

**Неллі Лисенко,**

доктор педагогічних наук, професор,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

**Nelli Lysenko,**

Doctor of Pedagogical Sciences, Professor,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

*nelli.lysenko@pnu.edu.ua*

ORCID 0000-0002-1729-9542

**Олександра Лисенко,**

доктор педагогічних наук, професор,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

**Olexandra Lysenko**

Doctor of Pedagogical Sciences, Professor,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

*oleksandra.lysenko@pnu.edu.ua*

ORCID 0000-0002-1029-7843

**Маріанна Матішак,**

кандидат педагогічних наук, доцент,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

**Marianna Matishak,**

Candidate of Pedagogical Sciences, Associate Professor,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

*marianna.mathishak@pnu.edu.ua*

ORCID 0000-0001-9235-9835

**Ірина Скоморовська,**

кандидат педагогічних наук, доцент,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

**Iryna Skomorovska,**

Candidate of Pedagogical Sciences, Associate Professor,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

*iryna.skomorovska@pnu.edu.ua*

ORCID 0000-0001-7617-9877

УДК 378[37.015.31-053.4:502/504]37.091.31(045)

## **АКТУАЛЬНІ НАПРЯМИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ МАГІСТРІВ ІЗ ДОШКІЛЬНОЇ ОСВІТИ ДО ОРГАНІЗАЦІЇ ПРОЕКОЛОГІЧНОЇ ДІЯЛЬНОСТІ ДІТЕЙ У ЗАКЛАДАХ ДОШКІЛЬНОЇ ОСВІТИ УКРАЇНИ**

**Анотація.** У статті проаналізовано особливості професійної підготовки майбутніх педагогів до організації проєкологічної освіти дітей дошкільного віку в сучасних закладах дошкільної освіти (ЗДО). Акцентовано, що зміст такої підготовки має ґрунтуватися на положеннях нормативно-правових документів з урахуванням вимог Базового компонента дошкільної освіти (Державний стандарт дошкільної освіти), де наведено зміст і ключові вимоги до формування в дітей дошкільного віку природничо-екологічної компетентності та навичок, орієнтованих на сталий розвиток. Установлено, що екологічну освіту дітей у процесі їхнього ознайомлення з природним довкіллям треба спрямовувати на виховання усвідомленого, відповідального і дбайливого ставлення до природного довкілля та всіх



можливих форм життя виявлення його об'єктів. Прикінцева мета екологічної освіти полягає у формуванні екологічної свідомості та екологічної культури.

Операційні цілі проекологічної освіти дітей дошкільного віку представлено в окремих блоках: створення умов для пошуку дітьми інформації природничо-екологічного змісту; ознайомлення дітей із поглядами на природу з боку дорослих; формування в дітей уміння спостерігати за змінами в природному довкіллі, навичок бережливого ставлення до природного довкілля, економного споживання ресурсів та збереження природи; формування в дорослих почуття моральної відповідальності за стан природного і суспільного довкілля та бережливого ставлення до природи рідного краю загалом. У контексті ефективної підготовки магістрів із дошкільної освіти до екологічної діяльності в умовах ЗДО, виявлено характеристики основ екологічної свідомості дітей дошкільного віку, а саме: здатність пізнавати явища суспільного і природного довкілля; зацікавленість пізнавати світ довкола і явища, які в ньому відбуваються; усвідомлення і розуміння правил, які існують у природі; відповідальність за різні форми життя на Землі; активність і усвідомлення почуття взаємної неподільності між природою та людьми; необхідність обережності і шанувати природне довкілля.

**Ключові слова:** проекологічна освіта, магістри з дошкільної освіти, діти дошкільного віку, екологічна свідомість, екологічна культура, навички, орієнтовані на сталий розвиток.

## CURRENT DIRECTIONS OF PROFESSIONAL TRAINING OF FUTURE MASTERS IN PRE-SCHOOL EDUCATION FOR THE ORGANIZATION OF CHILDREN'S ENVIRONMENTAL ACTIVITIES IN PRESCHOOL EDUCATION INSTITUTIONS OF UKRAINE

**Abstract.** The article analyzes the peculiarities of professional training of future teachers for the organization of pro-environmental education of preschool children in modern preschool education institutions. It was emphasized that the content of such training should be based on the provisions of regulatory documents, taking into account the requirements of the Basic Component of Preschool Education (State Standard of Preschool Education), which contains the content and key requirements for the formation of preschool children's natural and ecological competence and skills focused on sustainable development. It has been established that the ecological education of children in the process of their familiarization with the natural environment should be aimed at raising a conscious, responsible and caring attitude towards the natural environment and all possible forms of existence of its objects. The ultimate goal of environmental education is the formation of environmental awareness and ecological culture.

