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## IMPROVING THE PROFESSIONAL COMPETENCE OF PRESCHOOL TEACHERS IN THE FIELD OF ENVIRONMENTAL EDUCATION THROUGH MASTER CLASSES

*The article highlights the increase in the professional competence of preschool teachers in the field of environmental education of children through master classes. The programs used in ecological education are considered. The author notes that environmental education should begin its activity precisely at preschool age, since it is during this period that the foundations of ecological culture begin to be laid, which helps to form in the child a positive attitude towards the environment and towards nature as a whole. The article also deals with the issues of environmental education of children in everyday life. The author proposes measures to develop the cognitive skills of children, increase their interest in the study of processes and phenomena occurring in nature, the formation of a correct attitude towards living things. The listed activities include care and observation of a living corner in a preschool institution, observation of weather phenomena, organization of excursions, actions dedicated to environmental protection. The importance of project and play activities is noted, in addition, the author focuses on the need to involve parents in the environmental education of children.*

**Key words:** Man, ecological education, master class, nature, ecological education, ecological culture, society, teacher, preschool education.

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## МЕКТЕПКЕ ЧЕЙИНКИ БИЛИМ БЕРҮҮ УЮМДАРЫНЫН ПЕДАГОГДОРУНУН ЭКОЛОГИЯЛЫК БИЛИМ БЕРҮҮ ЖААТЫНДАГЫ КЕСИПТИК КОМПЕТЕНТТҮҮЛҮГҮН МАСТЕР-КЛАССТАР АРКЫЛУУ ЖОГОРУЛАТУУ

*Макалада мектепке чейинки билим берүү мекемелеринин педагогдорунун балдарга экологиялык билим берүү жаатындагы кесиптик компетенттүүлүгүн мастер-класстар аркылуу жогорулатуу маселеси чагылдырылган. Экологиялык билим берүүдө колдонулган программалар каралат. Автор белгилегендей, экологиялык билим берүү ишмердүүлүгү мектепке чейинки курактан баиталууга тийиш, анткени дал ушул мезгилде экологиялык маданияттын пайдубалы түптөлө баитайт, бул балада айлана-чөйрөгө жана жаратылышка карата оң мамилени калыптандырууга жардам берет. Макалада күнүмдүк турмушта балдарга экологиялык тарбия берүү маселелери да каралган. Автор балдардын таанып-билүү жөндөмүн өнүктүрүү, жаратылышта болуп жаткан процесстерди жана кубулуштарды изилдөөгө кызыгуусун арттыруу, жандууларга туура мамилесин калыптандыруу боюнча чараларды сунуш кылат. Андай иш-чараларга мектепке чейинки мекемедеги жандуулар бурчуна кам көрүү жана көз салуу, аба ырайынын кубулуштарына байкоо жүргүзүү, айлана-чөйрөнү коргоо иштерине байланышкан акцияларды, экскурсияларды уюштуруу боюнча иш-чаралар кирет. Долбоордук жана оюндук иш-чаралардын маанилүүлүгү белгиленип, мындан тышкары, автор ата-энелерди балдарга экологиялык билим берүүгө тартуу зарылдыгына басым жасайт.*

**Өзөктүү сөздөр:** Адам, экологиялык билим берүү, мастер-класс, жаратылыш, экологиялык тарбия, экологиялык маданият, коом, мугалим, мектепке чейинки билим берүү.

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**ПОВЫШЕНИЕ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНЦИИ  
ПЕДАГОГОВ ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЙ В  
СФЕРЕ ЭКОЛОГИЧЕСКОГО ВОСПИТАНИЯ  
ЧЕРЕЗ МАСТЕР-КЛАССЫ**

