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ECO-EDUCATION OF CHILDREN OF PRE-SCHOOL AGE: HEALTH-SECURITY APPROACH

Introduction. It is undeniable that the modern society, which seeks to live in harmony with the environment, must form a system of true values for every citizen, to establish a personal position "to think globally" and "act locally". Hence the need for the development and implementation of environmental education programs of the population, which leads to a revision of the attitude of man to nature, understanding of the idea of sustainable development on the planet, total ecologization of people's lives, the transition from servotechnology (dangerous to the environment) to ecotechnology (aimed at preserving the environment).

Environmental education is now an independent element of the general education system. On the other hand, it must perform an integrative role throughout the education system. The purpose of ecological education is to form the ecological culture of individuals and society as a whole, fundamental ecological knowledge, ecological thinking and consciousness, as well as skills based on the attitude towards nature as a universal, unique value and the understanding that man is the same component of nature as flora, fauna, natural resources, etc. It is quite legitimate to consider an ecologically oriented personality that owns an ecocentric type of ecological consciousness, which characterizes the attitude to nature as the highest value, and to natural objects - as partners for interaction and subjects of communication.

That is why one of the priority tasks of preschool education is the formation of the ecological and natural competence of the child. At the present stage of development of society the formation of an ecologically oriented personality is significant. It is logical that the implementation of the content of the educational line "The child in the natural environment". The basic component of preschool education as the State standard of preschool education of Ukraine is aimed at forming the natural and ecological competence of preschool children, the components of which are knowledge and ideas about nature, positive emotional and value attitude to its components, awareness of the rules of nature management and their observance. That is, the corresponding activity and behavior in nature, and therefore the actual combination of cognitive, activity and value-motivational components determine the formation of the ecological and natural competence of the child. This implies the need to introduce an environmental paradigm into the education system, which presupposes, first of all, the conscious attitude of educators of preschool educational institutions to environmental

problems and their readiness to implement this paradigm in order to actually improve the ecological state of their environment. Today, there are obvious contradictions in the field of environmental education of preschool children. An important issue is the development and testing of methodological tools for the ecological education of preschool children (methods, techniques, organizational forms, means of educational interaction).

H. Chaikovska's study of the results of foreign scientists (R. G. Barker, W. K. Catton, D. D. Chiras, R. E. Dunlap, O. D. Duncan, S. Foresman, Ch. M. Geesteranus, D. H. Meadows, I. Randers, L. F. Schmore, A. I. Suvan, A. W. Wiecker) and systems of environmental education in Denmark, Ireland, Finland, the Netherlands, Britain, France, Japan, the USA and others allowed the author to determine the main directions of environmental education of preschool children:

- raising a sense of love for nature through direct communication with it (ecological and aesthetic education);
- formation of healthy lifestyle skills as a component of ecological culture (ecological and valeological education);
- education of a thriving attitude towards nature through the formation of abilities to save natural resources (ecological and economic education);
- the unity of the family and institutions of preschool education in the ecological education of children (ecological and social education) [13].

The scientific achievements of H. Chaikovska contain a clear definition of the key trends of contemporary foreign environmental pedagogy:

- strengthening the emotional-sensory component, increasing the value of the spiritual, aesthetic value of nature;
- preservation and change of health of the child in harmony with the environment;
- education of the ecological consciousness of the individual through the formation of a culture of consumption of natural resources;
- Increasing the role of the family as a partner with the right to initiative, active action and control [13].

The results of the analysis of modern scientific researches (H. Bielienka, O. Bocharova, N. Horopakha, I. Dudnikova, T. Kuchai, N. Lysenko, V. Lomakovych, L. Ostrovska, O. Polovina, L. Tytarenko, Yu. Tunytsia, H. Chaikovska, M. Shved, S. Shmaliei, etc.) convincingly testify that the formation of the ecological world outlook is gradually taking place throughout human life. The beginning of this process falls on the period of pre-school childhood, when in the process of educational activity lay the foundations of world-understanding, ecological consciousness and practical interaction with nature [1; 2; 3; 5; 7; 8; 9; 10; 11; 12; 13; 14]. Knowledge about nature offered to preschoolers should be a coherent, consistent chain of ideas that reveals the most important connections and laws of the natural world. The psychological principles of the formation of initial ecological representations of children of preschool age are the ideas of L. Vyhotskyi, V. Davydova, O. Zaporozhets, M. Poddiakov, S. Rubinshtein,

and others the correspondence of knowledge with age characteristics of preschoolers, their visual representation, efficiency and systematization of knowledge [1; 2].

