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LITERARY WORKS AS A MEANS OF FORMING EMOTIONAL AND VALUE-BASED ATTITUDES TOWARDS THE NATURAL ENVIRONMENT IN PRESCHOOLERS

Abstract. The article shows the emotional and value-based attitude towards the natural environment as a specific form of subjective relationship to nature, expressed through emotions such as pleasure and displeasure, joy and sadness, admiration and contempt, which emerge during interaction with elements of nature. It is established that one of the primary objectives of preschool education is to develop the foundations of environmental competence and moral value orientations essential prerequisites for understanding the essence of nature and rethinking one's behavior in accordance with humanistic values. Literary works are identified as a crucial means of shaping environmental and emotional awareness.

It has been established that children's creative transformation of the content of familiar literary works and their integration into various activities under the guidance of an educator is also an important factor in the formation of emotional and value-based attitudes towards the environment. Age-specific educational objectives are implemented to help children form a clear understanding of the value and significance of the natural world, and the impact of human activity on it. In particular, it is substantiated that teachers should take into account that the modern educational process should be aimed at behaviour and nature conservation activities.

It has been established that the poetic and prose nature of literary works opens up wide opportunities for practitioners and parents who, in their cooperation with children, can use their abilities as active listeners, taking into account the social and pedagogical potential of fairy tales. It is concluded that education through literature leads to significant changes in the child's emotions and feelings, which contributes to the emergence of a lively response to various life events, rebuilds the child's subjective world.

Keywords: preschool children, emotional and value attitude to the natural environment, natural and ecological competence, ecologically appropriate behaviour, literature for children, literary works.

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ЛІТЕРАТУРНІ ТВОРИ ЯК ЗАСІБ ФОРМУВАННЯ ЕМОЦІЙНО-ЦІННІСНОГО СТАВЛЕННЯ ДО ПРИРОДНОГО ДОВКІЛЛЯ У ДІТЕЙ ДОШКІЛЬНОГО ВІКУ

Анотація. У статті з'ясовано, що емоційно-ціннісне ставлення до природного довкілля – особливий вид суб'єктивного ставлення до цінностей природи, що виявляється в емоціях задоволення – незадоволення, радості – суму, захоплення – зневаги в процесі взаємодії з об'єктами природи. Визначено, що серед завдань дошкільного виховання визначено формування основ екологічної компетентності, морально-ціннісних орієнтацій особистості, що є необхідною передумовою розуміння сутності природи, переосмислення власної поведінки в межах гуманістичних ціннісних орієнтирів щодо природи. З'ясовано, що літературні твори є важливішим засобом емоційно-ціннісного ставлення до природного довкілля у дітей дошкільного віку.

Встановлено, що творча трансформація дітьми змісту знайомих літературних творів та інтеграція їх у різні види діяльності під керівництвом вихователя також є важливим чинником формування емоційно-ціннісного ставлення до природного довкілля. У кожній віковій групі реалізуються певні програмові завдання щодо формування емоційно-ціннісного ставлення до природного довкілля. Діти повинні мати чітке уявлення про цінність природного довкілля, його надзвичайне значення для життя людини, а також знати про те, що людина впливає на довкілля, що його екологічний стан залежить від її діяльності.

Зокрема, обґрунтовано, що педагогам необхідно враховувати, що сучасний освітній процес повинен бути спрямований на формування психологічних властивостей особистості, таких: потреба у спілкуванні з природою, інтерес до пізнання її законів, мотиви поведінки й діяльності з охорони природи.

Встановлено, що поетико-прозаїчна природа літературних творів відкриває широкі можливості для педагогів-практиків та батьків, які під час співпраці з дітьми можуть оперувати їхніми здібностями активних слухачів, враховуючи соціально-педагогічний ефект казки. Узагальнено, що виховання через літературу призводить до значних змін емоцій, почуттів дитини, що сприяє виникненню в дитини живого відгуку на різні події життя, перебудовує її суб'єктивний світ.

Ключові слова: діти дошкільного віку, емоційно-ціннісне ставлення до природного довкілля, природничо-екологічна компетентність, екологічно-доцільна поведінка, література для дітей, літературні твори.

