

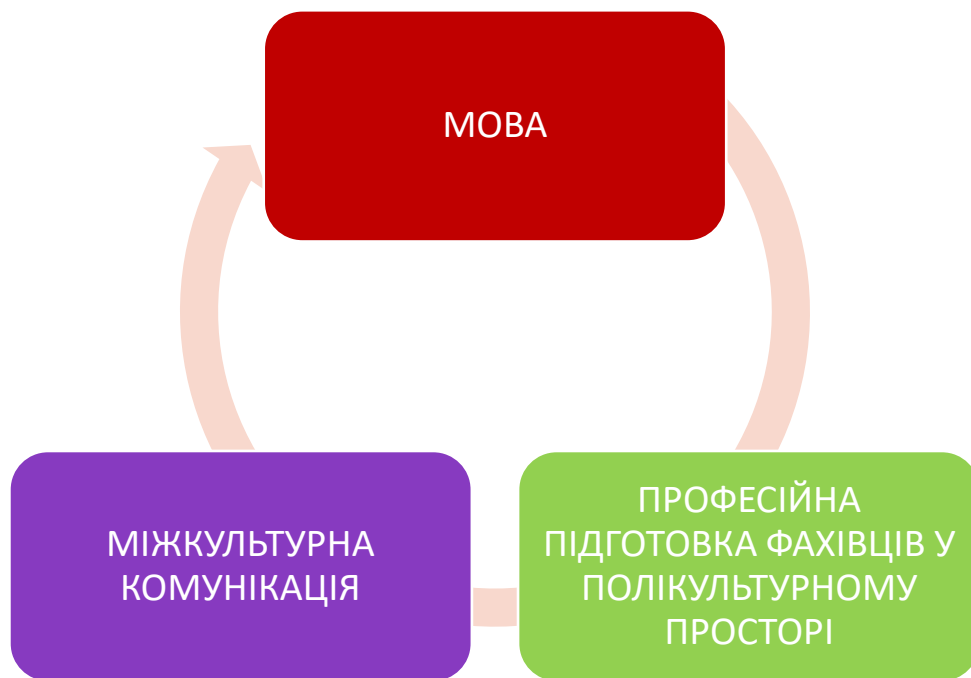


**АКТУАЛЬНІ ПРОБЛЕМИ ФІЛОЛОГІЇ
І ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ
У ПОЛІКУЛЬТУРНОМУ ПРОСТОРИ**



Одеса
2024

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Li Yufei

*full-time Master's degree holder,
specialty 013 Primary Education*

Yuliia Anatoliivna Shpalyarenko

*Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of the
Department of Pedagogical Technologies of Primary Education,
the State institution "South Ukrainian National Pedagogical University
named after K. D. Ushynsky",
Odesa, Ukraine*

ECOLOGICAL APPROACH IN EDUCATION OF NATURAL SCIENCE TO JUNIOR SCHOOL STUDENTS

Keywords: *younger schoolchildren, ecological approach, natural science.*

The main goal of education in general and modern education in Ukraine, in particular, is the education of children of their time, who, moreover, have a stock of knowledge that allows them to navigate in the basics of fundamental science and modern life. We live in an era of scientific and technological progress when the scale and pace of production steadily increase. Today, elementary school children have far more weapons and devices for environmental destruction than devices for protection. And its technical potential is equal to the geological power of the Earth. An unreasonable attitude can lead to ecological crises and disasters in regions and the world.

Environmental awareness is not enough to solve the problem of the relationship between nature and society. The child must think ecologically, understand and analyse facts, look for causes and consequences, and make appropriate decisions.

A child who does not possess the appropriate amount of knowledge about life in all its manifestations cannot be considered an educated child under modern conditions. Children who do not love and do not understand the nature of the Earth cannot be called patriots of their Motherland because, without ecological education, it is impossible to imagine any concept for the formation of a comprehensively developed nation.

At this stage of students' development, there is an urgent need to form a moderate environmental awareness in natural science lessons. This is a system of ideas about the surrounding world, according to which the highest value is the harmonious development of man and nature, an element of a single system.

The basis of ecological culture is laid in childhood, where the primary role belongs to the family. However, a special place in the formation of an ecological worldview, ecological culture, and ecological consciousness is assigned to primary school because environmental education is conducted continuously and consistently, comprehensively and on an interdisciplinary basis.