According to L. Tytarenko the ecological competence is based on the notions of competent approach in the national pedagogical science, which is the ability of the individual to make decisions and act in such a way as to inflict harm to the environment as little as possible; the ability to apply environmental knowledge and experience in professional and life situations, guided by the priority of environmental values and non-pragmatic motivation of interaction with the environment on the basis of awareness of personal involvement in environmental problems and responsibility for the environmental consequences of their own activities [12]. S. Shmaliei emphasizes that ecological competence is the main goal and result of ecological education, integral personal development that provides the ability to isolate, understand, and evaluate modern environmental processes aimed at ensuring ecological equilibrium and rational use of nature [14].

Proceeding from the diversity of definitions of environmental competence, we can state that the ecological competence of preschool children is an integral part of their vital competency, which constitutes specific knowledge of nature, a positive emotional and value relation to its components, knowledge of the rules of nature, observance of them, and includes three components : intellectual (cognitive), emotional value and activity-practical [1; 2; 3; 5; 7; 8; 9; 10; 11; 13].

The theoretical study of the methodical toolkit for the formation of the ecological and natural competence of preschool children (H. Bielienka, O. Vashak, V. Marshytska, T. Naumenko, Z. Plokhii, O. Polovina, M. Rohanova, N. Yarysheva, etc.) allowed to reveal that children's cognition of nature occurs during vigorous action in the process of mastering the skills of value attitude to its objects, preservation and creation of conditions for their normal coexistence [1; 2; 3; 5; 7; 9].

Based on the analysis of the strategic directions of modernization of preschool education, which are considered in the researches of A. Bohush, H. Bielienka, O. Bohinich, N. Havrysh, N. Denysenko, O. Kononko, N. Lysenko, T. Ponimanska and others, priority directions the ecological education of children is an emotional-value and health-saving [1; 2; 3; 5; 7]. This implies the need to create a healthcare-saving environment in institutions of preschool education (O. Bohinich) [4]. In the scientific works of O. Bohinich we find a sufficiently strong claim the creation in the conditions of pre-school education of the health of preserving environment involves the organization of all processes of life of children of preschool age in accordance with the laws of the educational process, the effectiveness of the choice of means and methods of educational impact on children, taking into account their needs, interests, individual peculiarities and potential of each child. Ensuring the natural and humanistic logic in the organization of life of children of preschool age, the effectiveness of the use of preventive and health-improving means of influence on the child is the essence of healthcare-saving environment [4]. One of the main prerequisites for the observance of a healthy lifestyle, researchers determine the formation of a tolerant attitude to the

environment (O. Bohinich, V. Buzunova, V. Petlenko, etc.) [4]. We fully share this opinion and are convinced that the basis of changing the attitude of the person to his or her own health and health of others should be the natural life-related positions of the person concerning himself and the world, the development of the worldview on the basis of the formation of recreational and environmental consciousness, from birth. The harmony of the existence of the child with nature, the understanding of the complexity of interaction between man and the environment, the awareness of oneself as part of nature is the primary source of not only ecological, but also spiritual culture of the individual.

The results of the analysis of theoretical sources showed that the formation of the ecological and natural competence of children of the senior preschool age in the context of health-preserving orientation of ecological education of preschool children in Ukraine was not systematically studied.

The purpose of the research: to substantiate the effective use of the ecological and natural environment as a means of implementing a health-saving approach to the organization of educational process in pre-school establishments.

Research results. Formation of ecological-natural competence involves consideration of all its components and is possible only in the context of the complexity of the impact on the personality of the child. In this case, the activity and independence of the child in gaining life experience will turn it into an active subject of the educational process. The obtained information should enter into the daily life of the child, and for the realization of the active life position of the person it is important to form daily skills to make optimal, motivated decisions through psychological and pedagogical support. According to our belief, the important task is to organize the educational process, in which the formation of ideological behavior in children, including ecological and natural competence, should be carried out on the basis of finding the optimal form of demonstration of a positive emotional value relation to nature and its components, awareness of the rules nature use is not in the form of concepts, but in the form of a specific decision, action, behavior, visual models, etc. Therefore, for socially important values to be transformed into individual treasures, it is important to organize direct activities aimed at realizing the corresponding value [4].