*В статье освещается тема повышения профессиональной компетенции педагогов дошкольного обучения в сфере экологического образования детей через мастер-классы. Рассмотрены программы, применяемые в экологическом воспитании. Автор отмечает, что экологическое воспитание должно начинать свою деятельность именно в дошкольном возрасте, так как именно в этот период начинают закладываться основы экологической культуры, помогающие сформировать в ребёнке положительное отношение к окружающей среде и к природе в целом. Также в статье рассматриваются вопросы экологического воспитания детей в повседневной жизни. Автором предложены мероприятия по развитию познавательных навыков детей, повышению их заинтересованности в исследовании процессов и явлений, происходящих в природе, формированию правильного отношения к живому. Перечисленные мероприятия включают в себя уход и наблюдение за живым уголком в дошкольном учреждении, наблюдение за погодными явлениями, организация экскурсий, акций, посвященных природоохранной деятельности. Отмечается важность проектной и игровой деятельности, кроме того, автор акцентирует внимание на необходимости привлечения родителей к экологическому воспитанию детей.*

**Ключевые слова:** человек, экологическое образование, мастер-класс, природа, экологическое воспитание, экологическая культура, общество, педагог, дошкольное образование.

***Introduction***

The leading goal of ecological education is the formation of an ecological culture, which promotes a responsible attitude of both teachers and children to health and the environment on the basis of observance of the moral norms of society. Today it has become obvious that it is necessary to begin work in this direction with teachers and children of preschool age, when the foundation of cognitive activity is laid, so that an interest in the environment is awakened. After all, without the professional competence of teachers today it is difficult to solve the problem of environmental education. Problems of environmental education have been addressed by S.N. Nikolaeva, N.A. Ryzhova, N.I. Appolonova, E.E., Barannikova, N.M. Petrova and others. N.F. Reimers considers ecological culture as "a stage and a component of development of the world culture, characterized by sharp, deep and general awareness of the urgent importance of ecological problems in life and future development of mankind." We consider the environmental culture of preschool children as a part of the culture of personality, which is formed as a result of purposeful interaction with an adult, i.e. with a teacher within the framework of upbringing or education in the conditions of its natural environment. This interaction is focused on the spiritual development of the child, cognition of the relationship between man and nature, attractive transformation and protection of the environment. But all of the above can be solved when a person, namely an adult such as a teacher, provides an example of showing concern about the environment as a whole.

Ecological education of preschool children has a priority place in the system of continuous education, because it is exactly in this period that the fundamental foundations of human personality are laid. Preschool age is favorable for the development of such higher feelings as patriotism, love for one's homeland and nature. At this age, the foundations of the moral and ecological attitudes of the personality are formed, which are further manifested in the child's interaction with nature and with the environment, in a conscious understanding of

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himself/herself as part of a holistic world. This contributes to the formation of children's environmental knowledge, norms and rules of behavior in nature, empathy and desire to participate in environmental protection in the future, that is, in adulthood.

After all, according to scientists, environmental education is a continuous process of learning, education and personal development, aimed at the formation of a system of scientific and practical knowledge, values, behavior and activities that provide a responsible attitude to the environment, social and natural environment.

For this reason, environmental education for preschool children is currently becoming a priority in pedagogical theory and teaching practice. It acts as the factor in the formation of ecological culture of younger schoolchildren as the regulator of relations between the person, society, and nature, and introduces ideas of humanization, integration, and sustainable use of nature in general education. The importance of environmental education in today's critical environmental situation raises no doubts: the problem of food provision to the population, provision of industry with mineral raw materials, pollution of the natural environment, etc.

Environmental education in Kyrgyzstan, according to State Educational Standard of the Kyrgyz Republic "Pre-school education and childcare" issued by the Government of the Kyrgyz Republic #363 on June 29th, 2020, is one of the priority issues for the general education system for the younger generation, i.e. preschool age children. This is important because it is at the early preschool age that the formation of environmental culture in the child starts, and in which qualitative changes of personality take place.

Ecological culture cannot be formed without awareness of the current ecological situation. Understanding of global, planetary problems and ecological problems in Kyrgyzstan creates anxiety and indifference, but also gives the tutor an outlook and an incentive to carry out a variety of pedagogical work. Against this background, it is easy to comprehend the goals and objectives of environmental education of preschool children.

In the 21st century environmental education is a continuous process of learning, education and development, aimed at the development of responsibility for the life of people on the planet, the formation of behavior and activities that provide an emotionally positive attitude to people, and to nature as a whole. The advantage of environmental education in preschool educational organizations is the joint education of peers, which creates conditions for the accumulation and generalization of social experience and education of a positive attitude towards nature.

