundation of national education is such principles as nature-appropriateness, nationality, ethnicization of education, etc. From birth, Ukrainian ethnopedagogy instills in every child a sense of harmony between nature and man²⁰.

Our contemporary V. Kuz emphasizes that «the implementation of this fundamental principle requires taking into account the multifaceted and holistic nature of the child, not only its anatomical, physiological, psychological and age-related, but also national, regional and sexual characteristics. When the nature of children is not taken into account or is only partially taken into account in the process of upbringing and education, it «takes revenge» on people and society with lost opportunities»²¹.

¹⁸ Видолюб Н. О. Педагогіка та екологія. Природовідповідність у народній педагогіці та екологія як наука, як проблема і як предмет викладання в сучасній школі. *Практична психологія та соціальна робота*. 2009. № 7. С. 40 – 45.

¹⁹ Стельмахович М. Г. Українська народна педагогіка: монографія. Київ: ІЗМН, 1997. 232 с.

²⁰ Стельмахович М. Г. Теорія і практика українського національного виховання: посібник для вчителів. Івано-Франківськ: Лілея НВ, 1996. 180 с.

²¹ Кузь В., Руденко Ю., Губко О. Українська козацька педагогіка і духовність: монографія. Умань, 1995. 258 с.

The age characteristics of preschool children, which are the main feature of the principle of natural correspondence, directly affect the formation of the child's personality. The history of Ukraine, folk art, folk games, folk rites, customs and traditions play a prominent role in the upbringing of a preschooler. The peculiarities of the process of national education of the youngest should necessarily take into account folk medicine, environmental education, etc.

Natural correspondence, as the primary principle of folk pedagogy, has always been a manifestation of the Ukrainian mentality with a long history of the existence of the Ukrainian nation surrounded by the celebrated colorful world of nature, in conditions of understanding and contemplation of it²².

From the perspective of our ancestors, in the context of the principle of natural correspondence in raising a child, a person has always been perceived as an integral part of nature and was influenced by the general laws of nature, and, accordingly, as a result of a long history, the process of adaptation to natural conditions, a characteristic ethnic territory contributed to the formation of Ukrainian national psychology, a peculiar freedom-loving character, a historically formed worldview, absorbing the specific features of the nation. Therefore, according to researchers, «the Ukrainian national education system is fundamentally natural correspondence»²³.

The principle of natural correspondence, which is considered the core of Ukrainian ethnopedagogy, is organically connected with a number of other principles, in particular «such as: humanity in education; consistency and continuity; emotionality of worldview and worldview; activity and consciousness of the individual in the educational process»²⁴.

The folk culture of Ukrainians has always directly influenced, through folklore in particular, the comprehensive and harmonious development of the personality of a preschool child, «the development of his emotional sphere, the formation of national self-consciousness, understanding of the deep origins of the relationship between man and nature»²⁵.

Artistic products of folk and applied art are rightly considered a positive emotional component of ecological education, because they clearly demonstrate the direct connection of the people with nature. From the ideas of harmony of education, we can also single out an appropriate attitude

²² Там само.

²³ Струманський В. Педагогіка народно-побутового життя української людності. *Рідна школа*. 1996. № 9. С. 31–50.

²⁴ Стельмахович М. Г. Виховні цінності традиційної української родини. Цінності освіти і виховання : науково-методичний збірник : за загальною редакцією Сухомлинської О. В. Київ, 1997. С. 129–132.

²⁵ Кравець О. Сімейний побут і звичаї українського народу (Історико-етнографічний нарис) : монографія. Київ: Наукова думка, 1966. 200 с.

towards nature itself. According to S. Rusova «the national school must grow on its natural soil, from its own established life, in unity with its native nature»²⁶.

Age and psychological characteristics of a person, studied as a result of extremely long-term observations of our people, made it possible to take them into account in the education system due to the correct selection of effective tools of educational influence²⁷.