To solve the goal of our local study, experimental work was carried out, which was to clarify the peculiarities of emotional and value relation to nature in children of the senior preschool age. Methods and techniques: observation, conversations, didactic exercises.

Based on scientific approaches to the formation of ecological and natural competence of preschool children, criteria and indicators of the formation of ecological and natural competence in senior preschool children, the schematic representation of which are given in Table 1, were determined.

Under the cognitive criterion of the formation of ecological and natural competence we understand the awareness of children with accessible age information about objects and phenomena of nature and the understanding that people are part of

nature. Indicators of the cognitive criterion: the ability of children to see the problem, to identify ecological and natural problems, which manifests itself in expressions and judgments of the child about "good" and "evil", "useful" and "harmful", "beautiful" and "ugly". The emotional criterion consists in the own estimates of the child, which indicates the formation of the child's relation to the natural environment, what he likes in the natural environment, and what does not, which causes positive (negative) experiences, attracts (repels). Indicators of this criterion are interest, need, positive emotions in the process of carrying out tasks of ecological and natural content. Active criterion characterizes the detection of activity when the child is included in ecological and natural activity. Indicators of the active criterion: intensity of inclusion of the child into ecological and natural activity; adequacy of actions in a certain ecological and natural situation.

Table 1 Criterion and indicators of ecological and natural competence of children of the senior preschool age

Criterion	Indicators
Cognitive	Knowledge about objects and phenomena of nature; their value for a person; the actions of people that have a detrimental effect on the objects of nature
Emotional	Child's reflection of emotions (verbal, behavioral, active)
Active	Adoption of motivated decisions regarding adequate behavior in ecological and natural environment

Taking into account the results of the analysis of available diagnostic methods in the scientific literature for the study of the formation of ecological and natural competence of preschool children, a modified version of H. Bielienka's method was used in this study [1; 2; 3].

The study involved 130 children in the sixth year of life: 66 children in the experimental group and 64 children in the control group. The research was carried out on the basis of pre-school establishments №518, №303, №311 in Kyiv.

According to the diagnostic method, children were offered 24 didactic tasks. To determine the level of knowledge of children of the senior preschool age about the phenomena and objects of nature (air, water, soil), 10 tasks were proposed. An illustration of the use of tasks of this type can be: 1) experiment with the package (what is the package? Which air?); 2) answer the question: who needs water and why?; 3) answer the question: Why do plants need soil? etc.

To determine the level of knowledge of children about wildlife (animals and plants), 14 tasks were proposed. For example, complete the task: 1) to find models for groups of animals (birds, animals, fish, insects); 2) answer the question: Is it possible to refer plants to living beings? etc.

Child surveillance was conducted for one month individually and in subgroups of 3-4 children. Children were asked to answer questions or perform tasks depending on the content. For each of the 24 tasks the child received from 1 to 3 points. For the correct and complete task, the children received 3 points, if during the performance of

the task children had some difficulties or they did not complete the task, with mistakes - received 2 points. If the children could not complete the task, they received 1 point.

As a result of analysis and generalization of the obtained data, three levels of ecological and natural competence of children of the senior preschool age are allocated: sufficient, average and insufficient (Table 2).

Table 2 Levels of ecological and natural competence of children of the senior preschool age

Levels	Number of points	Indicators
Sufficient	56 - 72 points	Has an idea of the natural environment of the planet Earth and the Universe as an integral organism in which air, water, soil, plants, animals, humans, the Sun, the Moon, etc., interact; Understands their significance for human activity, for themselves; perceives nature as a value, separates the positive and negative impact of human activity on the state of nature, arbitrarily regulates its own behavior in nature; conscious of being part of the great world of nature; knows about the dependence of his own health, mood, activity on the state of nature, its diversity and beauty; shows interest, desire and ability to act on environmental issues; makes modest efforts to preserve, care and protect the natural environment
Average	40 -55 points	Has a selective representation of the natural environment of the planet Earth and the Universe, in which air, water, soil, plants, animals, humans, the Sun, the Moon, etc., interact; does not perceive nature as a value, but regulates its own behavior in nature; according to the direction of the adult he perceives himself as part of the great world of nature; episodically shows interest, desire and ability to act on environmental issues; makes a moderate effort to preserve the natural environment, subject to stimulation from the side of adults
Insufficient	24 -39 points	Has elementary notions about the natural environment of the planet Earth and the universe, about air, water, soil, plants, animals, people, the Sun, the Moon, etc.; determines their significance for human activity, for themselves only with the help of additional impulses; the perception of nature is unstable, does not perceive itself as part of nature; does not know about the dependence of their own health, mood, activity from the state of nature, its diversity and beauty; does not show interest in environmental actions; does not endeavor to preserve and protect the natural environment