Operational goals of pro-ecological education of preschool children are presented in separate blocks: creation of conditions for children to search for information of natural and ecological content; acquainting children with adults' views on nature; formation of children's ability to observe changes in the natural environment, skills of careful attitude to the natural environment, economical consumption of resources and nature conservation; forming in adults a sense of moral responsibility for the state of the natural and social environment and a careful attitude towards the nature of the native land in general. In the context of the effective training of masters in preschool education for environmental activities with preschool children, the characteristics of the foundations of pro-ecological consciousness of preschool children were revealed, namely: the ability to learn about the phenomena of the social and natural environment; interest in learning about the world around and the phenomena that occur in it; awareness and understanding of the rules that exist in nature; responsibility for various forms of life on Earth; activity and awareness of the feeling of mutual indivisibility between nature and people; the need to protect and respect the natural environment.

**Keywords:** pro-ecological education, masters in preschool education, preschool children, environmental awareness, ecological culture, skills oriented towards sustainable development.

### INTRODUCTION

**The problem formulation.** In the content of modern preschool education, pro-ecological education of children is of great importance, which is a component of sustainable development of society and ensures the formation of an ecological culture of the individual, a careful attitude to the natural environment, and conscious consumption of natural resources. Accordingly, there is a need to train specialists for such activities, to develop in future masters the ability to organize pro-ecological education of preschool children, to use innovative approaches to its design.

The relevance of this problem is evidenced by normative documents, such as: Standard of higher education of the second (master's) level of specialty 012 Preschool education, Laws of Ukraine «On higher education», «On preschool education», etc. In particular, the Basic Component of Preschool Education (State Standard of Preschool Education) specifies the essence, content, and main aspects of the formation of natural and ecological competence of preschool children, and identifies skills focused on sustainable development: «children's initial ideas about sustainable actions and behavior, awareness of the need to preserve the planet's resources and personal involvement in this; the development of effective habits of social behavior, economical consumption of resources and nature conservation» (Basic component of preschool education, 2021). This proves the priority of the specified direction of professional training of future masters in preschool education.

**Analysis of recent research and publications.** The analysis of recent researches and publications proves that the problem of organizing pro-ecological education of preschool children and professional training of future masters in preschool education has repeatedly become the subject of scientific explorations of modern Ukrainian scientists. The theoretical and methodological principles of the formation of the ecological culture of preschool children are presented in the studies of G. Belenka, K. Krutiy, N. Lysenko, L. Matsuk, Z. Plohij, V. Rozgon, and others. Basic aspects of professional



training of future masters in preschool education are investigated by L. Zdanevich, O. Lysenko, M. Mashovets, M. Oliynyk, L. Pisotska, O. Semenov, and others.

**AIM AND TASKS RESEARCH** – to analyze the methodological principles of professional training of future masters in preschool education for the organization of pro-environmental activities with preschool children; to identify and systematize the goals of environmental education of preschoolers in modern preschool education institutions of Ukraine.

**RESEARCH METHODS:** analysis, synthesis and generalization of normative and legal documents, psychological-pedagogical and methodical literature on the problems of goal setting and organization of pro-environmental education of preschool children in modern educational institutions; designing the process of forming the foundations of the environmental awareness of preschool children in the course of partnership interaction of preschool teachers with parents of preschoolers.

### **RESULTS OF THE RESEARCH**

The content of educational activities in preschool education institutions is aimed at strengthening and enriching the emotional vulnerability and moral and aesthetic experiences of each child and his personal life experience thanks to the multifaceted natural environment that surrounds him. The preschool period of childhood can rightfully be recognized as sensitive for the formation of cognitive activity, since its dynamics in different years of a child's life differ significantly. Based on the conclusions of scientists (I. Bekh, M. Boryshevsky, O. Kononko, M. Savchyn, etc.), we can say that from 5.5 to 7 years of age, independence and self-control develop intensively, the range of interests expands significantly, cognitive processes are formed, such as: analysis, comparison, comparison, generalization, classification, as well as a growing desire for observation, examination, research and experimentation.