### ***Discussion***

Based on the understanding of the content of continuous environmental education by N.M. Mamedov, I.T. Suravegina and others, the following aspects can be identified in preschool age: scientific - providing development of cognitive attitude and cognitive needs to the environment, includes a system of environmental knowledge; value - aimed at forming moral and spiritual attitude to nature and man in it; normative - orienting to mastering and applying a system of rules and regulations of behavior in nature; activity - the content of environmental education of preschool children should be considered.

The basis of environmental education of preschool children requires a thoughtful selection of content, combining training and creativity, the unity of the emotional and aesthetic, intellectual, humanistic and activist components of the child's communication with nature and the social environment. Preference should be given to methods, techniques and forms of organization of children, which provide formation of an elementary system of ecological knowledge, development of a stable cognitive attitude to nature and man, allow to solve problems of development of the emotional sphere, aesthetic and humane feelings, cognitive

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needs, involvement in solving ecological problem situations, work on care for living objects and nature protection in complex. It is possible to identify the following levels of environmental education: emotional and figurative, value and conceptual and evaluative and practical.

Pedagogical practice of environmental education shows that having considerable knowledge, children do not always use it in everyday life to solve practical environmental protection tasks. Therefore, it is important that the tasks of environmental education of preschool children be solved in various kinds of joint activities with an adult - game, game experimentation, search activities, labor, participation in environmental actions ("Our green kindergarten", "Feed the birds in winter"), agitbrigades, various leisure activities, contests, or exhibitions of creative works. It is necessary to focus the attention of children on beauty, kindness, morality, respect for life, which will promote the development and formation of the basics of ecological culture in them.

In order for the preschooler to realize the inseparable connection with the surrounding world, it is necessary to observe the following conditions: communication with the living nature; the presence of ecologically educated teachers capable of delivering the basics of ecological knowledge; and the influence and personal example of the parents. In preschool educational organizations it is necessary to create conditions for the practical application of the received knowledge by preschool children in the conditions of the nearest natural and social environment. That is, creating an environment in which the child could touch, smell and listen to the sounds of nature, i.e. "touch nature with the heart" with the help of all the senses. This could include organization of ecological paths in the territory of the kindergarten, creation of flower beds, alpine hills, nature corners, cognitive and research centers in groups, mini-laboratories, etc.

The teacher is the main figure of the pedagogical process and the decisive factor in the environmental education of preschool children. In order to lay the foundation of ecological culture a teacher needs to understand environmental problems and their causes, to feel responsibility for the current situation, to have a desire and readiness to change it, to understand goals and objectives, to master the methods of environmental education of preschool children, to use in their work modern educational technologies, to create conditions for environmental education of preschool children, to cooperate with their families, increasing the environmental culture of parents. Therefore it is necessary to pay close attention to the training of staff, enriching the level of ecological knowledge using various forms of professional development.

At the present time the most effective forms of work with teachers in the field of environmental education are considered to be forms of work with interactivity. Interactivity is a specially organized cognitive activity with a pronounced social orientation. During this activity teachers have the ability to think critically to solve problems on the basis of the analysis of received information. The master class is one of the interactive forms of work. A master class is a modern form of training seminar for practicing practical skills in various methods and technologies in order to increase professional skills, share best practices with participants, and broaden their outlook and familiarity with the latest areas of knowledge.

M.M. Potashnik defines a master class as a form of learning from a master. During the master class the master transfers to the trainees his experience, his skills, and mastery, by means of direct and commented demonstration of work techniques. The master class is an effective form of knowledge and skills transfer, exchange of training and education experience, as a result of which original methods of mastering a certain content are demonstrated with the active activity of all its participants. During the master class there is a transfer of experience and

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learning new things due to the active activity of participants, in the process of solving the task. During the master class its participants increase their qualification, acquire new knowledge, and discover something new for themselves. It is important that the master class as the form of methodical work has brought concrete benefit, and the received knowledge and abilities have found reflection in pedagogical activity and promoted the increase of efficiency of educational and educational work.