At the initial stage of the experiment in the experimental group, 54.5% of children had an average level of ecological and natural competence formation, 36.4% of children had sufficient level; 9.1% of children - insufficient level. In the control group, 43% of children had an average level of ecological and natural competence formation; 38% of children had sufficient level; 19% of children had an insufficient level of ecological and natural competence formation.

Consequently, in the course of the research, the inadequate state of the formation of ecological-natural competence in children of the senior preschool age has been found in the process of research. It requires the search for innovative approaches in the

definition and use of methodical tools for the formation of ecological and natural competence of children in the context of healthcare.

The analysis of the results of the obtained data showed that the traditional system of preschool education does not fully realize the tasks of environmental education of preschool children. The realization of these tasks seems possible to us through the provision of proper health-preserving nature of the educational process. The effectiveness of creating a healthy preservation environment in pre-school establishments depends on many factors, and to a large extent on the use of the ecological and natural environment as a platform for realizing the awareness of the value of their own health and the health of others as the basis of their attitude to nature.

An important component of a healthy lifestyle of children is compliance with environmental and hygienic conditions. Means of ensuring this component are compliance with sanitary and hygienic standards (compliance with the appropriate temperature regime, systematic cleaning and ventilation, etc.); creation of ecological mini-cells in the premises and at the site of preschool education using specially selected plants, herbs, water tanks, etc. The systematic ventilation of children's rooms is aimed at purifying air from carbon dioxide, saturation with it with phytoncides, and reducing bacterial air pollution. Air humidity is important. It is common knowledge that dry air has a negative effect on the condition of the mucous membranes of the respiratory tract in children, that is why it is necessary to provide light air movement.

Natural air purifiers and sources of oxygen and moisture in the group room have a variety of indoor plants (lemon tree, thuja, geranium, aloe, begonias, asparagus, chlorophythum, cyperus, etc.). In addition houseplants have a positive effect on sensory organs. It is clear that the corner of nature should please the view and decorate the interior. A simple contemplation of the green colors of various shades and beautiful colors promotes psychological comfort, enhances the body's protective forces. It is not possible to justify certain tendencies that are observed in the field of environmental education and healthcare of children, when houseplants are used by educators only as objects for observing and educating children in the care of their children. The basis of the selection of plants for the greening of a group room or territory should lie in the ecological principle. The formation of a lean relation to indoor plants in the corner of nature involves taking into account their biological characteristics and needs (geranium requires a significant amount of sunlight, and direct violet is exposed to direct sunlight); the presence of several copies of one species of plants (children will be able to see the general and individual characteristics of the plant, which will help to understand the diversity and uniqueness of living organisms); the possibility of normal livelihoods, growth and development of plants in a pre-school institution.

It is important to establish a "health track" in pre-school establishments between group platforms, which is a unique place for engaging in various physical exercises and fascinating communication with nature. "Healthy Way" is a shady alley of wooden sanitary nurseries, medicinal grasses, on which there are roller coasters, potholes, "preventive" paths, and sports equipment. To realize a well-being and environmentally

conscious life position, it is necessary not only to observe the "paths" plants, to overcome obstacles, to perform exercises, but also to treat each grass or flower thoroughly (where a person has visited, clean should remain, because it carries health).

Particular importance is the awareness of the children of the healing forces of the sun, water and air. Information that the sun, air and water can give health to people, if taught it with gratitude to receive these natural gifts, should enter into everyday life of each child and become a motivation for realizing a healthy life position. During walks in different seasons and in different weather, move more in the fresh air, walk barefoot, play with water and sand, listen to the sounds of water and trees, know and perform respiratory exercises, etc., because it is important for the normal functioning of the child's nervous system to have sensory impressions in the process of communicating with nature.

