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# THE MODERN APPROACH TO ACQUIRING CHILDREN WITH THE NATURAL ENVIRONMENT USING INNOVATIVE TECHNOLOGIES

## СУЧАСНИЙ ПІДХІД ДО ОЗНАЙОМЛЕННЯ ДІТЕЙ З ПРИРОДНИМ ДОВКІЛЛЯМ ЗАСОБАМИ ІННОВАЦІЙНИХ ТЕХНОЛОГІЙ

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***Abstract***. *The article outlines the problematic field of issues related to educational reforms in the context of the Concept of Development of Pedagogical Education and Integration with the European Educational Area. The main directions of research on the use of innovative technologies in the process of introducing preschool children to the natural environment are highlighted. It is proved that preschool age is a sensitive period for harmonious development, since it is during this period that the basis of personality culture is laid, and the mechanisms of morality are formed. It has been established that the use of innovative technologies in order to form an awareness of the natural environment in preschool children is an effective modern educational tool.*

***Key words:*** *preschoolchildren, familiarisation with the natural envir onment, innovative technologies of preschool education.*

### Introduction.

Preschool age is a unique period for the formation of a child's personality, as this period intensifies the child's perception of the world around him or her.

Much attention in the preschool period is paid to the formation of cognitive interests in children. The issue of forming cognitive interest in preschool children is one of the most relevant in the modern space of scientific research, as it combines complex processes of personality development: psychophysiological, biological, social, etc.

### Main text.

Modern teachers try to use innovative technologies in organising various activities that promote the development of preschoolers' cognitive interest. Preschool

age is a period of flourishing children's activity. Children's desire to learn something unknown, the desire to experience new sensations, to learn new information about the world are characteristic features of their behaviour. It is the satisfaction of children's curiosity in the process of various forms of cognitive and research activities that helps preschoolers to form the necessary ideas about the world around them and its overall picture. The child's cognitive activity and interest is formed throughout preschool childhood. It is essential to find effective means of implementing children's requests, with a convincing theoretical justification.

The development of cognitive interest in preschool children is of great interest to researchers. Modern research on cognitive interest is based on the works of I. Bekh, Z. Horodniychuk, L. Dolynska, H. Kostiuk, O. Skrypchenko, and others. Modern researchers also note the influence of cognitive interest on the development of mental activity and the formation of the preschool child's personality. According to I. Karuk, cognitive interest is «an active, motivated, emotional attitude of a child to the object of knowledge, which should be systematically taken into account and developed in the process of educational activity, as it affects the formation and development of the child's personal orientation». [1, с. 90]. According to the definition of C. Pavlienko, cognitive interest is «the child's independent initiative activity focused on cognition of the surrounding reality, taking into account the need to solve cognitive tasks in specific situations» [3, с. 50]. T. Ponimanska emphasises that «curiosity is characterised by the focus of cognitive activity on identifying hidden features and properties of an object, on using it in new conditions, on manipulating objects and symbols» [4].

Based on the analysis of existing educational programmes for the education and development of preschool children, it can be noted that the cognitive development of a child, his cognitive activity is covered in all sections of the programmes and is aimed at their implementation in the course of all educational work in modern preschool education institutions. These normative documents emphasise that cognitive activity is an important factor in the harmonious development of a preschooler's personality [4, с. 156]. It should be noted that

preschool age is characterised by curiosity, which will help the child to better understand the relationship between objects and phenomena of the world around them.