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Introduction. Today it is obvious that environmental education of preschool children is not only the acquisition of relevant knowledge, but also the formation of children's environmental competence, awareness of the ecological value of the natural environment in unity with humans. Environmental education is a system of pedagogical activities aimed at developing children's environmental culture. Environmental education should help children to learn about the world in all its beauty, to sympathise with suffering living beings, to teach children to love nature, to take care of the environment, to be aware of the basic facts of environmental pollution, and to treat those who care about nature with respect. Children should develop a strong cognitive interest, surprise and admiration for the beauty, charm and diversity of the world around them.

In accordance with the requirements and recommendations approved by the Ministry of Education and Science of Ukraine, environmental education of preschool children is gaining a qualitatively new level. The Concept of Environmental Education of Ukraine defines the formation of the foundations of environmental culture, moral and value orientation of the individual among the tasks of preschool education. It is known that values are a necessary prerequisite for understanding the essence of nature, rethinking one's own behaviour in the natural environment, so the main subject of environmental education of preschoolers should be the formation of children's value-based attitudes to the natural world [7]. The Law «On Preschool Education» states that the educational goal should be aimed at the formation of social values in pupils, including truth, justice, patriotism, humanism, mercy, tolerance, respect for human honour and dignity and the results of their work, healthy lifestyle and environmental behaviour, values of continuous learning and development [5].

Analysis of recent research. At the present stage, the subject of research has been studied by a number of authors: A. Bogush, N. Horopakha, L. Ishchenko, O. Kononko, V. Kotyrlo, Z. Plokhii, T. Ponimanska, Y. Prykhodko, Z. Plokhii, N. Pustovit, M. Rohanova, N. Yarysheva, and others. The analysis of scientific sources convincingly shows that the study of the laws of nature is best started in preschool childhood.

Children should have a clear understanding of the value of the natural environment, its extreme importance for human life, and know that humans have an impact on the environment and that its ecological state depends on their activities. Children should be aware of the dependence of human health and well-being on the quality of many natural factors: air, water, land, etc. V. Sukhomlynsky wrote: «A child is by nature an inquisitive researcher, a discoverer of the world, so let the wonderful world open up to him or her in living colours, bright and trembling sounds, in a fairy tale, a game, creativity, beauty» [14].

The purpose of the article is to characterise the influence of fiction on the formation of emotional and value-based attitudes towards the natural environment in preschool children.

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Presentation of the main material. Today, one of the areas of national education is the development of harmonious relations between humans and nature. These traits should be formed from preschool age in a holistic pedagogical system.

Natural and ecological competence is an important part of the culture of behaviour; the children's ability to express himself/herself in various life situations that are related to the attitude to the environment, to living organisms, to the laws of nature. The most favourable period for the formation of natural and environmental competence is preschool age, because other competences are built on the basis of this competence [6].

A value-based attitude to nature is a stable personal acceptance of nature as a subject of non-pragmatic interaction and is characterised by a positive attitude towards natural objects and phenomena. The process of fostering emotional and value-based attitudes towards nature is associated with the formation of structural components of the individual: needs caused by the functions of the natural environment; emotional readiness to understand the values of nature; motives for interaction with nature based on the awareness of the values of nature; personal experience of emotional and value-based attitudes towards nature [10].

Emotional and value-based attitude to the natural environment is a special type of subjective attitude to the values of nature, manifested in the emotions of pleasure – dissatisfaction, joy – sadness, admiration – disdain in the process of interaction with nature objects [12].

The basis for creating environmental educational tasks is the preschool development programme and the Basic Component of Preschool Education. These documents outline the optimally necessary and sufficient knowledge and skills for preschool children in various spheres of social life. The Basic Component of Preschool Education states that natural and environmental competence is a child's ability to behave appropriately in different life situations, based on emotional and value-based attitudes to nature, knowledge of its laws and formed in the space of cognitive, research, work, and play activities [1]. Therefore, teachers need to take into account that the modern educational process should be aimed at forming psychological properties of the individual, such as the need to communicate with nature, interest in learning its laws, motives for behaviour and activities to protect nature.

The preschool age is favourable for environmental education, as it is during this period that the foundations of the culture of communication and behaviour of children in nature are laid.