The recreational forces of nature (water, sun, air) can be used in working with children as interesting objects for observation and experimentation. For the interest of children in the quench procedures, you can use interesting water cooling techniques (freeze ice cubes with berries inside), and then immerse these cubes in water and follow the melting. Involve children to freeze their own water in a special dish and use ice to create the necessary water for the temperate procedure. "Sunny Bunny" (or other "sunny characters"), flying flywheels of ash-tree or maple, puddle, snowdrifts, etc. stimulate the motor activity of children and form an active cognitive attitude to nature.

To enhance the environmental education of preschool children as an innovative way of ensuring the health of the conservation nature of the educational process, it is important to form the basis of the ecological world outlook among children. The effectiveness of this process depends on the phase-in, which will ensure structuring, logic and consistency of action to achieve a specific result.

Stages of the ecological worldview formation:

1. Study of individual characteristics and abilities of each child and professional abilities, knowledges, ecological culture of teachers.

2. Creation of conditions for the formation of an ecological worldview:

- external: communication with other institutions (children's library, city local lore museum, environmental services, environmental communities, clubs of healthy lifestyle, etc.);

- internal: organization of a developing environment for children (ecological corners in each age group, ecological tracks, developing and moving games on ecological themes, literary works helping to form ecological world outlook); organize seminars, consultations, trainings, work-shops, mutual support, competitions, exhibitions for pedagogical workers, etc.

3. Organization of the educational process: various forms of work on environmental education (environmental projects, quests, work in nature, experimental research activities in nature, target walks, excursions, pedestrian crossings, holidays on environmental topics, nature protection measures, etc.).

4. Analysis of the results: interest of the child in ecological activity, high level of knowledge, skills and abilities, initiative and independence of the child's actions, formation of an active life position of the individual in the knowledge of the environment, formation of the foundations of a healthy lifestyle.

In our opinion, traditional methods of forming ecological-natural competence in children of the senior preschool age (observation, game, work in nature, etc.) do not fully meet the demands of implementing a competent approach in the system of preschool education. Let us dwell specifically on the characterization of modern methods of formation of ecological and natural competence.

The method of mental images formation consists in the formation of a system of ecological representations on the basis of scientific information, works of art, philosophical theories, etc.

The method of ecological labialization consists in the deliberate disorganization of certain aspects of personal worldview, resulting in psychological discomfort due to the discrepancy of the individual strategy of perception of nature and ecological activity of the rooted norms of coexistence of society and the environment (for example, artificial introduction into a beautiful natural or photo of garbage and encouragement of children to evaluation seen).

The method of environmental associations aims at awakening associative relationships between different images (forest - multistory home for animals).

The method of artistic representation of natural objects involves actualization of artistic components of the reflection of the world of nature by means of art (use, along with scientific information of painting, music, artistic word).

The method of ecological empathy consists in sympathy with natural objects, appealing to the sensual sphere of personality.

The method of ecological reflection involves an analysis of human behavior from the point of view of natural objects (a fractured branch that can tell about who broke).

Thus, the methods of formation of ecological and natural competence in preschool children, which involves the inclusion of emotion, behavioral reaction and brings the child to an understanding of a certain phenomenon or interrelations and dependencies in nature from the point of view of their own emotional, activity and cognitive activity, acquire significance. In this sense, the synthetic nature of the identification of personality as a part of nature takes effect.

An important element of the ecological development environment is the "ecological path" that helps the educator to form the basis of eco-culture, eco-education, to develop humane feelings for living beings in pre-school age children, to master the initial skills to feel beauty and admire it, to behave in the environment, to establish safe conduct rules in nature [6]. The main purpose of creating an "ecological path" - the formation of environmentally sound behavior of the child in the natural environment. Ecological trails perform cognitive, developmental, aesthetic and recreational functions. They are used in conducting study excursions, walks, activities

of ecological and naturalistic direction, propaedeutic work on the protection of nature [1; 2; 3; 6].

The main requirements for the environmental pathway due to scientists' considering:

- attraction for visitors: all objects should reveal the beauty of nature, its uniqueness and diversity;

- informativeness, that is, the ability to satisfy the cognitive need of children throughout all seasons, based on their age characteristics [6].

In the process of environmental education of children in pre-school establishments, effective means are the use of gaming technologies. It is quite logical to use in the work with children the plot-role-playing games of ecological content. The use of games with natural material (sand, water, snow, ice) is aimed at the knowledge of the properties of natural materials, the change of children of the states of natural materials, the use of natural materials in various types of children's activities. Valuable in the context of healthcare is the use of mobile games of environmental content ("Birds", "Sun and rain", "Birds and cuckoo", "Carassius and pike", etc.).