The modern teacher prefers active teaching methods, and the source of the child's experience is search, research, and play. Interaction between a teacher and a preschool child during the educational process takes place mainly during play. Play is the main activity of preschoolers. In play, a child does not learn to live, but lives his or her true, independent life [2]. A game is a type of unproductive activity where the motive lies not in the result but in the process itself. Play, the most important type of children's activity, plays a huge role in the development and upbringing of a child. It is an effective means of forming the preschooler's personality, moral and volitional qualities, and the need for the world is realised in play. Many works by famous teachers and psychologists have been written about the benefits of play. The game is one of the most important and basic forms of development of subject-practical competence, and it should also be noted that underdevelopment of play activities significantly affects the nature of children's productive activity. Let's focus on games with natural materials. It is known that almost all prominent philosophers and educators of the past attached great importance to nature as a means of educating children. Thus, J. A. Komensky saw nature as a source of knowledge, a means of developing the mind, feelings, and will. According to most prominent educators, getting to know nature plays a huge role in mental, aesthetic and moral development, and sensory education is the main means of educating children and the basis for their all-round development. Preschool age is a period of intensive sensory development of a child – improving his or her orientation in the external properties and relations of objects and phenomena, in space and time. By interacting with and perceiving objects, a child begins to assess their shape, colour, size, weight, temperature, surface properties, etc. with increasing accuracy [1]. After reviewing the pedagogical works and practical experience of educators, we decided to focus on games with natural materials. Because games with natural materials have an unlimited range of influence on a child's development. They provide the child with sensory experience, develop

analysers and sensory abilities. Methods of sensory cognition, the ability to identify certain qualities of objects are developed in the process of meaningful interesting activities, especially in play. Thinking, logical operations, the ability to generalise and draw conclusions are developed. Observational skills and interest in natural factors are developed. Games with natural materials contain a significant cognitive element. This brings them closer to didactic games. But in a didactic game, the educational element appears as the main content of the game, and in games with natural materials it is included in the process of creation, activities where children practically apply natural material and learn its qualities, properties [3].

Children's play with natural materials (sand, water, clay, snow, etc.) is a historically developed activity of children, which consists in reproducing the actions of adults and is aimed at orientation and cognition of the subject reality. Games with natural materials take place in three stages: cognition of the qualities of the object; understanding of the properties when the state of natural materials changes; use of natural materials in specific children's activities. Based on the analysis of the works of O. Bilan, O. Hroshovenko, N. Lysenko et al, the following classification of games with natural materials was identified: games to clarify children's ideas about the properties of wet and dry sand; practical actions with sand on special «sand tables»; acting out situations with children based on fairy tales, poems, and games on the «sand table»; games to expand ideas about the properties of water using a table-bath; games-experiments with water (with the participation of an adult); teaching children to self-massage their hands before playing with water and sand using various massagers, both special (balls, rollers, rings) and improvised (cones, chestnuts, nuts); games and playful exercises with water and plastic figures; comparing the weight of the same amount of sand in different physical conditions (dry and wet); musical and didactic games with loose materials. It is during games with natural materials that a child develops natural-practical competence, as these games combine most types of activity: constructive (sand castles, animals from cones, hedgehogs from chestnuts), artistic and productive when decorating works and decorating castles, Easter cakes, labour activity of collecting natural materials and only for decoration, etc.

Conclusions. Games with natural materials ensure the full development of the child, and the development of subject and practical competence, thanks to emotional reinforcement when gaining new knowledge, the child remembers better. The child develops fine and gross motor skills, tactile perception, expands vocabulary and knowledge about the peculiarities of using substitute objects during games and constructive activities.

It should be noted that children's cognitive activity is gradually shifting from objects to relations between objects and phenomena. A preschool child is interested in objects and actions with them, the relationship of people with the world around them, the causes of natural phenomena and their importance for nature and human life. In children of primary and secondary preschool age, this can be seen through the emergence of cognitive questions: «Why is this happening?», «Why water the plants?», «Where do snowflakes come from?», «How do birds sing?».

Therefore, one of the means of forming preschoolers' cognitive activity towards the natural environment is the use of mnemonics.

The importance of using mnemonics for preschool children is due to the fact that preschool children have a predominantly visual and visual memory. Mnemonics is the use of methods and techniques that facilitate the memorisation of any information. This happens through the so-called «encoding of information» into auditory, visual or graphic images. Thus, when using mnemonic techniques and methods, children improve their memorisation process, develop associative thinking, oral communication and, as a result, increase their cognitive interest in the natural environment.