The formation of the ecological culture of elementary school students is connected with the ability to observe, establish elementary connections and dependencies, and feel the joy of interacting with living beings nearby. An effective means of forming the ecological culture of younger schoolchildren is using an ecological approach in the lessons of natural education in elementary school. In our opinion, an effective method of implementing an ecological approach is lesson

excursions, which have great cognitive value. They teach schoolchildren to look into the surrounding objects and phenomena, to see and hear, and to notice the world around them. This form of organization of students' educational activities is implemented in the natural environment during direct communication of students with objects and natural phenomena. In relatively relaxed circumstances, elementary school students learn to communicate with each other while performing joint tasks and to behave with each other and the world around them. The lessons-excursions reveal the concept of ecological groups: "forest", "meadow", "field", "river", and "lake" [1]. A necessary addition to the basic lesson form is educational excursions to a corner of living nature, on an educational and research site and in nature, connected to the lesson with direct feedback. The material collected by students during field trips is usually summarized and organized as collections, drawings, diagrams, and photos for an album or a stand. The design of excursion materials can end with a presentation of the results of observations during thematic projects or holidays.

Excursions in primary classes are considered a method and form of education organization. The observation allows the student to form a complete and clear idea of the objects of nature and to reveal the connections between them, which is of great importance for the formation of ecological skills. The authors of current natural science programs indicate that several tasks can be solved on one excursion into nature, along with other goals, such as individual observations and practical tasks for each student. Thus, during lessons-excursions, students observe changes in the lives of plants and animals in a certain period of a year and discover the reasons for these changes. For example, the height of the Sun above the horizon, and from there – a change in the length of the day, temperature, types of precipitation, the state of water bodies, soils and, as a result, a change in the life of plants and animals. This example shows a whole chain of connections: inanimate nature – plants – and animals, which is established by the students themselves. At the same time, it is important to clarify the peculiarities of the condition of plants and animals at this time of the year. For example, November (autumn, preparation for winter), dormancy (winter), etc. Hence, there are peculiarities of human behaviour in nature in a certain period. They observe the consequences of such an "activity" of man in nature, such as broken branches, garbage in the park, reservoir, trampled lawns, etc.

Children come to their conclusions about how to behave in nature. Admiring the beauty of the surrounding nature is an essential factor that helps to reach the correct decision about the rules of behaviour [3]. This process causes students' surprise, joy, admiration for nature and resentment due to irresponsible treatment of it. According to their memories, students in class will draw those objects that caused strong feelings, write short stories about them, or write or talk about what they saw [2]. During excursions into nature, we draw students' attention to seasonal changes and their dependence on the change of seasons. Students get a clear idea of the characteristic signs of the seasons that take place in non-living nature, which becomes a starting point for studying changes in the life of plants. Getting acquainted with the surrounding nature, students should conclude that changes occurring in non-living nature, for example, in autumn (cooling, prolonged rains, frequent winds), entail changes in the life of plants (withering of herbaceous plants, change in colour leaves, fall, fall of fruits

and seeds), affect human work (harvesting, caring for the following year's harvest, ploughing for frost, sowing winter crops, preparing for winter, etc.). At the same time, some relationships between individual elements of inanimate nature are established: air temperature, precipitation, cloudiness, length of day, soil condition, and water bodies. On excursions, students gain ecological knowledge about the primary life forms of plants: trees, shrubs, and grasses. Observations are made, which help to reveal their distinguishing features by means of comparison and juxtaposition. In the process of learning natural science, students become familiar with the influence of some abiotic factors of the environment on living organisms and determine the relationship between the nature of the influence of the factor and the corresponding reaction of a living being.

By systematically observing nature, students come to the conclusion that seasonal changes affect the nature of human work. First of all, this concerns the system of seasonal excursions, the organization of observations of seasonal phenomena in nature, and changes occurring in the environment. The teacher tries to impress the students by researching environmental problems — pollution, destruction of animal and plant habitats, etc. It encourages students to perceive the natural world, evaluate the forms and structure of individual elements of the whole, and listen to sounds in nature, which is certainly essential for understanding the formation of an ecologically appropriate way of life. In this connection, the words of V. Sukhomlynskyi are essential: "... every trip to the world of nature brings children amazing discoveries and they stop in amazement before its beauty" [1].

Thus, through the education of love for nature and admiration for its beauty, the teacher forms an ecological culture and a thrifty attitude towards nature, laying the foundation for an ecologically appropriate way of life. Through excursions as a type of environmental approach in primary school classes, you can develop practical skills that will allow students to make a real contribution to nature conservation.

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