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THE SIGNIFICANCE OF ENVIRONMENTAL EDUCATION IN THE LIFE OF PRESCHOOL CHILDREN

The environmental problem today is global. Its solution can only be purposeful, planned human activity in interaction with nature. In this case, it is not enough to talk only about environmental pollution with household and industrial waste, it is necessary for a person to understand that he is just a part of this nature. The question arises about the ecological culture of society. Its formation should begin in childhood and continue throughout life.

At the present stage of human development, the need to nurture a responsible attitude to the interaction of people with nature is constantly increasing. That is why it is necessary to start environmental education from an early preschool age. At this age stage of development, a person receives the main emotional impressions of nature, its beauty and significance for civilization as a whole. Ecological culture begins to take shape in early childhood, its formation and development in the mind of a child depends largely on the ecological culture of the adult who educates him, on his understanding of interaction with nature.

In this article, "The importance of environmental education in the life of preschool children," the authors consider the topic of environmental education for preschool children. The programs and methods used in ecological education are considered. The authors note that environmental education should begin its activities directly at preschool age, since it is at this age that the fundamental foundations of ecological culture begin to form, which helps to build a positive attitude towards nature in the child. Environmental education is one of the most important steps in preschool education of children according to the law of the Kyrgyz Republic. Also, the ecological education of children provides the basis for understanding love for the motherland, and caring for it. This form of education instills a sense of patriotism for one's country through concern for nature.

Key words: ecological education, ecological education, ecological culture, ecological programs, nature, society, man.

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МЕКТЕПКЕ ЧЕЙИНКИ БАЛДАРДЫН ТУРМУШУНДА ЭКОЛОГИЯЛЫК ТАРБИЯНЫН МААНИСИ

Экологиялык көйгөй бүгүнкү күндө глобалдуу болуп саналат. Аны чечүү үчүн адамдын жаратылыш менен өз ара аракеттенүүсү максаттуу, системалуу иш-аракет болушу зарыл. Мында тиричилик жана өндүрүш калдыктары менен айлана-чөйрөнүн булганышы жөнүндө гана айтуу аздык кылат, адам өзү табияттын бир бөлүгү экенин түшүнүшү керек. Коомдун экологиялык маданияты жөнүндө маселе келип чыгат. Анын калыптанышы бала кезден баиталып, өмүр бою уланышы керек.

Адамзаттын өнүгүүсүнүн азыркы этабында адамдардын жаратылыш менен өз ара мамилесине жоопкерчиликтүү мамилени тарбиялоо зарылдыгы тынымсыз өсүп жатат. Ошондуктан экологиялык тарбияны мектепке чейинки курактан баптоо зарыл. Өнүгүүнүн бул этабында адам жаратылыш, анын кооздугу жана бүтүндөй цивилизация үчүн мааниси тууралуу негизги эмоциялык таасирлерге ээ болот. Экологиялык маданият бала кезден эле калыптана баитайт, баланын аң-сезиминде анын калыптанышы жана өнүгүшү көбүнесе аны тарбиялаган чоң адамдын экологиялык маданиятына, анын жаратылыш менен болгон мамилесин түшүнүүсүнө жараша болот.

“Мектепке чейинки балдардын жашоосунда экологиялык билим берүүнүн мааниси” деген бул макалада авторлор тарабынан мектепке чейинки курактагы балдарга экологиялык тарбия берүү темасы каралган. Экологиялык билим берүүдө колдонулган программалар жана методдор тууралуу сөз болот. Авторлор белгилегендей, экологиялык билим берүү өз ишин түздөн-түз мектепке чейинки курактан башташы керек, анткени дал ушул куракта экологиялык маданияттын фундаменталдык негиздери калыптана баштайт, бул балада жаратылышка позитивдүү мамилени калыптандырууга жардам берет. Кыргыз Республикасынын мыйзамдарына ылайык, экологиялык билим берүү балдарга мектепке чейинки билим берүүнүн маанилүү кадамдарынын бири болуп саналат. Ошондой эле балдарга экологиялык тарбия берүү Мекенге болгон сүйүүнү, ага камкордукту түшүнүүгө негиз түзөт. Тарбиянын бул формасы жаратылышка кам көрүү аркылуу өз өлкөсүнө болгон патриоттук сезимди тарбиялайт.

Өзөктүү сөздөр: экологиялык тарбия, экологиялык билим берүү, экологиялык маданият, экологиялык программалар, жаратылыш, коом, адам.

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ЗНАЧЕНИЕ ЭКОЛОГИЧЕСКОГО ВОСПИТАНИЯ В ЖИЗНИ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА

Экологическая проблема сегодня носит глобальный характер. Ее решением может быть только целенаправленная, планомерная деятельность человека во взаимодействии с природой. Недостаточно в данном случае говорить только о загрязнении окружающей среды бытовыми и промышленными отходами, необходимо понимание человеком того, что он является всего лишь частью этой природы. Встает вопрос об экологической культуре общества. Ее формирование должно начинаться еще в детстве и продолжаться всю жизнь.

На современном этапе развития человечества, необходимость воспитания ответственного отношения к взаимодействию людей с природой, постоянно возрастает. По этой причине начинать экологическое воспитание нужно еще с раннего дошкольного возраста. На этом возрастном этапе развития человек получает основные эмоциональные впечатления о природе, ее красоте и значимости для цивилизации в целом. Экологическая культура начинает формироваться в раннем детстве, ее становление и развитие в сознании ребенка зависит во многом от экологической культуры взрослого, который его воспитывает, от его понимания взаимодействия с природой.