Thus, folk child science aptly characterized the psychological and pedagogical features inherent in each year of the life of the youngest Ukrainians during preschool childhood. The people, based on substantiated empirical conclusions, emphasized the importance of the early childhood stage for the formation of personality²⁸.

Ukrainian ethnopedagogy differentiates for each age stage of personality development means, methods and forms of influence on the success of its course²⁹.

Having substantiated the need to educate the youngest Ukrainians from an early age, folk pedagogy explained its high plasticity of the psyche of a child of early age, its characteristic signs of flexibility of intellect, which are inherent in a young organism.

Thus, the ecological education of preschoolers involves the mandatory formation of the following «components: emotional and value attitude to nature; elementary knowledge about relationships and interdependence in nature; active activity of the child in nature; accessible to children environmental protection activities»³⁰.

It is well known that preschool age is a sensitive period of personality development, which requires specific differentiation of natural knowledge in accordance with the age characteristics of toddlers. In this way, it is possible to significantly increase the effectiveness of integrating knowledge about the

²⁶ KALICHAK YU. L., DROHOMYRETSKA N. T. Health preservation in inclusive preschool education. Особистість, сім'я і суспільство: питання педагогіки та психології: зб. тез наук. робіт учасників міжн. наук.-практ. конф. (м. Львів, 26–27 листопада 2021 року). Львів : ГО «Львівська педагогічна спільнота», 2021. С. 56 – 63.

²⁷ Дрогомирецька Н. Т. Психофізіологічний контекст фізичного розвитку молодшого дошкільника. Сучасна педагогіка та психологія: методологія, теорія і практика: мат. Міжн. наук.-практ. конф. Київ, 3–4 грудня 2021 р. Київ : Таврійський національний університет імені В.І. Вернадського, 2021. С. 106–110.

²⁸ Стельмахович М. Г. Українська родинна педагогіка: навчальний посібник Київ: ІСДО, 1996. 286 с.

²⁹ Стельмахович М. Г. Педагогічні умови ефективного використання українознавства в системі родинного виховання. *Українське народознавство і проблеми національного виховання школярів*. Івано-Франківськ, 1995. С. 44–48.

³⁰ Литвиненко І. Відповідальність за власне здоров'я формуюмо разом з батьками. *Дошкільне виховання*. 2005. № 1. С. 6 – 7.

natural environment into various types of activities, as well as significantly improve the process of ecological education of preschoolers.

Therefore, we consider the principle of natural correspondence to be the fundamental basis for the implementation of ecological education and education in general. This is confirmed by the very «essence of man, emphasizes the value and absolute purposefulness of his natural organization and does not require anything artificial»³¹.

In order to increase the effectiveness of forming environmentally appropriate behavior in preschool children, optimizing the content of preschool education curricula should significantly increase attention to the formation of ecological awareness and appropriate behavior in the natural environment among preschoolers, and the widespread use of environmental-themed story-based role-playing games in the educational process.

4. Implementation of the principle of natural correspondence in the process of physical development of preschoolers (after M. M. Efymenko's innovative technology)

Modern directions of reforming preschool education require from educators of preschools the mastery of moral values, the formation of a professional and creative personality in the field of physical development of preschool children, strong skills in using all the available potential of physical culture in order to promote the natural development of a healthy, versatile and harmonious personality, adapted to the environment, which will be able to fully realize itself in modern society.

Innovative physical development of the personality of a preschooler according to the method of M. Efymenko actualizes the use of accumulated experience in preschools. The child's motor activity, competently thought out in accordance with natural laws, creates a solid foundation for successful development in other areas of education.

The challenges of the modern education system dictate the need for a radical transformation, in particular, of its preschool level as the starting basis for the socio-cultural formation of the personality. The directions of physical development at the state level are determined by the laws of Ukraine «On Education» (2017), «On Preschool Education» (2017), the Basic Component of Preschool Education (2012), the programs «Child» (2016), «Confident Start» (2016), «I in the World» (2017), «Ukrainian Preschool» (2022).