Environmental education of children in the process of their familiarization with the natural environment should be aimed at raising a conscious, responsible and caring attitude towards the natural environment, all possible forms of life expression of its objects - from the simplest to the most complex organisms and, accordingly, to one's own health and one's body.

As you know, any direction of educational activity, as well as education in general, is aimed at achieving clearly defined goals. They are equally important for both children and teachers, as they represent the dynamics of changes that are expectations based on the results of the educational process. Educational goals can also be presented as characteristics of children planned by the teacher, which will distinguish them according to the results of the work performed, for example, the amount of expected information learned; mastered skills and abilities; formed personal qualities in line with the value orientations of nature protection content.

In modern preschool didactics, goal setting is considered in the following interpretation: it is a structural component of education, which is planned among the necessary and basic ones. Accordingly, the selection of organizational forms and methods is subordinated to the achievement of its partial goals and the generalized goal of the entire goal setting of the educational process.

The primary goal in the entire goal-setting procedure should be to identify (diagnosis), develop, project the creative potential of an individual and outline the ways and methods of its permanent formation. In accordance with the above, in the goal-setting procedure, we single out a certain subcontracting of operational goals (the goal of each stage) and general (the ultimate goal of the educational process in a certain age group of preschool children).

Actually, the ultimate goal determines the direction of all the teacher's intentions in the specified direction (in our case – environmental education). Instead, operational goals are somewhat narrower, more local, more clearly defined. In the content of the professional training of future masters in preschool education, it is best to present them with a list of what children should know and what they should be able to do. Accordingly, we can generally imagine the goal of preschool education as a certain postulate, a certain amount of competencies that every child should master at this age stage. Regarding the goal of environmental education, in this context it should be understood as the formation of a conscious attitude to the natural environment, the education of careful attitude to various forms of living organisms, active activities with objects of living and non-living nature aimed at their protection and rational use. The ultimate goal of environmental education is the formation of environmental awareness and ecological culture.

In the scientific and methodical literature, interpretations of the categories related to the raised problem are given, namely: ecological consciousness is understood as a typical human stereotype of the attitude towards the surrounding nature as a result of mastering the system of knowledge developed by it. Ecological culture is considered as a socially significant activity in the sphere of society's interaction with nature in relation to the obtained results - material and spiritual values, legal norms, transpositional mechanisms in the direction of folk customs and traditions (Lysenko N., 2015).

Based on the above-presented procedure for setting goals for children's education in general and environmental education in particular, we will describe its operational goals in four blocks (B) that we have summarized in a little more detail.

B. I. Creation of conditions for children to search for such information about:

- natural means that are interdependent and exhaustive: the destruction of some has a detrimental effect on others;
- natural resources are decisive for establishing the standard of living of children and adults, but their location on the planet is not uniform;



- an adult modifies the processes that occur in living and non-living nature;
  - changes made by economic activity to the natural environment are not always effective and useful for its objects and processes;
  - the obligation to preserve certain natural landscapes for future generations;
  - balanced use of natural resources in industrial, agricultural and household activities, which requires thorough knowledge and professional skills;
  - methods of using the natural environment determine the quality of human life;
  - the problem of using natural raw materials from the natural environment can be solved by using their substitutes;
  - mostly mineral deposits are non-renewable;
  - soil protection is extremely important for the further rational development of mankind;
  - flora and fauna belong to the renewable resources of the natural environment and suffer from excessive exploitation;
  - water is a necessary means for human life;
  - water belongs to restorative means, but its quality deteriorates as a result of harmful human activity;
  - recreational areas are an extremely important element of general and ecological culture, as well as for the development of the economy in the region;
  - life on Earth depends on the state of the atmosphere;
  - prevention of the accumulation of garbage, harmful emissions into the atmosphere and other materials is an important measure for the preservation of human health and the protection of landscapes of the natural environment.
- B. II. Acquaintance of children with the views of adults on the fact that:
- resistance to the negative impact of civilization on the natural environment requires cooperation between all organizations and societies of adults who are responsible for its condition;
  - a person bears moral responsibility for his activities in the natural environment;
  - the established system of universal human values affects the methods of human economic activity in nature;
  - human problems are divided into psychological and biological;
  - all citizens of society should be interested in the protection of society;
  - searches for new and alternative sources of energy saving are urgent.
- B. III. Formation in preschool children:
- the ability to observe phenomena and examine changes that occur in the natural environment;
  - the ability to evaluate and analyze the results of the degradation of objects in the natural environment and participate in the search for alternative ways of their use for the purpose of protection and rational exploitation.
- B. IV. Formation in adults:
- a sense of moral responsibility for the state of the natural and social environment;
  - willingness to actively participate in nature conservation activities and rational use of natural resources in the region;
  - careful attitude towards native nature.

