

ПЕДАГОГІКА

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**FORMATION OF THE YOUNGER PUPILS' ENVIRONMENTAL
CULTURE BASICS THROUGH THE SYSTEM OF LESSONS
ORGANIZATION IN THE NATURAL ENVIRONMENT**

Summary. *The report reveals the relevance of the problem; the concept essence of “younger pupils’ ecological culture” has been characterized; the ways of problem solving of the specified quality formation through the system of lessons organization in the natural environment have been determined.*

Key words: *environmental culture, elementary school pupils, environmental culture basics, lessons in the natural environment.*

Nowadays, Ukraine is actively searching for new education systems, school options, and developed new state standards of elementary general education that provide the personality formation of a new type. It is a person with a high overall and environmental culture, global thinking and planetary consciousness, able to adapt to the changing conditions of the new millennium to contribute to the sustainable civilization development [9].

The State Standard of Elementary General Education states that elementary school is a special stage in a child’s life, connected with the expansion of the his interaction sphere with the outside world, with the development of a new social position [7].

The formation of the younger pupils’ environmental culture basics in the process of learning, according to scientists, involves not only the intellectual but also the emotional and sensual sphere of personality development. In this regard, there is

no doubt that the methodological apparatus of modern textbooks, forms, methods, technologies of learning need improvement. Therefore, there is a need to develop a system of lessons organization in the natural environment aimed at the development of value orientations, the ability to evaluate people's actions and attitudes to nature, to uphold their beliefs in the need for activities aimed at studying and protecting the environment.

The study of the content of the textbooks [1-6] has led to the conclusion that environmental knowledge is represented in different aspects. However, so far, the textbook pages have not reflected the ways in which environmental knowledge is used in nature conservation activities. The content of the textbooks addresses the nature conservation issues, although it should be noted that the proposed material does not yet constitute a clear organization of the younger pupils' environmental activities in the real nature for environmental culture basics formation. Elementary school teachers continue to inform pupils in science courses, providing them with pre-made science material. Learning methods do not allow child's personal participation in the discoveries, in the knowledge acquisition, research directly in the real nature. There is actually no study in the natural environment (in the forest, in the field, in the park, in the garden).

Studying the content of environmental education in elementary school makes it possible to conclude that the work conditions, methods and forms on the development of the younger pupils' environmental culture basics do not actually meet the requirements of time. The content of elementary education programs does not sufficiently disclose a number of the most important environmental ideas on the basis of which the younger pupils' environmental culture basics from the first to the fourth grade are formed [8]. Environmental competences included in current programs and textbooks are practically not integrated at different stages of schooling. A number of concepts are introduced into subjects when students have not got sufficient general knowledge and understanding of wild and inanimate nature objects yet. The result is a violation of the logic and consistency in the learning

process organization, which inhibits the interest development in the study of natural sciences and reduces the quality of natural content knowledge.

Forming the younger pupils' environmental culture basics involves the development of an individual socially-active position, based on the combination of emotional, intellectual and practical activity, which is laid in the preschool childhood. In elementary school, this is inextricably linked to mastering the ability to perform operations to protect, restore, and enhance the natural environment. This task requires a sound combination of methods, organizational work forms in the system of lessons in the natural environment.

Thus, in pedagogical science and school practice, the content and methods of ecological education are practically not oriented to the realization of the tasks of the younger pupils' environmental culture basics formation: there is no use of real living (inanimate) nature as a fixed asset; the system of organizing lessons in the natural environment, where diverse educational activities are formed, has not been developed; ability to analyze, compare, summarize and use knowledge independently; tendency for independent acquisition of knowledge, information; research, specific topics study; entering the self-development stage.

From our point of view, the organization of lessons system in the natural environment should promote the mental apparatus development, the pupils' ability to observe, study, compare, summarize, as well as to form generalized learning activities, cognitive interest, communication skills, and ability to make observations.

Formed ability to observe involves purposeful search of object for observation by means of visual, auditory, taste, olfactory, tactile analyzers. Objectivity can be facilitated by repeated observations at different seasons, which is a crucial basis for children to acquire new knowledge and ideas about nature. The ability to analyze, compare, classify, conclude, summarize the acquired knowledge can help, if necessary, determine the components, properties and processes occurring in nature, will form the child's ability to evaluate the visually obtained information about a natural object, to notice changes that occurred with the object, to find out the problem and establish cause and effect relationships that occur in different periods

of his life, development and existence. In these conditions, a new quality of knowledge and skills about the nature of pupils from the first to the fourth grade will be formed.

Establishing environmental activities requires cognitive motivation development, which can only emerge in the course of observing real objects and nature objects in the context of organizing lessons in nature.

Thus, the analysis of educational and methodical literature requirements helped us to identify actual problems in the formation of the younger pupils' environmental culture basics, as well as to creatively approach the use of methods, techniques of lessons organization in the natural environment, which will be used in further experimental work with children of the junior school age.

The above analysis of literary sources has been related to the search for their own conceptual idea and pedagogical conditions for the development of the younger pupils' environmental culture basics. The analysis of the literature allows us to consider nature as a powerful source for the formation of younger pupils' personally meaningful environmental experience.

Studying literary sources convinces us of the urgent need to study the impact of lessons in the natural environment on the development of younger pupils' environmental culture basics. We are convinced that the use of such lessons implies:

- first, the development of the pupil's ability to emotionally and sensually perceive natural objects and phenomena as the foundation of "younger pupils' environmental culture basics";

- second, to study, explore, empathize, adequately evaluate them to explain the causes of real conditions and natural object conditions;

- third, to develop, discuss and protect individually or collectively conservation projects aimed at protecting, conserving and restoring the environment;

- fourth, to implement them; to experience a sense of satisfaction from their own environmental activities.

Thus, the system of lessons organization in the natural environment must provide the learner with a subjective position in the educational process, having

formed important competences. In these circumstances, the student will be able to experience vivid feelings, evaluate his / her self and develop his / her individuality, which will become a means for his / her self-development.

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