

**SCIENTIFIC AND METHODOLOGICAL BASES OF ECOLOGICAL EDUCATION
OF SCHOOLCHILDREN**

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Annotation. This article is devoted to the methodological issues of environmental education of primary school students. The article also highlights the concept of environmental education and its essence, the role of environmental education in primary school age, the relationship between nature and man, environmental skills and conservation skills, types of natural resources, flora and fauna, humane attitude towards nature, issues of environmental education. such as the methodological basis of the transmission are also widely reported.

Keywords: Ecology, environmental education, primary school age, schoolchild, man, nature, plants

Environmental education in a broad sense is focused on important aspects of the relationship between man and nature, forming an adequate attitude towards nature. Environmental education - education aimed at the formation of values, norms of behavior and special knowledge in the field of environmental protection, nature management and environmental safety, personal and population development, self-education and accumulation, behavior in the forms of environmentally literate activities and interaction between mankind and society.

The environmental education of children is an important and global task of social significance, the solution of which is directly related to the development of a modern philosophical and historical concept of the relationship between man and nature. The concept, which has developed to date in a number of scientific disciplines, allows us to determine general approaches to the essence of environmental education, its content and direction. Ever since people became aware of themselves as people, the attitude towards nature has become their subject of knowledge. According to L.P. Simonova, "Now the question of the nature of the human relationship to nature, about how it should be and what it turns out to be for both man and nature, is a question about the present and future of mankind. As a rule, the relevance of this issue is associated with a real environmental hazard. It is becoming more and more threatening in nature and scale, growing from a difficult environmental situation to an environmental catastrophe" [1,56].

One of the main reasons that caused the ecological crisis is the rash actions of man in nature, the growth of industry using natural resources without prior consideration of the main biological and environmental laws. This led to an imbalance of 8 natural forces of the biosphere; on a planetary scale gave rise to uncontrolled chain reactions, which in the near future threaten the death of humanity and all life on the planet. The problem lies not in the environmental danger, which acts as a phenomenon that reflects the essence of what is happening. The search for the optimal solution to the problem is real when the features of the relationship between humanity and nature, the manifestation of which it acts, are revealed, which is a true assessment of the current situation.

The researchers, analyzing it, came to the conclusion that in modern circumstances it is necessary to carry out a scientifically based and humanistically oriented transition to a new type of relationship between nature and society. According to N.A. Benevolskaya, consideration of the content of this connection as a whole allows us to single out two significant aspects in it. First, the definition and implementation of interaction with nature, as well as the necessary care for the conservation and restoration of nature as natural for the purpose of human habitation. Thus, optimal conditions for the existence and life of people will be guaranteed. Secondly, the formation of a person as a subject of the newest, humanistically directed culture of the interconnections between nature and

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society is considered no less significant, where the main point of optimization and formation of emerging issues is considered to be a person and his natural education [2,85]. The natural environment must be preserved, and for this, first of all, a person must develop himself to preserve the human species and to preserve nature.

Let's consider the directions of this development. People need nature as a source of livelihood and as a source of all-round development. In view of the fact that man is not only a producer, but also an intellectual, moral, aesthetic being, it should be assumed that his goodwill towards nature acquires the character of an aspect of human culture, which contains a humanistic meaning. E.I. Kranina argue that a person, discovering the wealth of nature, translates this wealth into the values of his personality, therefore, a truly human attitude to nature takes on the character of disinterestedness - moral, creative, aesthetic, and includes the preservation of nature in its integrity [3, 64].

Consequently, the ecological plan of human relation to nature accumulates, along with material and production, all the diversity of specific human manifestations. The category of relation to nature is expressed not so much by the category of usefulness as by the category of universality, reflecting the versatility of human relations with nature. Such an attitude, as an essential component, includes the formation of environmental needs in a person. The need to treat nature humanely "for its own sake", to affirm its inherent value, to recognize it as a self-sufficient force - this is the main one among them. The problem of ecological education of a person acquires the significance of one of the main points of harmonization of the interaction between nature and society.