A detailed analysis of the psychological and pedagogical literature allows us to note that the traditional technology of physical development of preschool children only «partially provides the theoretical and

³¹ Литвиненко І. Відповідальність за власне здоров'я формуюмо разом з батьками. *Дошкільнє виховання*. 2005. № 1. С. 6 – 7.

methodological basis of the basic concept of physical education of preschoolers. Its main principles are the harmonious development of the personality and the health-improving orientation of physical education, which take into account the laws of the unity of the physical and mental properties of a person and illustrate the connection of physical education with intellectual, moral, labor and aesthetic education»³².

The principle of naturalness directs teachers to the natural objective laws of the biological formation of a preschool child. Currently, there is a need to find new vectors for organizing the physical education and health-improving process in kindergarten, which would fully correspond to the modern understanding of the above problems and ways to solve them. Only a healthy child can realize his personal potential in various aspects of life. Modern realities require teachers to consciously form in children the need to adhere to a healthy lifestyle, a conscious attitude to physical culture, and its active propaganda.

The latest pedagogical technologies of preschool should be guided by scientifically substantiated provisions on the significance of play and motor activity in the lives of preschool children.

Modern scientific research by scientists and practitioners emphasizes the need for technological re-equipment of almost all aspects of the preventive focus of physical education. According to current statistics, about 65% of preschoolers have violations of the musculoskeletal system, motor skills in general.

Scientists have proven that physical education affects the development of not only the motor qualities of the personality, but also develops psychological and pedagogical aspects of comprehensive development. The physical development of preschoolers ensures the mutual influence of the pedagogical process on the health of the youngest, the humanization of the educational process, the right of each child to fully use their own potential strengths.

The methodology of M. Efymenko called "Theatre of Physical Development and Health" was first published in 1999. It is based on the natural laws of the development of the child's body. Its basis is the idea of transforming monotonous classes into emotionally rich classes-performances, which are useful for their physical, intellectual and moral development, as well as for building interpersonal relationships³³.

The next innovative program «Fairytale Physical Education» uses «the principle of harmonious natural physical development of children, which

³² Вільчковський Е.С., Курок О.І. Теорія і методика фізичного виховання дітей дошкільного віку: навч. пос. Суми: ВТД «Університетська книга», 2014. 428 с.

³³ Технологія М.Єфименка. Режим доступу: <https://docs.google.com/document/d/1FGLGY1RaWvyM8P7FfQP2MG70mwvxdH5q9mYs2pCImwA/edit>

involves mastering the basic motor modes: from horizontal to vertical positions, as well as the game method, specific theatricalization of the motor activity of preschoolers: using a physical education fairy tale, the teacher interacts with children, who, thanks to plot-role elements, realize their personal potential»³⁴.

M. Efymenko's technology is an original system of physical education of preschoolers, the developmental effect of which stimulates intellectual and spiritual and moral development. The author considers it a «complex pedagogy of life» for the near future. Due to the presence of fairy-tale motifs, a preschooler gets acquainted with the Universe on the basis of fairy-tale ideas about the world and its properties, on the basis of game activity and fairy-tale adventures.

In the program of M. Efymenko, we will single out an innovative approach to the physical education of preschoolers, the foundation of which is the existing natural, biological laws of the formation of the human body. The evolutionary or ontogenetic interpretation of the physical development of a child is quite rational and contributes to the development of mental processes, which makes successful socialization possible in the future³⁵ [19, p. 31].

The principle of natural correspondence correlates with the principle of "corrective and preventive orientation. The growth of motivation among children is also facilitated by the full implementation of the principle of emotional and energetic saturation, based on the use of a comprehensive game method. The author called the combination of these components the following «slogan: playing – to improve health, playing – to educate, playing – to develop, playing – to teach!» [20, p. 239].

