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Ecological Education of Preschoolers

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Abstract. The implementation of environmental education of preschoolers in preschool education institutions will be more effective if it continues in the family. A family is a kind of micro-collective that plays a role in the preschooler's education. Modern science has abundant evidence that it is impossible to give up family education without harming the development of the child's personality, since it gives the child the full range of feelings, the widest range of ideas about life.

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Family education is one of the forms of education of the young generation in society, combining the intentional actions of parents with the objective influence of family life. It is also necessary to consider such a feature of family education as the regulation of the child's various relationships with the outside world. Parents often act as a kind of "buffer", softening external demands and ensuring possible deviations from the norm, relieving the stress received by the child in other areas of life [3].

As a small social group in the structure of society, the family best corresponds to the requirement of the gradual introduction of the child into social life and the gradual expansion of his horizons and experience.

In Cuznetsov L.'s study, the factors that determine the strength and stability of family education are systematized [1].

1. Family education is characterized by a deep emotional and intimate character. The "conductor" of family education is parental love for children and the mutual feelings (affection, trust, tenderness) of children for parents. The effectiveness of family education is largely determined by the emotional states that bind all its members, making

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children feel protected from the unknowns and dangers of the world around them. Here you can hide in your mother's arms from real and imaginary fears, learn about everything in the world from your grandfather, who is the "smartest". The warmth of the house is one of the conditions for a happy childhood.

2. Family education is distinguished by the constancy and duration of the educational influences of the mother, father and other family members in a variety of life situations, their repetition from one day to the next. Such a constancy of educational influences is conducive to the development of the child's nervous system, which develops responses to external stimuli. Even if, in terms of content and form of expression, these educational influences are not always pedagogically competent, the child knows and foresees at every moment of life what awaits him. For example, returning from a walk in a dirty jacket, he prepares in advance for his mother's disapproving reaction, adapts to the activity that will be necessary to "calm down" his mother ("I will apologize, kiss, take a brush and clean my jacket").

In the family, the foundations of a human attitude towards nature are laid. Thus, environmental education in the family has a special importance in the formation of the child's extremely moral attitude towards nature.

In preschool education institutions, the solution to the problem related to environmental education is carried out in two interdependent directions:

- educating children's initial forms of ecological culture, conscious attitude towards nature, developing initial practical skills;
- developing environmental awareness, ecological culture of adults raising preschool children.

Ecological education in the family depends to a large extent on parental authority, on how the family as a whole and each adult react individually to the preservation of the natural environment at home, in the park, in the field, in the forest, etc. The upbringing of children in the family is achieved through parents [2]. The behavior of parents and their influence on children is "the most decisive thing". "Don't think that you educate a child only when you talk to him, when you teach him or when you show him. You take care of him in every moment of your life, even when you are not at home. You raise children with your authentic author" (A.S. Makarenko).

Increasing parental education contributes to establishing

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richer spiritual connections with the environment in children. In environmental education, the power of imitation is important. We need lively, good examples in front of children's eyes. Every word we say, every gesture we make, not to mention our actions, once a child sees them, can serve as an example to follow.

Pedagogical research shows that preschoolers can master norms and rules, as well as restrictions and prohibitions of an ecological nature. A child's moral attitude toward nature manifests itself in moral judgments, moral choices, and moral choices. It is necessary to familiarize children with the rules of behavior in nature, taking into account its preservation and protection (to help master the ability to properly collect the gifts of nature, not to harm the living, not to violate the integrity and conditions of life). Gradually, the child will master the system of environmental behavioral skills, which is an integral part of the individual's ecological culture [4].

To develop creative imagination, it is important for parents to observe and support every creative endeavor. The family is designed to instill in the child an attitude towards nature as a source of unique material and spiritual values. The task of preschool educators is to competently build work with parents on environmental education in the family. Parents of a preschooler are the most receptive to teachers' advice. Preschool age is a time when many of them themselves strive to come into contact and cooperate with teachers, which is very important for environmental education.

Parents' environmental education is one of the most important and, at the same time, one of the most difficult areas of activity of a preschool institution. Working with parents should be gradual and continuous, but the environmental information that educators provide to parents is personally meaningful to them. Particular attention should be paid to the joint activities of children and adults, because through activity a person influences the world around him.

Weekend activities can act as a means of interaction with the family in introducing preschoolers to the nature of their hometown. Such a trip in nature: to the countryside, to the river, to the park, to the forests, promotes cooperation, emotional, psychological closeness of parents and children, allows preschoolers to feel like an "adult" and an adult - to better understand the world of a child [2].

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Weekend activities are developed seasonally, depending on age and various topics. These may include:

- the purpose of the route;
- useful information about the location;
- proverbs and sayings, signs, riddles, poems;
- experimental activities;
- active and didactic games.

The family as a medium for the formation of personality has an enormous impact on the formation of the foundations of the child's ecological vision. The foundation of moral education, which is inextricably linked to environmental education, is also laid in the family and precisely in the period of early childhood.

The ecological education of preschoolers can be considered a process of continuous growth and education of parents, which aims to form the ecological culture of all family members. G.A. Yagodin has repeatedly emphasized that working with parents is no less important and more difficult than working with children. One of the author's main tasks is to involve adult family members (even grandparents to a greater extent than busy fathers and mothers) in joint work [Apud, 2].

The family helps us to perceive the nature around us correctly. Parents help the child to understand the surrounding nature, to make it interesting and attractive to the child. A child should love everything that surrounds him, with which his sensory knowledge is connected, since his intellectual and emotional growth are closely linked. The educator helps parents stimulate the development of children's sensory perception of their immediate environment, in order to reveal to them the uniqueness, beauty and wonder of the surrounding world.

So, cultivating a love for nature in a person from the first years of life is one of the most important tasks of a family. After all, this is the formation of human character. Thus, modern science emphasizes the priority of the family in raising a child, which is manifested in the variety of forms of influence, in the continuity and duration of the latter, in the range of values that a growing person masters [4].

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