Using a local lore history approach in the formation of ecological thinking

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Abstract. Local lore approach method using for students' nature examination gives an opportunity to realize the environmental education objectives of ecological thinking formation. The meaning of local lore principle implementation is in wide involvement of the local lore materials: study of the nature, people`s works in the area where the student lives, so student is successfully learning the local lore. This principle allows us to affect the spiritual development of primary school students to study nature due to endless communication and communion with it. Local lore principle is rather comprehensive and there is also opportunity for realization of such didactic principles as the transition from the nearest to the further and from known to unknown.

Keywords: *ecological thinking, primary school pupils, future teacher, study of local lore*

Introduction. Nowadays it is impossible to imagine well-educated modern person without ecological thinking, of course the reason of it is the common view of necessarily clear understanding of nature value for humanity. By getting new requirement from the society philosophy of education, there have been generated new ways, methods and principles of ecological learning for youth. Among the well-known general and specific principles of teaching nature study and science they should be allocated to the local lore principle. Its value is based on the fact that there is a wide range of the local lore and history materials involvement, the special training study ways of exploring nature, people`s works in the area where the student lives, so student is successfully learning the local lore.

Analysis of recent achievements and publications. Especially valuable for local lore training and education was Ya. Comenskiy`s concept to oblige every mortal to be perfectly aware of his earthly habitation, and every nation to know the price for themselves and their neighbors, realizing as the result of study, which is part of the whole, which you would reach by being the natural and spiritual rich owner of its treasures and wealth [1].

K. Ushinskiy and N. Wessel presented to the world ideas that were known as ahead of time ones, because of the fresh ideas for future fruitful ecological cooperation, according to which one using of local lore material for the training personality purpose right from the childhood. These ideas were surveyed and continued by scientists such as: D. Semenov, P. Baloha, N. Ovchinnikov, A. Gerd and others. Museums activities were viewed as a toolkit for mental and moral improvement of the population and it was rather widespread idea for scientists in this branch later.

In particular S. F. Rusova believed that children's education has to be based on the study of their spiritual and material treasures of the native land, which is a natural process that corresponds to the Ukrainians mentality. She highlighted the importance of using the search areas of various forms at local lore work, the results of obligatory museum expositions creation and general cognitive cultural orientation.

During this period the importance of local lore study of the school local lore study deployment were indicated by S.L. Rudnytsky, P.A. Tutkovsky, M.I. Yavorsky, V.A. Gurinovich, and many other Ukrainian scientists and teachers. In the historical context of the local lore study generation marked by thoughts of great thinkers and teachers (Democritus, Aristotle, Ya.A. Comenius, H.S. Skovoroda, J.-J. Russo, L.M. Tolstoy). The consept, ideas and thoughts were based on several topics: about the neediness of harmonization through education and learning, that are interconnected with development of man and nature; the contributions of several Ukrainian social teaching generations regarding a combination of national ideas about education, dissemination and life implementation (M. Hrushevsky, M. Dragomanov, M.I. Pirogov, I.I. Sreznevsky, K.D. Ushinsky, T.G. Shevchenko and others): including the student audiences (V. Would, N.P. Dashkevich, N.I. Molchanov, D.I. Bahaliy, A.M. Markovich, and others); Ukrainian pedagogical thought and practice of education (H.D. Alchevsk, M. Arkas, D. Grinchenko, S.V. Vasilchenko, N.A. Korf, G.T. Lubenets, S.F. Rusova, S.S. Siropolko, I.Yu. Fedkovich, I. Franko and others).

The objective of the article. The main objective of the article is to provide investigation of local lore history approach in the formation of ecological thinking. On the basis of the objective the following tasks are distinguished: 1) to specify the definition of «local lore study», and «local lore history approach»; 2) to consider the role and ways of using local lore history approach in the formation of ecological thinking; 3) to discover the peculiarities and advantages of local lore study and its using in the formation of ecological thinking.