M. Efymenko's system is characterized by «ten conceptual approaches: 1. Follow the logic of nature (according to the «principle of repeated circular construction of classes», which suggests a natural sequence of formation of the child's motor skills: from exercises in the position of lying on the back, on the stomach, through turning over, crawling, movements in a sitting position, and then standing, to walking, climbing, running, jumping, then throwing and complex coordination movements). 2. The motor development of preschoolers should occur in a developmental spiral. 3. The preparatory part of the lesson should be selected in accordance with evolutionary gymnastics. 4. The division of classes into three parts should not be formal, but physiological in nature (first a warm-up, then the main load and finally

³⁴ Єфименко М. М. Казкова фізкультура. Програма з фізичного виховання дітей раннього та дошкільного віку. Схвалено для використання в закладах дошкільної освіти. Випуск 2. Вінниця : Твори, 2019. 52 с.

³⁵ Єфименко М. М. Програма з фізичного виховання дітей раннього та дошкільного віку «Казкова фізкультура». Тернопіль : Мандрівець, 2014. 52 с.

calming exercises). 5. «Theatre of physical education of preschoolers»: playing – to improve health, playing – to educate, playing – to develop, playing – to teach. 6. Physical education should charge children with positive, bright energy of pleasure, you should not run after high motor density. 7. The motor portrait of a preschooler «draws» the method of game testing of motor development of preschoolers in the norm and in case of pathology. This method is very simple to organize, does not require special equipment, each test has a game basis and high sensitivity to subtle deviations, as well as the complexity of the study. 8. Create simulators yourself. 9. The health of the healthy requires prevention and correction (which, first of all, include correction of posture disorders, flat feet and limb positions, regulation of muscle tone, optimization of movements in the joints, correction of the activity of the cardiovascular and respiratory systems, improvement of the vestibular apparatus, improvement of orientation in space, overcoming excess body weight, etc.). 10. Through movement and play – to the upbringing of the person of the future (physical education as the main direction of the general development of the child, which includes mental, intellectual, emotional and other spheres)»³⁶.

Physical education classes of an innovative nature involve the use of the following «principles: the unusualness of preschool pedagogy (V. Kudryavtsev); a kind of fabulousness, fairy tale therapy (I. Vachkov); theatricalization (M.Efymenko) in the form of a physical culture fairy tale-class with the necessary plot, roles and role manifestations, a rich emotional background, elements of dosed dramatization, fairy tale therapy, etc.»³⁷.

Physical culture classes are transformed into «a physical culture fairy tale with its own plot, fairy tale heroes and role performance by children, emotional saturation, elements of dramatization, fairy tale therapy and the use of deep subconscious possibilities in the physical development of children in the form of children's archetypes»³⁸.

The educational process involves the full potential of the game method, theatricalization of the pedagogical process and the use of a physical culture fairy tale, etc. «The game approach should be based on the leading principle of the physical development of children of early and preschool age – the principle of natural correspondence, specified in relation to their physical education in the form of a phylogenetic principle and an evolutionary approach to exercise. Such a conceptual position requires a completely

³⁶ Технологія М.Єфименка. Режим доступу: <https://docs.google.com/document/d/1FGLGY1RaWvyM8P7FfQP2MG70mwvxdH5q9mYs2pCImwA/edit>

³⁷ Єфименко Н. Н. Театралізація фізичного виховання дошкільників : навчально-методичний посібник. Вінниця : Нілан-ЛТД, 2016. 168 с.

³⁸ Єфименко М. М. Програма з фізичного виховання дітей раннього та дошкільного віку «Казкова фізкультура». Тернопіль : Мандрівець, 2014. 52 с.

different approach to the professional training of educators and instructors in physical education. The organization of physical education in preschools itself requires significant changes»³⁹.