For the formation of adequate environmental representations, the subjective attitude of children to nature, skills and abilities of interaction with nature, the effective means is the use of environmental projects for older children preschool children. When selecting the topics of environmental projects, it is important to derive from social significance and effectiveness in terms of educational impact and conservation of nature. Focusing on the modern programs of education, training and development of children of preschool age "Sunflower", "Child", "Child in preschool years", "The world of childhood", "Ukrainian preschool", "I am in the world", "Confident start", determine the level of formation of knowledge, skills and abilities of children in the process of familiarizing with nature, using scientific and methodological explorations of V. Marshytska, we consider it expedient to develop the content of environmental projects for older preschool children:

1) spiritual treasures of nature: the aesthetic originality of nature; natural objects - human friends; nature - a treasure of knowledge;

2) ecologization of the lifestyle of the population: compliance with the nature of the consumption of the family with the requirements of economical use of food, water, electricity, various materials, etc.; prevention of diseases; ways to reduce the amount and types of household waste; observance of environmentally appropriate actions while resting in nature [7].

In accordance with the selected directions, the topics of environmental projects were developed:

1) "Grow Your Friend," "Abbey of Nature," "Animals of my Family", "Bird Dining", "Compliments to Nature", "Appearance of Compassion", "Environmental Signs", "Spies of signs", and others.

2) "Adorn the environment", "Let's keep water", "Tasty or useful?", "Forest pharmacy", "Little corn", "Be healthy!", "We build our city", "Indoor plants" and others.

The effectiveness of the system of environmental projects in the education of children of the senior preschool age depends on observance of pedagogical conditions: integrated communication with children in various activities in the context of solving the tasks of the environmental project; use of methods of motivation concerning interaction with objects of nature; use of projects in a certain system and consistency in accordance with the stages of work; active involvement of parents in projects.

The value of projects is that children can be active participants and creative subjects of the educational process. However, in practice of modern preschool education, the method of projects has not become sufficiently distributed. The study of documentation and supervision of the work of educators allows us to state that often practices replace the project activity, realizing other forms of work - thematic weeks, preparation for holidays, thematic cycle of classes, etc. On the one hand, existing innovative technologies and various methods for improving the quality of environmental education of children attract teachers with a variety of their means and novelty. However, educators need to know the peculiarities of introducing some or other tools into the practice of working with children and use them thoughtfully (in fact, this leads to significant disadvantages in creating conditions for the formation of ecological and natural competence in preschool children).

Thus, the diversity of forms and methods for improving the quality of environmental education in preschool children helps to preserve the interest of children. The obtained information should enter into the daily life of the child and on the basis of awareness and understanding become a motivation for adequate behavior.

CONCLUSION

On the basis of a thorough analysis of the health problem of preserving the ecological education of children of the senior preschool age, we can sum up the following provisions.

First, declaring the importance of the environmental component of preschool education is not always accompanied by efficiency.

Second, the effectiveness of using the ecological and natural environment as a means of implementing a health-saving approach to the organization of educational process in pre-school establishments depends to a certain extent on the diagnosis of the level of formation of ecological and natural competence of preschool children.

Third, the results of the diagnosis of the level of formation of the ecological and natural competence of children of the senior preschool age led to the conclusion about the domination of the cognitive approach in working with children, which leads to stereotyped education "I know, but I cannot, I do not implement." That is, children have a cognitive-behavioral dissonance. For example, "I know that plants are alive, they provide people with oxygen, but break the branch".

Fourth, the health-saving approach in shaping the ecological consciousness of the individual is based on the perception of the child as part of nature. In this sense, nature is a platform on which the mechanism of awareness of the value of their health and the health of other people as a basis for the attitude to nature is realized.

Fifth, one of the ways to improve the health of preserving the focus of environmental education in preschool children is to identify effective methodological tools. The use of modern methods of forming the ecological and natural competence of children becomes important for the basic principles of constructing educational interaction between adults and children in the ecological and natural environment, among which the leading is the emotional and active inclusion in the knowledge of the natural world. As a result of such interaction, the cognitive symbol is the rule of eco-rational behavior that is not dictated by adults, but acquired by the child on its own.

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