Over a long period of time, it is quite obvious that the factors that destroy the quality of life of a person and the person himself are growing, accordingly, the situation that has developed objectively requires people to change their attitude towards nature, to rethink their value orientations and, therefore, their behavior in general: in everyday life, in society, in nature. Thus, the goal of environmentally appropriate activities in preschool education institutions should be seen in the following:

- contributing to children's awareness that life without contact with the natural environment is impossible, since everything that is necessary for a person is drawn from its depths;
- acquainting children with information (according to age) about the structure of living organisms and their symbiosis with environmental conditions;
- familiarization of children with plants and animals that are common not only in the region, but also on the planet in general;
- contributing to children's awareness that every living being has the right to a dignified life;
- formation of the foundations of nature protection attitude towards objects and natural phenomena;
- formation of abilities and skills of rational use of renewable and non-renewable natural resources;
- children's awareness of the importance of disposal of garbage and other remains;
- formation of various types of children's activity in the bosom of nature;
- formation of a sense of responsibility for the state of the natural environment.

Preschool education institution should be considered as such an institution in which the foundations of pro-ecological education of children are formed from the youngest age, the aesthetic receptivity of the natural environment, the aesthetic pleasure of contemplating its objects and phenomena are nurtured, the sense of duty and understanding of nature as an objective and of real necessity not only for themselves, but also for society in general. In order to achieve this goal, children should be given such information that will help them understand all responsibility for the protection of the natural environment, demonstrate the possible and available ways for them to protect it, which will generally have a positive effect on the formation of environmental awareness.



Every child should be clearly informed that the objects and phenomena of nature that surround them are what is necessary for human life and that he uses them to satisfy all his various problems. In situations where a person uses natural resources immoderately and inefficiently, threatens the environment with his activities and pollutes it, he, first of all, destroys his health and, therefore, his life. Already from preschool age, children should be able to answer the question of why they should do their best to protect the natural environment and prevent its degradation, and even better - to treat plants and animals as their smaller friends.

Such an approach should be a general requirement to teach children from the youngest age to use the wealth of the natural environment. Accordingly, environmental education in a preschool educational institution should take the place of one of the most important components of the guardianship-didactic-educational activity of teachers and the influence of parents on children in family communication. As a result of the use of various forms of activity in working with children, it is important to make them aware of the undeniable truth that the natural environment is vital for every living being and, however, also for humans, so it is necessary to take care of it constantly and responsibly.

In line with such an approach, the task of fostering a positive attitude towards objects of living and non-living nature, and, further, on its basis, forming a sense of responsibility and a careful attitude towards their protection and preservation, becomes no less important. Relying on such an activity algorithm, children are deeply aware of the content of the statement that, destroying nature, man destroys himself.

Environmental education in preschool age is a purposeful and conscious process in the course of the entire educational activity of the preschool teacher and parents. Accordingly, it should provide children with:

- direct or (if this is impossible) indirect contact with objects and natural phenomena;
- reliable information about ecosystems, objects, phenomena that occur in nature;
- basic scientific and reliable ideas (knowledge) about the importance of objects and natural phenomena for the lives of adults and for their lives, including;
- awareness of cause-and-effect relationships between all processes occurring in nature and, first of all, in the environment that is closest to the child;
- observation and awareness of the dependence that follows between the state of the natural environment and the health of adults and children;
- formation of skills of economical and rational use of natural resources of nature, at the same time, protecting them;
- forming the skills of sorting the remains by realizing the possibilities of their secondary use, which can be found in the preschool education institutions, at home, in the yard, etc.;
- formation of the need to comply with environmental rules and to comply with current prescriptions in independent activities, as well as in joint activities with parents, relatives, peers or other adults;
- formation of healthy lifestyle skills and ecological behavior in accordance with ecological culture and valeology during games, rest, study, and work;
- the formation of an ecological lifestyle, and, above all, the observance of cultural and hygienic skills in relation to oneself, one's surroundings, and compliance with the rules of personal hygiene;
- formation of a humane attitude towards people, plants and animals;
- formation of skills of cooperation with peers and with adults regarding the protection of nature, multiplication of its wealth and diversification of natural landscapes by available methods of artificial modeling of its compositions.