The main content of environmental education for preschoolers is to form the motivational basis of a children's environmental awareness. Environmental education includes the ecology of the individual, consciousness, soul, and culture. The child learns the ecological subculture of childhood by accumulating personal experience in the surrounding space, gaining ecological experience in specially created conditions (organised learning), as well as by creative rethinking of the experience gained [12].

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In their professional activities, educators should implement the following tasks of environmental education:

- education of humane attitude to nature;
- formation of a system of environmental knowledge and ideas about nature;
- development of the ability to see and feel the beauty and attractiveness of each element of the environment, to admire and admire them;
- inclusion in feasible environmentally oriented activities [3].

It should be remembered that the solution of these tasks will ensure active communication of a preschool child with the natural environment and will contribute to his/her socialisation.

In each age group, certain programme tasks are implemented to familiarise children with nature. They involve the gradual acquisition of natural knowledge. Children aged 2-3 years should learn to identify and name natural objects and phenomena, emotionally respond to nature's beauty, animal movements or sounds, and show interest in caring for plants and animals.

At age 4, children are able to notice the beauty of nature and react emotionally to it, can examine objects and phenomena of nature with the help of senses, distinguish and correctly name objects and phenomena of nature available for perception, identify and name characteristic features of natural objects and phenomena, help in caring for plants and animals, and maintain cleanliness of the environment [4].

By age 5, children can notice the beauty of nature and react emotionally to it, can examine objects and phenomena of nature using the senses, know the names of plants and animals in their area, can distinguish between trees, bushes, and herbaceous plants, and can identify and name the characteristic features of natural objects and phenomena; the main parts of plants, their purpose, features of the body structure of animals living in different conditions (in water, on land, in airspace), have formed labour skills of caring for plants and animals, maintaining cleanliness of the environment [4].

At age 6, children have an emotionally valuable and responsible attitude to nature, have an understanding of the natural environment as a holistic living organism in which various objects and phenomena interact, are able to act independently in different situations that require choosing environmentally appropriate actions, are aware of the rules of nature management and are able to follow them, have syncretic ideas about the solar system, planets, the Moon as a satellite of the Earth, and have labour skills in caring for plants and pets [4].

When selecting material for learning about nature, the principles of accessibility and science should be taken into account. Scientific knowledge of the world occurs when the correct ideas are given and the sensory experience of preschoolers is involved, and the connections and dependencies between objects and phenomena are analysed.

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An essential component of environmental education is the constant exposure of children to the artistic word and literary works.

Familiarising children with works of fiction as part of the formation of emotional and value-based attitudes towards nature in the Basic Component of Preschool Education involves developing children's understanding of living organisms and the natural environment, the diversity of natural phenomena, cause and effect relationships in the natural environment and the interconnection of natural conditions, flora and fauna, and the positive and negative impact of human activity on the state of nature. The document states that a children's value attitude to nature is manifested in his or her environmentally appropriate behaviour: a balanced attitude towards plants and animals; readiness to engage in practical activities related to nature; and compliance with the rules of nature management [1].

Literature with natural history content is a powerful educational source that helps to broaden children's horizons, introduces them to events and phenomena that cannot be observed at the moment, reveals secrets, establishes interconnections and relationships in nature and between nature and humans. Also, the reflection of life processes in the content of artistic works allows children to learn about the diversity of the natural environment and to master the norms and rules of interaction with it, which is an important element of relationships that are the basis for the formation of preschoolers environmental culture. In addition, it has an important educational impact on the child, namely on the development of the emotional sphere, feelings of love, compassion, the establishment of relations in the human-nature system, understanding the essence of good and evil, which makes children look more closely at the surrounding reality and determine their attitude to nature. The natural history situations described in fiction are a model for children to follow in their everyday lives and show an example of humane treatment of nature.

Increased attention to the development of preschoolers natural and environmental competence requires the search for various forms of introducing them to nature.

The poetic and prosaic nature of fairy tales opens up wide opportunities for practitioners and parents who, in cooperation with children, can use their abilities as active listeners, taking into account the social and pedagogical effect of fairy tales. Through fairy tales, new generations are skilfully involved in the experience of their people. It is very useful for modern parents to take an interest in the interests and tastes of their children, which are also manifested in the choice of fairy tales through which one can trace the mystery of the children's soul.