The material and methods. V.A. Sukhomlinskiy had given much importance to the study of local lore throughout his literature and scientific works. In his numerous articles he had described thoughts about pedagogical functions of the local lore and local history materials and managing the children`s research. He wanted all the years of personality`s childhood use for letting the child to get involved and inspired by the world around us and its nature, that according to his opinion is constantly to «feed» the pupils' minds with vivid images, pictures, perceptions and representations. This idea was based on the laws that kids better understands when the learning (educational) process is organized on the coherent structure whose architecture suggested a more slender creature of nature. Among these laws the point of particular importance is implementation into formation of personality`s ecological thinking. Its formation is provided by using a local lore history approach.

According to the Ukrainian state standard of primary education for the study organization of the material involved in the subject «Natural Study (Science)» educators should use natural local lore material, regular excursions into nature, the local history material, organizing local ecological paths and a range of excursions to the natural museums.

Program of each class at school is formed to provide familiarization with the nature of the native land. In par-

ticular in the first form the theme "Native land" is studied in which the content includes the study of nature and the representatives of the plants and animals of their region. Students must study the nature peculiarities of the native region. In second form these skills are disseminated and are associated with seasonal changes in nature, at the end of that period of time students should know migratory and sedentary birds of their region and should be able to characterize the plants and animals of the area under the seasons.

The educational program of «Natural Study (Science)» is already envisaged in the first form that students are taught to understand the neediness of protection plants and animals not only of the local and native land, but also of our Earth and even further. In the second form this program contains examples of plants and animals of local region, listed in the Red book of Ukraine, in such way the notion of their value is formed: the material is deepened in third form. In addition, students should know the minerals of their region.

The peculiarities of the local lore approach for the ecological thinking formation in the fourth form is not only a detailed study of the characteristic features of different animal groups representatives in your area, but also with the environment of their existence. The notion that has been formed in the previous forms is developing from the consciousness neediness of protection plants and animals right to the formulation and following the rules of behavior in nature.

The importance in terms of ecological thinking formation has a local history tour "Variety of plants and animals of your native land". It provides in general for the observation and also for stimulating growing up interest to nature and our role in this unity. The program in science includes the study of protected areas of children`s native land. This gives the opportunity to form the necessary environmental approach to the educational process and also corresponds to research workshop on the theme: "What can be done to conserve nature in my region" and modelling of the situation regarding the preservation and protection of nature.

The effectiveness of the local lore and history approach material use in elementary school is defined by a set of interrelated teaching conditions:

- in the selection process among the local lore material for the lesson teacher must adhere to the criteria: scientific character, availability, versatility, emotional intensity and personal importance from students;
- the use of local lore and history information must be systematically and purposefully;
- the methodology development of local history material use must consider cognitive characteristics of primary school pupils the subject and rely on the cognitive activity of students.

Original condition is providing efficient use of local lore and history material in the classroom at the primary school forms. So we admit that this is the selection of its content on the totality of parameters listed above. According to them the local lore material that have to be added to the teacher plans to be using in the classroom and that must be scientifically credible, verified in several sources; for the younger students understanding for not being overloaded with unnecessary, overly detailed information; practicing with the main program material.

For example, the teacher need not only to take care of a sufficient amount of educational information about native plants (their structure, adaptations to particular and specific conditions of life, measures for their protection and preservation, detailed information about saving them) while selecting the local lore material for the lesson "Conservation", but also to bring vivid examples of how people can contribute to the preservation of this or that. Thus organized students` cognitive activity of local lore that could not only expands horizons, but also fosters in students a desire to preserve and protect mother nature. This feature (the unity of emotional and cognitive in the academic activities of the students) was the point under the V. O. Sukhomlinskiy`s focus and the evidence could be this quote: "Watching primary school students` mental work for many years I became convinced that in times of great emotional lift the children`s thought becomes particularly clear, and there is more intense for educating process (and self-education as the part)». We agree with this statement, because we suppose that primary school students` thoughts includes intensive feelings and a lot of practice and experiences. Emotional saturation of the teaching process, especially the perception of the world is a requirement by the laws of the child's mind this is why we insist on the importance of attracting students to study local lore material.