Environmental education in preschool education ensures the formation of the foundations of environmental awareness, which in preschool age is distinguished by a number of characteristics, namely:

- the ability to recognize social and natural environment phenomena;
- a pronounced interest in learning about the world around and the phenomena that occur in it;
- awareness and understanding of the rules that exist in nature;
- responsibility for various forms of life on Earth;
- activity and awareness of the feeling of mutual indivisibility between nature and people;
- the need to protect and respect the natural environment.

As stated above, the goal of environmental education in line with its goal-setting can be achieved only under the condition of a purposeful and systematically implemented process. Therefore, the specific tasks of familiarizing children with the nature of the environment are clearly defined. It:

- informing children of information about the structure, living conditions of plants and animals, as well as various phenomena of inanimate nature;
- formation of children's ability to observe and appreciate the beauty of natural objects and its phenomena: shape, movement, color, composition, sounds, texture, etc.;
- development of the ability to convey and comment on the information learned, thereby expressing one's feelings in various forms of creative expression: movements, graphics, sound imitation, pantomime, etc.;
- formation of the ability to evaluate manifestations of harmful behavior of adults and children in the natural environment: cruel treatment of plants and animals, contamination with remains, etc., as well as justification of ways to prevent such acts;
- fostering a careful attitude towards objects of nature by realizing its importance for human life;
- familiarization with plants and animals that are listed as protected in the Red Book of various levels.



### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, during the professional training of future masters in preschool education, it is necessary to ensure their readiness to implement the listed goals of pro-ecological development of children in modern preschools, to promote the development of cognitive activity and curiosity of children, the enrichment of concepts of natural content, the ability to navigate in the natural environment, to show interest and readiness to get to know the nature of the native land.

This will ensure the formation of preschool children's natural and ecological competence and skills oriented towards sustainable development in accordance with the requirements and provisions of the Basic Component of Preschool Education. At the same time, parents should be actively involved in the formation of the foundations of environmental awareness of preschool children on the basis of partnership.

We see the prospects for further research in the identification of methodological aspects and organizational and pedagogical conditions for the preparation of future master's degrees in preschool education for the implementation of pro-environmental education of preschoolers.

### REFERENCES

- Bazovyi komponent doshkilnoi osvity (Derzhavnyi standart doshkilnoi osvity). Nova redaktsiia. [Basic component of preschool education (State standard of preschool education). New edition]. 2021. URL: [https://mon.gov.ua/storage/app/media/rizne/2021/12.01/Pro\\_novu\\_redaktsiyu%20Bazovoho%20komponenta%20doshkilnoi%20osvity.pdf](https://mon.gov.ua/storage/app/media/rizne/2021/12.01/Pro_novu_redaktsiyu%20Bazovoho%20komponenta%20doshkilnoi%20osvity.pdf) (in Ukrainian)
- Lysenko, N. V. (2015). Eko-oko: doshkilnyk piznaie svit pryrody: navchalno-metodychnyi posibnyk. [Eco-eye: a preschooler gets to know the natural world: educational and methodological manual]. Kyiv: Slovo Publishing House. (in Ukrainian)
- Standart vyshchoi osvity Ukrainy druhoho (mahisterskoho) rivnia vyshchoi osvity. Spetsialnist 012 Doshkilna osvita. № 572 vid 29.04.2020 r. [Standard of higher education of Ukraine of the second (master's) level of higher education. Specialty 012 Preschool education]. № 572 dated 04/29/2020. URL: <https://mon.gov.ua/storage/app/media/vyshcha/standarty/2020/05/2020-zatverd-standart-012-m.pdf> (in Ukrainian)

*Received*  
*Accepted*

*03.09.2022*  
*22.09.2022*