The information selected by adults from environmental fiction and popular science works (by V. Sukhomlynsky, D. Pavlychko, L. Kostenko, etc.), fairy tales invented by children, and their own experience of communicating with wildlife will help to deepen children's interest in the world around them. Of particular interest are works about animals, namely Ukrainian folk tales. Children listen as if enchanted to the stories of the «Fox Sister and Wolf Brother», «The Speckled Hen», the turnip

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that was pulled out of the ground by none other than a mouse, and others. Such works are the basis for fostering love for animals and plants.

The development of a child is inextricably linked to the development of his or her imaginative enrichment. The transformation of literary images in children's minds encourages imagination, creativity, and personal involvement. When literature becomes a playful, co-creative experience, the child begins to internalize its meanings more deeply. This coauthorship-imagining, expanding, and retelling stories develops both language and thinking skills in native and foreign languages [2, p. 12].

In classes where fairy tales are present, children learn to be aware of their feelings, emotions, and desires. A fairy tale opens up a multifaceted range of feelings and emotions for children. The most important feature of a fairy tale in this regard is the clarity and precision of the portrayal of positive and negative character traits, actions of characters that evoke corresponding clear and distinct emotions.

S. Rusova once noted that the world is diverse, it has many shades that are difficult for children to understand. Instead, in a fairy tale, a child can see a clear line between good and evil, love and hate, etc.

In order to form children's emotional and value-based attitudes towards the natural environment, it is recommended to conduct a series of classes on the following topics: «Medicinal Plants for Health and Strength», «Vitamins for Health», «The Danger of Garbage», «Healing Treasures of the Earth», «Drinking Water», etc., where children could get acquainted with the properties of natural materials and resources. In such classes, it is important to bring children to the realisation that all natural resources are components of the living environment of various living things.

The selection of natural and environmental artistic works provides a cognitive aspect of the educational process of preschool education. Thanks to fairy tales, children get acquainted with various phenomena of nature and social life of people; get acquainted with new phraseological units; new vocabulary; grammatical structures. Analysing fairy tales encourages children to form value judgements. Children acquire strong knowledge, skills and abilities in the process of active cognitive activity, an important stimulus of which is interest.

In a fantastic, fairy-tale form, an adult introduces children to the world of consciousness not in spite of, but in accordance with the internal laws of childhood. Spirituality helps children to cope with excessive information and lack of knowledge, to combine understandable and incomprehensible phenomena into one whole, and to creatively comprehend their environment [8]. This is what makes folk and author's fairy tales with natural history content an effective means of natural and environmental education of children.

In order to form an emotional and value-based attitude to the natural environment, it is necessary to select those that most accurately convey the characteristics, habits, ways of adapting to the animal habitat, correspond to reality,

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reveal connections and dependencies in nature, help to understand and realise the integrity of nature, since only with this awareness is it possible to form a positive emotional and value-based attitude and behaviour, activity in nature according to its laws. We believe that in the process of forming a child's natural and environmental competence, it is advisable to use fairy tales that have a scientific cognitive basis, show real connections and dependencies in nature. The author's nature fairy tales by many classics of children's literature and contemporary authors meet this goal to the maximum extent possible. Fairy tales with natural history content are interesting to preschoolers, as they organically combine scientific content with the artistic word, so they, on the one hand, develop children's ability to see the beauty of nature, feelings of love and a positive value attitude towards it, and, on the other hand, enrich their understanding of the environment, teach them to identify patterns of natural phenomena.

Emphasising the value of cognitive fairy tales, N. Horopakha noted that they are a kind of source of the first environmental information for children: interconnections in nature, adaptive features of animals, the impact of inanimate nature on living nature; after all, it is from fairy tales that children learn about the external appearance, living conditions, and some habits of many animals, fairy tales also reflect certain aspects of people's attitudes towards nature. The scientist emphasised that complex ecological concepts become accessible to children through fairy tales [3, p. 4]. It should be noted that N. Horopakha was the first to create a «Little Ecological Textbook», which included fairy tales, poems, stories about nature, including works by N. Pavlova «Under the Bush», O. Kostynskyi «On the Road with Clouds», M. Sadovskyi «Good Morning!», S. Bulyha «The Cautious Hedgehog», L. Tolmachova «The Tale of How Plants and the Wind Made Friends», «The Tale of the Magicians – Chlorophyll Seeds», «The Tale of the Water Cycle in Nature, or How the Magician Water, the Hero Wind and the Bright Sun Measured Their Strength», etc. [11, p. 193].

