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FEATURES OF ENVIRONMENTAL CULTURE BASIS FORMATION AMONG JUNIOR SCHOOLCHILDREN

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World harmony is impossible without the inner harmony of the person himself. Y. Slastonina notes that “environmental education is not part of education, but a new meaning and purpose of the modern educational process – a unique means of human preservation and development and the continuation of human civilization” [10]. A new approach to environmental education requires, first of all, the ecological consciousness development, the new person upbringing with an ecological world outlook. Humanization of natural science education is manifested in the fact that, along with the assimilation of fundamental laws and nature phenomena, it must develop humanistic ideals, spiritual and ethical values, that is all that previously considered competence in the main humanitarian education.

It should be noted that environmental culture formation is not a one-time act, but a process, which requires a long time: its formation occurs unevenly throughout the human life.

An important place in the process of environmental culture formation is the childhood – preschool and, especially, junior school age. Problems of ecological education and upbringing of junior schoolchildren have been investigated by

L. Bozhovich [2], L. Burov [3], M. Vinogradov [4], Kurniak [5], L. Lavrinenko [6], E. Pavliutenko [7], L. Ponomarenko [8], G. Pustovit [9], E. Slastonin [10], etc. A clear understanding of the role and place of primary school in the environmental education system serves as the basis for improving the entire education system for junior pupils.

Considering the peculiarities of environmental culture formation among junior schoolchildren, it should be emphasized that:

- in the process of environmental culture basis formation among junior pupils there is a discrepancy between the environmental representations level and their behavior level;

- environmental culture basis formation is inextricably linked with the other educational process problems facing the primary school teacher;

- environmental culture basis formation of the individual requires focused and systematic work on the organization of pupils' ethical behavior in unity with the provision of their ethical knowledge development, moral ideas and feelings formation, moral norms mastery.

It is important to note here that we consider environmental culture basis formation as a mechanism of child's adaptation to the natural environment that surrounds him, as well as the child's vision of the world integrity and its place in it.

Particular attention to the study of environmental culture basis formation among the junior schoolchildren problem is explained due to two reasons. First, the need to consider environmental culture basis formation process as a continuous and systematic process throughout the childhood period. Secondly, the urgency of environmental culture basis formation in the most favorable period of the emotional interaction of the child with nature.

The purpose of ecological-pedagogical activity in primary school is environmental culture basis formation among junior pupils. Under the environmental culture basis we understand the totality of environmental interconnections representations in the system of "man – nature", the existing attitude to nature, as well as relevant skills and abilities to interact with it.

The purpose of the environmental culture formation process is achieved through the solution of specific tasks:

- formation of adequate ecological representations. Such representations system allows a child to know what and how it happens in the world of nature and between man and nature, and how to do it from the point of view of environmental feasibility;

- formation of attitude towards nature. By itself, the ecological knowledge presence does not guarantee the environmentally advisable individual behavior, for this also an appropriate attitude to nature is needed. It defines the nature of interaction goals with nature, its motives, the willingness to choose them or behavior strategies;

- the system formation of interaction skills with nature. In order to make it environmentally expedient, personality must be able to do this: understanding and desire is not enough if it cannot realize them in their actions system. Assimilation of appropriate skills and their right choice allows you to do everything from the point of view of environmental feasibility. The main benchmark in solving this task of environmental culture basis formation is the organization of such individual activity, in the process of which there is the mastering of skills and abilities, the corresponding technologies of interaction with nature.

In the process of environmental culture basis formation, it is necessary to form, firstly, the world system of nature representations as specific natural objects collection, and secondly, the value relation to natural objects that are unique, self-worth, and, thirdly, skills and abilities to interact with them. Such an orientation of ecological-pedagogical activity determines the appropriate selection of its content.

Scientists [5, 7, 9]. distinguish scientific-cognitive, value, normative and practical-activity components that form the basis of environmental education content.

The scientific and cognitive content component contributes to the development of junior schoolchildren interest in environmental problems. It can be

represented by a complex of knowledge about the environment, forming the children relations to the natural and social environment:

- diversity and interconnection of living and inanimate nature;
- plants, animals, people are a part of wildlife, living organisms;
- a living organism is a single whole;
- the phenomena are inherent in the living and inanimate nature;
- natural phenomena are interconnected, prone to change;
- seasonal phenomena;
- regional character of seasonal phenomena dynamics;
- man and nature are the relationships variety;
- one of the main types of communication is labor rights.

The value content component is intended to reveal to children the multifaceted significance of the objects being studied in the life of nature and man. It will increase children's curiosity, responsiveness, mercy, compassion and empathy. Value component includes the representations formation that:

- nature is the source of life and health for a person;
- nature is a source of resources for the national economy;
- nature is a source of beauty and inspiration for human creative activity;
- life, health, mental state of a person are connected and depend on the environment state;
- natural factors affect people's health.

Normative component of the environmental education content is a rule of human behavior and its activities in the natural and social environment. In primary school this component requires acquaintance with:

- the attitude of adults to plants, animals, the environment;
- motives of human behavior in nature, with positive and negative actions of adults and children in nature, attitude towards these actions, their assessment;

- legislative acts on the protection of the country nature and its land, the need for compliance;
- Red Book, Reserves of Ukraine and its region.

The practical-activity component is connected with the implementation of the activity approach to the nature protection. Due to the limited physical possibilities, children of junior school age cannot be involved in broad-based environmental activities outside their own neighborhood, but the scope and content of children's practical participation in the protection and management of their neighborhood environment has increased significantly in new socio-cultural conditions. Organization of junior pupils' practical activity has its own peculiarities: children should be equipped with rational ways of environmental activity; they should be taught to protect the aesthetic, ecological, sanitary and hygienic environmental norms; they should be shown the labor role in strengthening the human body and protecting its health; they should combine work with different games.

The above-mentioned components are the components of environmental education basis content and are implemented in all cycles of academic disciplines, as well as within the framework of integrated additional, variational courses and extra-curricular work.

Thus, the primary school ensures the environmental culture basis formation among junior schoolchildren, when it is only the establishment of child's relationships and behavior in the world around him.

Environmental culture basis formation among pupils is included in the complex of educational school tasks and is one of the main moments in the common personality culture formation. The ecological education purpose, including junior schoolchildren, is the formation of an individual environmental culture, and this is possible only when performing the following tasks: formation of adequate ecological representations in the system "man-nature"; formation of a value relation to nature itself; the system formation of interaction skills and habits with the natural environment.

Environmental culture basis is qualitative personality neoplasms of junior schoolchildren, part of the general culture. Therefore, we can talk about its formation on two levels: external and internal.

When we talk about environmental culture formation at the internal level, we associate this process with concepts; needs, abilities, interests, values, motives, habits, sensations, emotions, knowledge, skills, subjective position of the individual. The environmental culture formation at the external level is correlated with such categories as attitude, behavior, activity, interaction.

In primary school, the educational environment is varied and very rich in content. It enables every child to reveal himself in the form of the activity that is closest to him, and to realize himself as a person.

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