Mnemonics in the work with preschool children in the process of forming cognitive interest in the natural environment can be used through the following techniques:

- a picture that depicts a word (phrase or whole sentence). Looking at a mnemonic picture, a child better remembers the names of natural phenomena, animals, plants, vegetables, fruits, etc. Work with such visual symbols should be gradually complicated;

- a chain of pictures - 3-4 images that are placed in a certain order and indicate a sequence of actions. Usually, such chains of pictures remind preschoolers of certain responsibilities or rules of behaviour (washing hands before eating, putting on warm clothes in the cold season before going outside, etc.), and there may also be rules for any game or work on the site (in the nature corner);

- mnemonics are a set of logically connected pictures (letters, words, symbols, etc.). Mnemonic tables are interesting for children aged 4-6. Such tables can encode the plot of a sequential story or fairy tale. It can be noted that mnemonic tables are useful in working with preschool children when studying the seasons and their signs, natural phenomena, etc. («Seasons Sequence», «Natural Phenomena in Winter», «Natural Phenomena in Autumn», «Magical Properties of Water», etc.).

Thus, mnemonic tables can be used to solve the following tasks:

- development of mental processes (attention, imagination, memory, speech); - formation of cognitive interest; - mastering mnemonic techniques by children, which will allow them to learn this or that information independently; - development of children's creative abilities; - formation of children's desire to continue their education at school; - education of self-confidence in children; - overcoming self-doubt; formation of the ability to realise their own natural potential [5].

- mnemonic schemes are schematic representations of objects or natural phenomena that can be supplemented with symbols and accompanied by a certain text. For example, each line of a poem can be represented as a mnemonic scheme. Using this technique, children can learn not only poems, but also proverbs, sayings, etc. [5].

- mnemonic games are didactic games aimed at memorisation, where there is a picture of an object and a choice among pictures; games based on a chain of pictures to create stories; games for grouping pictures; games for guessing the coded titles of fairy tales, etc.

- mnemonics and exercises. Simple mental exercises can be done with children at home. Such exercises can reduce stress from learning and help your child learn new information quickly. These can be the following tasks:

· learning poems, when children represent each line of a poem in the form of a table or diagram. The images should be in front of the child's eyes while reading and while repeating the text of the poem;

· practicing reading a text in which some words are replaced by symbols or pictures, which will help to develop logical and imaginative thinking;

· drawing a picture. The preschooler looks at the picture carefully for a few minutes, after which he or she needs to draw the picture on his or her own, conveying everything as accurately as possible;

· creating a picture based on a read (listened to) text. The preschooler reflects the plot of the story or fairy tale at his/her own discretion;

· depicting a passage of text with the help of a drawing or symbols. During this type of activity, the child comes up with mnemonic squares and chains. This activates children's imagination and creative thinking [6].

**Conclusions.**

Thus, during the preschool years, children undergo significant positive changes in their personality development and the formation of cognitive interest in everything around them.

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***Анотація***. *У статті окреслено проблемне поле питань щодо освітніх реформ у контексті Концепції розвитку педагогічної освіти та інтеграції з європейським освітнім простором. Виокремлено основні напрями досліджень із використання інноваційних технологій в процесі ознайомлення дітей дошкільного віку з природним довкіллям. Доведено, що дошкільний вік є сензитивним періодом для гармонійного розвитку, оскільки саме у цей період закладається базис культури особистості, відбувається становлення механізмів моральності. Встановлено, що використання інноваційних технологій з метою формування ознайомлення природного довкілля у дітей дошкільного віку є ефективним сучасним освітнім засобом.*

***Ключові слова:*** *діти дошкільного віку, ознайомлення з природним довкіллям, інноваційні технології дошкільної освіти.*

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