Quite interesting and informative for children is a cycle of natural history fairy tales by O. Ivanenko «Forest Tales», which includes fairy tales: «Bumblebee», «Edelweiss», «Sour», «Dandelion», «The Tale of Merry Al», «About the Little Bear's Brother», «Titmouse», etc.; works by N. Pavlova, namely her fairy tales: «The Living Bead», «The Tricky Dandelion», «The Great Miracle», «Yellow, White, Purple», etc.; a cycle of fairy-tale adventures «The Hare and the Hedgehog» by N. Zabila («Hut on the Christmas Tree», «Bee's Victory», etc.); collection of fairy tales and stories by Y. Yarmysh «Small Miracles» («Miraculous Berries», «Fairy Tale Knocks on the Door», «Living Drawings», «Little Fairy Tales», «Magic Streams»), etc. [8].

V. Sukhomlynskyi noted that creating fairy tales is one of the most interesting types of poetic creativity for children and at the same time an important means of mental development [14, p.176].

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Environmental cognitive fairy tales play an important role in the formation of children's nature and environmental competence. N. Horopakha notes that educators can compose such fairy tales independently and together with pupils, creating a home-made collection of fairy tales [3, p. 3].

The scientific basis of fairy tales is understood as real facts and information that are presented to children in an imaginative way. The scientific basis of fairy tales is: information about natural objects, information about the habitat and meeting the needs of living organisms, demonstration of the links between living organisms and their habitat, living organisms and each other, information about the integrity of nature and the possible consequences of its violation, the impact of human activity on nature. This information in the fairy tale has an emotional colouring. Since all knowledge and ideas of children gained from fairy tales are emotionally rich, they will, in our opinion, contribute to the formation of a subjective attitude to nature objects, indirectly influence children’s behaviour in nature, and regulate their activities.

Three groups of fairy tales can be conditionally distinguished according to their scientific basis:

1) about a living organism, its needs and connection with the environment;

2) about the relationship of living organisms with each other;

3) about the integrity of natural systems and the consequences of human activity in nature [9].

It should be noted that such a division of fairy tales into groups is very conditional, since each fairy tale with natural history content contains information about a living organism, its appearance, needs, adaptation to the environment, even if its connection with other living organisms is considered or the integrity of nature is emphasised.

Indicators of emotional and value-based attitudes towards the natural environment include: ecological concepts, the ability to establish causal relationships in nature, interest in objects and phenomena of the natural world, emotional reactions to violations of their use, and a desire to comply with the norms and rules of behaviour in the environment. Didactic games based on author’s fairy tales are a means of diagnosing children’s ideas.

The use of fairy tales in educational activities (during classes, excursions, observations in nature) allows to ensure the assimilation of environmental information in an interesting form, to form children's environmental ideas, positive attitude to objects and phenomena of nature against the emotional background of a fairy tale.

The use of artistic works in the preliminary work before observations and excursions ensures that children are interested in their content and prepares them for the perception of information. After observations and excursions to nature, it is an effective means of consolidating the information received, its emotional rethinking, and an incentive to apply the acquired knowledge in practical activities.

Children's creative transformation of the content of familiar works of art and their integration into various activities under the guidance of a teacher is also an important factor in the formation of natural and environmental competence. This is due to the need for practical application of information for its awareness and internalisation. At these stages, different fairy tales can be used at the request of children or at the suggestion of the educator.

Conclusion. In conclusion, literary works are an effective and meaningful tool for shaping preschool children's emotional and value-based attitudes toward the natural environment. Through the artistic and poetic portrayal of nature, such works provide children not only with rich cognitive information but also with emotional experiences that nurture empathy, curiosity, and care for the environment. When literature combines scientific content with artistic expression, it becomes a powerful force in developing environmental competence, helping children to internalize ecological values and act accordingly in their everyday lives.

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