They can do (by choice) a small presentation about local plants and animals by making illustrates and pictures. Another way is the students` free choice to use searching the local sites for observation discussion in their form with their own results; the teacher has to take into account the content and scope of students` cognitive interests. The effectiveness of the local lore material use will be enhanced if it is used systematically and purposefully and would give its versatility. Regularity of use is ensured by its regular local lore material implementation at the lessons of Nature Study. Moreover local information that is processed should not be fragmentary and scattered, but should be arranged in a specific, logically constructed and complete system. When the school year is starting the teacher should clearly identify the amount of local lore knowledge and skills that have to be learnt by students in this form who need to determine the topics on which local lore material could be effectively used.

In the educational process, all attention should be focused on local lore and history approach material and their use that means obeying lesson objectives (instructional, educational and developmental). It is necessary to proceed from the multifunctionality of local lore information, due to the specificity of their content and of diverse cognitive and educational load.

So, local lore material that is involved in the lesson and can be used for illustration and concretization of the basic program material; updating students' knowledge and their sensory experience; students` excitation for the new themes; check the strength and awareness of the knowledge and students` skills; reinforce material and deepening; independence of student`s development and increased activity of life long learning. Along with local training and educational material performs an educational function that is what helps to educate students in the love of the native land, the responsible humane attitude to nature and human labor. Educational function of the local lore material is to stimu-

late and develop students` cognitive processes, their speech and observation.

During the preparation of selecting the content of local lore information, it is necessary to give preference to specific facts, objects and phenomena, which have to help the student to remember everything better because they are interesting and evoke for emotional response and would be responsible in it. In order to make students correct understanding personalities of a particular local lore and history object for approach, the teacher must go along with the verbal description of using clear regional benefits. These may be herbarium of native plants, collection of minerals that are produced in the area, samples of local soils, slides depicting local animals, plants, landscapes and the like.

For comfortable and effective exploring of local lore material by students we recommend the teacher to use a variety of teaching methods and techniques. Such as the teacher's story about native land, conversation about local lore which is built on the basis of reading local literature, observations on objects of mother nature, which is held by younger students; the perception of natural visual and illustrative of local history material. The teacher determines the ways of processing the local history of the material and its place in the structure of the lesson. Information about native land is used at different stages of the lesson. Most often this is done in the description of the main program material to concretize and illustrate certain of its provisions. For example, for the formation of the concepts of "trees", "shrubs", "grass", the teacher asks students to remember the names of the known indigenous trees, shrubs, herbaceous plants. The students ' answers the teacher by adding interesting information about local plants and accompanies the screening of the herbarium, drawings or illustrations.

For the importance of ecological thinking in modern science education includes the study of the native land. This enables to form a notion of the native land as the people`s environment. Students must know and observe the wildlife of the local region, economic activity of people at different times of the year that must investigate environmental changes in the plant environment, to know the protected areas in their region. For Ukraine it is extremely important pedagogical works of S.F. Rusova. In her work "New school" it is proved that science should be recognized as the first science for children. It is the source of scientific knowledge that disciplines the mind and teaches the child to close observation or to consistent conclusions. There is needness to educate the child`s sense of love to the native land, and it will give positive results when education is put on national soil "We can only love what we know, wrote S. F. Rusova, and we need to give children the opportunity to see at least the next few areas, know them in every river, lake, island, etc. They should know the vegetation and animals of their region, what people do and where they work" [2].

Prominent Ukrainian educator V.A. Sukhomlinsky wrote in his works that every trip into nature with children (which was called a thinking lesson) is the lesson of the mind development because in the process of communication with nature, the child accumulates sense impressions. Nature helps children to understand the greatness of human labour forms in the emotional sphere. Knowledge of the local lore of the ecological thinking formation in primary school makes it possible to correctly develop methods and forms of modern-day familiarization with the environment of primary school students, which should have a modern professional teacher.

Throughout the primary school on the lessons of Natural Study students get acquainted with the environment. In the second form it is associated with nature changes at different times of the year. The environment that surrounds the children at local region is steppe zone, which was formed in the conditions of insufficient moisture, so the plants have their own characteristics – satanophobia the shape of the leaves (feather grass, wheatgrass), pubescence of plants (sage, mugwort). On the former steppe vegetation surrounded by open fields of crops. However, in many parts of the children meet with different plants, so the teachers must have and create herbariums of these plants. Familiarity with the idea of plants, their multiplication will help children to form the concept of the need for its conservation.