Planning a game lesson involves drawing up a game perspective of a large thematic game, on the basis of which a fairy-tale theme of a specific lesson or a situational mini-game is formulated. The plot of each subsequent lesson should not contradict the instruction «Follow the logic of nature», and therefore any motor activity of children should begin with a lying position or another horizontal position with a subsequent transition to vertical poses or movements: walking, climbing, running, and jumping, etc.⁴⁰.

Raising an independent, proactive and self-confident child requires immersion in various plot situations with the obligatory prediction of the plot of game actions, where fairy-tale characters will be present, which will ensure the presence of imagery in physical education. They are forced to solve various problems throughout the fairy tale, that is, we are talking about a specific dosage of dramatization of a physical culture fairy tale. Rooting for the fate of their favorite heroes, preschoolers together with them experience the feelings of the corresponding characters, they have a desire to come to their aid, to suggest a way out of difficult situations. In this way, the teacher saturates the physical education lesson with positive emotions, adds a bright emotional coloring, that is, the emotional intelligence of the child is formed in parallel⁴¹.

In order to correct the psychophysical development of preschoolers, it is recommended to use the method of fairy tale therapy, modeling the plot of the fairy tale in such a way as to enable programmed correction of motor changes and disorders of mental development detected in children. The teacher should play with children throughout the lesson, which will enhance the possibilities of comprehensive psychophysical development of children, emphasizing the dominance of motor and game activity. It is the outlined fairy tale lessons that encourage the formation of kindness, responsibility, sincerity, generosity, empathy, mercy and reflection. Such conditions stimulate the knowledge of the new, the awakening of spiritual experiences missed through the labyrinth of one's own feelings, dreams, aspirations and hopes, and also make it possible to be in the role of a favorite character, form dignity and self-esteem, respectful attitude towards peers, acquisition

³⁹ Єфремова С. Як допомогти дитині звільнитися від негативних емоцій. *Дошкільнє виховання*. 2008. № 11. С. 20 – 21.

⁴⁰ Єфименко М. М. Сучасні підходи до корекційно спрямованого фізичного виховання дошкільників з порушеннями опорно-рухового апарату : навчально-методичний посібник. Вінниця : ТОВ Нілан-ЛТД, 2013. 356 с.

⁴¹ Вільчковський Е. С., Денисенко Н. Ф. Організація рухового режиму дітей у ДНЗ : навч.-мет. пос. Тернопіль : Мандрівець, 2008. 128 с.

of social competence, the ability to adapt to the social conditions of the environment⁴².

M. Efimenko, the founder of the pedagogical technology «Theatre of Physical Education and Health Improvement of Preschool Children», rightly considers the principle of natural correspondence, established by him in the field of physical improvement of the individual, to be the primary and most important element of the theoretical and methodological support of his author's work. Actually, this principle made it possible to radically change the traditional concept of physical education of preschoolers⁴³.

The author spied on and borrowed the formation of static-locomotor functions in preschool children from the evolution of the animal world and man, as an organic component of the world.

According to M. Efimenko, the well-known theory of the origin of species only confirms the evolutionary transformation of fish into amphibians, and then into reptiles, and later mammals, birds, primates. The crown of evolution was a rational person.

On the example of the transformation of the animal world, one can trace, according to the author of the analyzed technology, the most important «biological regularity of the phylogenesis process: animals evolved from horizontal positions to vertical ones, from relatively relaxed anti-gravity postures to gravitational postures of upright standing and movement on a rigid support. This historical logic of the development of the animal world, of which humans are a part, demonstrates to us the vector of optimal formation of the human musculoskeletal system: from the dominant horizontal position to the vertical position of the body»⁴⁴. M. Efimenko justifies an innovative approach to interpreting the logic of the formation of the musculoskeletal system: «first, the infant lies or performs elementary movements in a lying position, then masters crawling while squatting; at six months the child begins to learn to sit independently, then rises to his knees, stands up and at about a year begins to move independently by walking. The logic of the development of a child's body is similar to what we observed in the evolution of the animal world: physical development according to natural laws proceeds from horizontal lying positions or crawling to vertical positions of standing, walking, and running»⁴⁵.