Of particular importance, along with the social aspect in its solution, is the pedagogical one itself: the development of the goal, objectives and content, means of environmental education of a modern person is becoming relevant. An environmentally educated person can be characterized as a well-developed environmental consciousness, environmentally oriented action and work in the natural environment, and an ecologically correct relationship to it.

According to S.V.Alekseeva, the ecological level of a person's culture, contained in the presence of his environmental skills and knowledge, which guides him in actual practice, in the performance of a variety of work in nature, realizing the condition of a thrifty relationship to it, apparently, and is the result of environmental education. Comparison of the selected content characteristics gives grounds for determining the general tasks of environmental education of younger schoolchildren [3, 64]:

- To form elements of ecological consciousness among junior schoolchildren;
- Develop practical skills and abilities of various activities in nature, which have a nature conservation character;
- Teach children to treat nature humanely;
- To educate the ecological culture of behavior and activity among younger students.

Nature is presented in them as a system of hierarchically interconnected components. At the same time, each component is reflected in their diversity and quality, which have an essential unity. Let us emphasize the normative and prognostic nature of knowledge. These requirements must be implemented in the development of a unified program of natural knowledge, which is a system of knowledge about nature for primary school age.

According to A. B. Weber, the goal of environmental education is [5,111]:

- Knowledge about living organisms that act as carriers of life, their features;
- Integrity, the system of needs and adaptations to the environment, etc.;
- Elementary knowledge about a person as a living being that lives in the natural environment;
- Knowledge about the importance of nature in people's lives, revealing to the child the various values of nature, both material and cognitive and aesthetic;
- Knowledge about the interaction between people and nature, including both substantive and normative criteria for such interaction.

The proposed list of knowledge in its interconnection will provide students with the required amount of social and historical experience, which forms the basis for creating orientation systems for a society studying in an ecological culture. The development of ecological knowledge is closely connected with the formation of a system of cognitive skills among students of primary school age.

Unlike other scientists, the classification of M. M. Brinchuk will have the following[6, 223]:

- Vision of a living object in a variety of features - properties, qualities, life manifestations, etc.;
- Assessment of the state of natural objects (living organisms and the environment);
- Establishing relationships of a cause-and-effect nature, structural and functional relationships that determine the integrity of various natural objects, the specifics of their relationships;
- Vision of an object from different angles, its inclusion in various systems;
- Skills of a prognostic nature”, which allow predicting the results of the impact on a living object and the environment.

The content and level of these skills, of course, will be determined by the age-related abilities of the students' cognitive activity, the content of the knowledge being mastered.

In our opinion, the actual activity of the child in nature, which includes: play, labor, cognitive, educational activities, should be the most important part of the content of environmental education in elementary school. This block should ensure the practice of the acquired knowledge, make it “live”, effective, and also provide an opportunity to manifest humane feelings and attitudes towards nature. It is necessary to include in it a system of practical skills of diverse content: providing the conditions necessary for the life of a living being; growing plants, any animals, caring for them; providing specific assistance to a living being (at an accessible content and level), as well as correcting the consequences of negative influences on a living object or environment; preservation of the integrity of a living object and the natural environment; correct behavior in nature, the conscious solution of emerging problem situations and the choice of the correct norm of behavior relating to living objects and the environment. Younger students are given the opportunity to choose the way they express their feelings. Lessons on the study of nature create opportunities for such diverse activities: for the process of forming knowledge about nature, it is important to see the accuracy and completeness of the observations made, which the child can better express in the type of activity that is more preferable for him.

In short, in general, environmental awareness, knowledge and skills are an important form of knowledge not only for young students, but also for other members of society, thanks to which a person manages to preserve nature and treat it reasonably. The educational natural environment contains quite large opportunities for the aesthetic education of the child, which can be realized through the development of sensory culture in the process of specific direct contacts. Child's acts with phenomena and objects. In addition, the process of aesthetic education has a beneficial effect on the formation of other personality traits. It contributes to the formation of thinking, emotional literate speech, environmental culture, as well as the creative capabilities of the individual.

If more research is done in this area, it is likely that many environmental degradation problems will be averted.

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