Students should know that beautiful fluffy parts of the plant is its fruit. The spine contributes to the dissemination of the fruits of grasses. It supports the weevil, when it bears the wind and falls to the ground is always a thin end. In dry air the bottom bare end of the spine is twisted and untwisted in Bologoe and thus "tighten" the weevil in the soil at a certain depth. Among the plants there are many species that have medicinal value, so the teacher must know their characteristics, application, to have a herbarium of these plants and handouts. In primary school the concept of wild and culture plants is formed. Special attention should be paid by primary teacher to fruit and vegetable crops (for our region there is a large area of fruit plantations, in particular – cherry).

According to the program in the primary school one of the most interesting and important study is researching the soil, its composition and characteristics. Half the time that is given on the studying of this topic students should be explained that sandy soils are most suitable for root system of most common fruit trees in the region (for example,sweet cherry), so in our region it is prevalent. The formation of the concept about the diversity of plants at native land in our area that can be expanded by the presentation of artificial vegetation in parks and in forest areas. In particular, the city Park of the city of Melitopol, which (was established in 1928) is an impressive collection of ornamental plants and planted 35 species of trees and 30 species of shrubs. The teacher needs to know Botanical characteristics of the most common types, to be able to conduct phenological monitoring.

The results and their discussion. According to the modern programs requirements at the primary school of organizing children`s observations process in nature we take into account particular phonological importance, in this way children are introduced in the curriculum and textbooks with local lore material. For example, the city Park can be effectively used by the teacher because of its ability to form the concept of natural grouping. That will help students to realize that wildlife belongs to natural biocenosis and the Park itself is an artificial biocenosis. Excursions to the Park provides an opportunity not only to form concepts in the children`s minds, but also to form ecological and aesthetic education and as a result ecological and aesthetic thinking. For example observing and analyzing condition

of trees, shrubs, ornamental plants, so the teacher can show negative examples of human behavior in relation to the environment and to explain to students the rules of competent conduct. The teacher explains importance of disciples in the city Park in Melitopol (in 1960 it has the status of a monument of landscape architecture and is protected by the state) by using method or role playing. It encourages children to take a closer look and notice the beauty that surrounds them, so that`s the features that should be formed in the process of primary school teaching. And this definitely means that the teacher should not only know properly the material, but it`s interesting to serve it. Known teachers K.D. Ushinsky and V.A. Sukhomlinsky believed that mastery of the storyteller art– the necessary teacher`s professional quality. The teacher should know well the literature, in particular poetry and use it to give the stories more vivid colors. Poetic works of our classes T. Shevchenko, Lesya Ukrainka, V. Sosiura and others reveal the beauty of their native Ukraine, to help foster love to the native land [1; 2; 3].

Conclusion. In general local lore approach that is using for familiarizing students with the nature gives an opportunity to realize the objectives of environmental education and for the ecological thinking formation, because the immediate environment of the student enables him to understand different aspects of human interaction with nature, to acquire the skills of living in harmony with it and to understand the neediness to protect it.

Local lore education being one of the most important tools of establishing cultural environment in the educational process of higher education institutes that opens to the future primary school teachers the world with all the nature complex relationship facets (as for society as for each personality) and the neediness of self-knowledge, self-realization that contributes to the personal qualities, goals and values formation.

While future teachers` local lore preparation we admit influences of the teachers` development as individuals, socialization, and professional activities. This necessitates the study of the local teachers` educational content and technologies as the important problem of pedagogical science and practice. In higher educational pedagogical institutions according to the results of scientific-pedagogical researches in educational process of introducing and further implementation of a new conceptual teacher`s training model. Technology training is used as person`s socialization and individualization tools of the future primary school teacher. Local lore future teachers' preparation is imperative as the formation of pedagogical specialist generalized model and the purchase specifically role of knowledge.

Priority in solving the discussed problems is the content construction, definitions of technology mainstreaming that determined its characteristics. Their implementation involves the formation of professionally necessary traits and teacher`s personality qualities particularly of the standard of local lore education and teacher training.

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