⁴² Єфименко Н. Н. Театралізація фізичного виховання дошкільників : навчально-методичний посібник. Вінниця : Нілан-ЛТД, 2016. 168 с.

⁴³ Технологія М.Єфименка. Режим доступу: <https://docs.google.com/document/d/1FGLGY1RaWvyM8P7FfQP2MG70mwvxdH5q9mYs2pCImwA/edit>

⁴⁴ Технологія М.Єфименка. Режим доступу: <https://docs.google.com/document/d/1FGLGY1RaWvyM8P7FfQP2MG70mwvxdH5q9mYs2pCImwA/edit>

⁴⁵ Єфименко М. М. Сучасні підходи до корекційно спрямованого фізичного виховання дошкільників з порушеннями опорно-рухового апарату : навчально-методичний посібник. Вінниця : ТОВ Нілан-ЛТД, 2013. 356 с.

The discovered coincidence provoked a change in the logarithm of the assimilation of basic locomotions by preschool children in physical education classes. A new concept of the physical development of preschoolers dominates in Ukraine and abroad.

For practicing preschool specialists, a new view of the natural physical development of children has opened up many innovative methodological vectors for updating and enriching the educational process. Now physical education classes are a conditional miniature copy of the evolution of the animal world and humans, a specific evolutionary wheel, which in thirty minutes of its rotation conditionally reflects the centuries-old process of human development history on earth in parallel with the early ontogenesis of a child of the first year of life. The above-described surge of creativity motivates the search for fresh ideas.

In the above-mentioned perspective, morning gymnastics complexes and physical education classes take place, moreover, the school year and the period of preschool childhood. Smaller formulas for the development of motor skills of preschoolers start from the principle of physical development of children. This idea was reproduced in the pedagogical slogan «Follow the logic of nature!» and implemented in the newest program «Fairytale Physical Education» (2019), which extrapolates the innovative ideas of the «Theatre of Physical Education and Health Improvement of Children of the Board.

5. Practical recommendations for educators

The principle of naturalness is designed, first of all, to take into account the diverse and multi-level nature of a person, his specific features of anatomical and physiological progress, taking into account gender, age, psychological characteristics, etc. In this regard, the educator must always take them into account.

Such a desire regulates the nature of educational work with preschoolers and directly concerns the modern era, that is, our time.

Usually, hyper-care or overly positive intentions of parents, closest relatives, educators of preschools to load the nervous system of a preschooler as quickly as possible long before the start of school with tutoring in a foreign language, mastering computer technology, various classes in clubs, sections, etc. frankly contradicts the natural requirements of the principle of naturalness.

A similar situation is observed during schooling, where one can easily witness the overwhelming workload of students with the content of educational and cognitive material, especially in specially equipped specialized schools with a mathematical, legal, natural science, chemical bias, etc.

In such a situation, children are forced to engage in additional intellectual activities (sometimes up to ten hours a day), without paying any attention to the psychological state, physical performance of children, who are unable to fully, without unnecessary anxiety, perform their own functions every day.

The principle of naturalness does not encourage psychological pressure on a child to expand his or her circle of interests, the number of additional classes, the pursuit of success, early awareness, and premature upbringing.

Psychologists categorically do not encourage the appearance of unnecessary requirements and restrictions that provoke premature deprivation of childhood. This applies not only to excessive loads and premature pathological changes that initiate neuroses, depressive states, etc., as well as serious disorders or even destruction of the nervous system of children, but also to the physical condition.

Too long a stay of children in a static state at tables for eight hours, with partial oxygen starvation, leads to the fact that a large number of them (more than 65%) are, in fact, sick people. This example can illustrate the frank disregard for the requirements of the principle of natural correspondence in the education system or the high probability of the opposite result. The reasons for the appearance of negative consequences in the health of preschool children are quite understandable.