В данной статье «Значение экологического воспитания в жизни детей дошкольного возраста» авторами рассмотрена тема экологического образования детей дошкольного возраста. Рассмотрены программы и методы, применяемые в экологическом воспитании. Авторы отмечают, что экологическое воспитание должно начинать свою деятельность непосредственно в дошкольном возрасте, так как именно в этом возрасте начинают формироваться фундаментальные основы экологической культуры, которые в будущем помогут воспитать в ребенке позитивное отношение к природе. Экологическое воспитание является по закону КР одной из самых важных ступеней в дошкольном воспитании детей. Также экологическое воспитание детей дает основу понимания любви к родине и заботы о ней. Такая форма воспитания закладывает чувство патриотизма к своей стране через заботу о природе.

Ключевые слова: экологическое воспитание, экологическое образование, экологическая культура, экологические программы, природа, общество, человек.

Introduction

At the end of the 20th century, after a series of ecological disasters, people began to think about the problem of the relationship between nature and man, in particular the formation of

ecological culture in the younger generation. Because of this, in the 21st century, environmental education of junior high school students became a priority in the process of preparing the future generation as never before. 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.

The purpose of this study is to consider environmental education as a process of training, education and development of the preschool child in his relationship with the natural environment.

Ecological education is directly related to the scientific study of ecology. The purpose of environmental education of preschool children is the formation of a positive attitude towards nature, which is carried out taking into account the characteristics of children's perception of nature. Nature for the child is a source of new ecological knowledge, which begins to be established in early childhood.

Ecological education must be continuous at all stages of education. One of the first links where the foundations of ecological culture are laid is the preschool institution. In kindergarten, the scientific foundations of understanding the regularities of the relationships between people, society, and nature are laid. At this stage, the child forms a sense of responsibility for the improvement and transformation of the environment where he or she lives.

The close environment of the preschool child and everyday communication with the environment gives convincing examples of various aspects of interaction of the person with nature, and equips them with the skills to live in harmony with it.

At the preschool age the child is very emotional and impressionable, and so at this stage of its development it receives and accumulates many ideas about the diversity of different forms of life, thus there is a "laying down" of the initial ideas of elements of ecological culture.

Discussion

In the process of acquiring new knowledge a child can master the initial basics of ideas and elementary concepts of several aspects of ecology, such as classical ecology, studying the interaction of living organisms among themselves and with their environment, human ecology,

studying regularities of interaction of human communities with natural, social, industrial, ecological and hygienic factors surrounding them, and also social ecology, the scientific discipline considering relations between society and nature.

Also, 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 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.

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.

One of the main conditions of environmental upbringing of preschool children in the Kyrgyz Republic is the teacher's knowledge and awareness in the given direction, i.e. his/her competence. The teacher must understand not only the general concepts and problems of ecological culture, he must be able to form in the child a positive attitude toward nature, to be able to show all its beauty, to help establish a harmonious relationship with it.

A great role in the ecological education of the child can also be played by programs that are aimed at the formation of the beginnings of ecological culture through the prism of the ecological laws of nature.

There are many training programs on environmental education; an example is the program: "Earth is our home", the main purpose of which is to develop in children the elements of ecological consciousness and demonstrate the general harmonious relationship of nature, man and his activities.

The modern program for preschool educational institutions "Young ecologist" includes simultaneously two ecological programs: at the same time, it lays down the initial idea of ecological culture for preschool age children, and also raises the level of ecological knowledge of the teacher, who is a carrier of ecological culture. This program contains theoretical and experimental substantiation, the basic reference point of which is the personal and all-round development of the child.

N. A. Ryzhova's program "Our Home is Nature" can serve as an example in which the main goal is upbringing of a humane, socially active and creative personality in five or six-year-old children, with a holistic view of the world around them, with a conscious understanding of the place and role of man in it. The program provides for the formation of the child's personality and skills of safe behavior in everyday life and in nature, as well as the skills

of practical participation in environmental protection activities in his or her region. A valuable aspect of the program is that the author draws attention to the waste, which is produced in large quantities by mankind on our planet and which poses a threat to us all.

Conclusions

Thus having considered a number of programs, it is possible to draw a conclusion that all programs on ecological education of children of preschool age show the creative activity of experts in this field which consider the most important ecological questions and conduct search of their decision, which open to us all values of nature and life on the Earth in all its displays and specify to us the need to change the strategy and = behavior of mankind on our planet, and reveal to us ways of interacting with nature and other people. In order to effectively achieve positive results in the implementation of these goals, it is necessary to work intensively on environmental education for all people, starting from preschool.

Children's further attitude toward nature will largely depend on whether they are aware of its value, as well as how deeply the aesthetic and moral attitudes toward natural objects will be nurtured. The formation of a responsible attitude to nature in children is a complex and long-term process.

Everyday communication of preschoolers with the immediate environment and the environment of his habitat to understand and accept the reality of what is happening will help them understand the different aspects of the interaction of man with nature, in order with the help of an adult to form in his personality respectful attitude towards nature and to develop the skills to live in harmony with it.

Thus, we can conclude that environmental education is a purposefully organized and systematically implemented process of mastering environmental knowledge, skills and abilities.

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