The advantages of the master class are the acquisition and consolidation of practical knowledge and skills, the development of flexible thinking by its participants, and the opportunity to get acquainted with the author's methods and technologies. The master class contains practical methods and recommendations. The purpose of the master class is to create conditions for professional growth, self-development, and the formation of individual style of creative pedagogical activity of its participants. The difference of a master class from other forms and methods of training is a continuous contact of the master with participants, close to an individual approach.

At the head of any master class is a teacher, who acts as an initiator of the creative, independent activity of participants. His role is that of an adviser or a consultant. Specific forms, methods, techniques, technologies of work that allow both the teacher and participants of a master class to improve are not imposed on them. Instead, the main task of the teacher is to transfer the participants productive ways of activity, such as method, technique, technology. The teacher supervises the activity discreetly, tries to develop participants' imagination and creativity and promote their self-development. The educator creates an atmosphere of friendly communication and works on an equal footing with participants in their search for knowledge and ways of working. During the master class the teacher shares his/her professional secrets, which allow more experienced teachers to improve their mastery level and inexperienced ones to get acquainted with new methods and technologies.

The master class is based on "practical" actions of showing and demonstrating a creative solution to a certain cognitive and problematic pedagogical problem. Master-class is an independent work in small groups (7-15 participants), allowing during the dialogue to exchange views. Statement of a problem, its solution through playing out various situations, and the process of cooperation, co-creativity and joint search are features of the master class. The effectiveness of the master class is determined by the mastery by its participants of new creative ways of solving pedagogical problems and the formation of motivation for self-development, self-learning, and self-improvement. Topics of the master class may reflect an overview of current problems and technologies; various techniques and aspects of the use of a particular technology; or author's methods and techniques and their use in practice.

The master class includes the following components: definition of the problem, actualization of knowledge on the problem, grouping and exchange of opinions between the participants of the master class, work with material (literature, text, natural, artistic material, schemes, models, etc.), presentation of the results of work, discussion of the results of work and their correction, reflection. The problem situation should be close to the participants of the master class, motivate their creative activity, set them up for self-development. A problem situation requires discovery of new knowledge about a subject, a method or conditions of performance of actions. The problem situation should be interesting for the participants of the master class, activate their thinking activity, create a desire to start working and through cognition come to the discovery, learn something new, and solve the problem. As a whole, the master class is aimed at self-development of the teacher, but not every participant has the need to develop. Other needs, such as the need for communication, self-

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assertion, or the need for new emotions, which the teacher seeks to realize, can be equally important, but the teacher's self-development is paramount. The master does not just impart knowledge, but strives to involve the participants in the process, to make them active, to create an atmosphere of creativity.

### ***Conclusion***

An important component of the master class is grouping into groups, at the initiative of the master or his or her participants. Knowing the psychological and personal features of the participants, the master can adjust the composition of the groups. The master breaks down the task into a number of tasks. The groups have to define the way to solve them. During solution of tasks, participants are free to choose a method, a pace of work, and ways of search. Each of the participants is independent in choosing a way of finding a solution, has the right to make mistakes and to be corrected. During the discussion of the results it is necessary to involve all participants in the master class to self-actualize. At this time there is a learning of new knowledge, method, technique or technology. In the conclusion it is necessary to conduct a reflection, during which participants can express their feelings, emotions, sensations that arose in their process of the master class. Thanks to the reflection the master will be able to improve their work. As a result of the master class or the demonstrated technique, participants and listeners should see the result of the activity, and not only the process.

The success of upbringing of ecological culture in children of preschool age depends in many respects on the interested and personally-oriented interaction of their family. Joint participation in actions, ecological free-time activities, or quizzes and contests promotes the strengthening of children-parent relations and the formation of an ecoculture in both children and adults. An important condition for the effectiveness of environmental education for preschool children is the implementation of an integrated, activity-based and system-structural approach. The integrated approach implies integrating the content, forms and methods of ecological and pedagogical work and should ensure the formation of a system of ecological knowledge in children. The activity-based approach should ensure that children master practical abilities and skills. The system-structural approach should contribute to building a holistic pedagogical system of environmental education for preschool children, involving the unification of the efforts of kindergarten and the family.

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