Modern numerous psychophysical studies by scientists have led to the emergence of a huge number of prohibitions and restrictions, including the following: the use of various drinks by children that enhance the processes of excitation (coffee, wine, spices, etc.); gambling, including computer games, which only lead to a blockage of the innervation of nerve endings; excessive reading of various works that cause intense emotional states; immediate cessation of gaming activity at the first signs of a departure from the normal state; elimination of any triggers of the child's acute feelings; strict distribution of all components of the preschool child's daily routine, because disorder is the absolute opposite of measuredness and precise order in any type of activity; constant alternation of intellectual and physical activities; encouragement of walks, water procedures, etc.

Thus, we can confidently summarize with the following generalization: the organization of any health-preserving, health-improving, simply active games or exercises will allow you to preserve, strengthen and increase the general level of abilities of a preschool child.

Refraining from frankly harmful actions or deeds will help raise full-fledged, comprehensively and harmoniously developed successors in building a state under the old and forgotten slogan: "The health of children is the health of the nation."

CONCLUSIONS

A detailed analysis of the psychological and pedagogical literature on the problem under study provides grounds for certain generalizations.

1. The principle of naturalness aims to take into account the nature of the child, his specific morpho-functional capabilities, gender, age, characteristic psychological features, etc. Therefore, the teacher of a preschool is obliged to take them into account in the process of educating preschool children in preschool education.

2. Acceleration of the preschooler's development process by artificial methods in the future can lead to overload of the child's nervous system, and, therefore, unambiguously, to undesirable changes in the dynamics of health.

3. Excessive attention to intellectual activity, neglect of the psychophysical component of the children's body is the root cause of reduced working capacity, inability to fully perform their inherent functions.

4. The principle of nature does not provide for the exercise of psychological pressure on a preschooler in order to improve academic performance, ensure broad awareness, and form a high level of upbringing.

5. Various requirements, prohibitions, and restrictions in preschool childhood contradict the nature of the child. Excessively high loads can cause pathological changes in the child's body, which provoke the occurrence of neuroses, depressive states, etc.

6. A static stay at the table for a long time, complicated by partial oxygen starvation, is a violation of the requirements of the principle of nature in the preschool education system and the cause of an increase in childhood morbidity.

7. The vast majority of parents are aware of the need for careful and long-term work with their children to promote the process of forming the personality of a preschooler.

8. The lack of mastered psychological and pedagogical knowledge, an insufficient number of formed methodological skills in working with children, and the lack of pedagogical education harm the implementation of optimal interaction with preschoolers.

9. There is an urgent need to implement the process of pedagogy of parents, strengthening their competence, especially at a fairly young age.

10. The main obstacles to ensuring active participation in the formation of the preschooler's personality are financial difficulties in the family, their own minimal pedagogical knowledge, etc.

SUMMARY

The practical aspects of the need to implement the principle of natural correspondence in a modern preschool are analyzed.

A thorough analysis of psychological, pedagogical and special literature on the research problem has been carried out.

It has been established that compliance with the requirements of the principle of natural correspondence in working with young children will contribute to the emergence of interest in the process of active cognition of the surrounding world.

The advantages of using the principle of natural correspondence in the process of physical development of preschoolers, which is the basis of the pedagogical technique of Mykola Efymenko, are emphasized.

The essence of the pedagogical technique «The Theatre of Physical Education and Health Improvement of Preschool Children» has been clarified, the implementation of which in the practice of the preschool through the conduct of physical culture fairy tales throughout the calendar year once again proves the effectiveness of the natural correspondence principle in health preserving measures.

The characteristic features of the use of the principle of natural correspondence in the ecological education of preschoolers have been determined.

The survey conducted among parents of preschool children made it possible to clarify their requests regarding the formation of the personality of preschoolers, as well as the degree of interest in the issue of applying the principle of natural correspondence in the education of preschool children in general.

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