

Innovative Development of Preschool Organizations in the Region Ecological Educational Space

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Abstract: *At the present stage of development of society, innovative processes actively affect the system of preschool education. However, pedagogical innovations are purposeful changes, in that case, if a stable brings innovations that improve performance and educational space, and an educational system. The aim of the work is to identify the possibilities of environmental interaction in the system: pupils, parents, teachers, the scientific community, contributing to the improvement of the quality of management of preschool organization in the development of ecological space of the region. The experience of the staff of the educational organization on the implementation of environmental projects of regional orientation "Grow together", "Green Alley of memory", "Green Beauty", "Birds in our city" is presented. The participation of teachers, pupils, parents of preschool educational organization in ecological educational activity in 2015 – 2018 is analyzed. Difficulties of teachers at the organization of diagnostic procedures of efficiency of project activity of preschool children are revealed, difficulties in the organization of cooperation of teachers are designated. The measures for the development of the system of social interaction of subjects of environmental education activities in different areas: the development of social and environmental partnership within the educational organization; the development of social and environmental partnership within the educational space of the region. The work on the implementation of network projects of regional importance "Forest with their own hands: for forest seeds", "the Secrets of the city Park (or the secret of the A. D. Panchulidzeva)", "Living map of the Saratov land", the research campaign "My green corner».*

Index Terms: *preschool education, educational space, ecological activity, innovative activity, ecological projects, socially significant tasks.*

I. INTRODUCTION

At the present stage of development of society, innovation processes actively affect the education system. The modern system of preschool education is characterized by a change in

value and target orientations and the emergence of innovations: the specificity and intrinsic value of the period of preschool childhood are taken into account; children's initiative is supported; organized joint partnership activities of the teacher and the child, etc. [1]. However, pedagogical innovation brings purposeful change, if it introduces stable innovations that improve the characteristics of both the educational space and the educational system itself. For a long time, there were discussions in society about the possibility of education not being an institution of socialization and existing outside of society. Now we see that, due to the new proposals of the national project "Education", the innovative activity of the modern educational system is aimed at solving socially significant tasks. In this connection, questions arise about the unity of interests of the state and civil society in the regulation and development of educational activities.

II. METHODOLOGY

In recent years, in connection with the implementation of innovations in education, various models of interaction between the subjects of the educational space have been developed. Significant potential and the basis for the emergence of new forms of interaction of subjects of the educational process provide modern environmental education technologies [2,3]. These technologies have been developed in preschool education, since the nature of environmental knowledge determines not only various forms of association of related subjects, but also the integration of various areas of education and training of preschool children. The problems of the effectiveness of the environmental activities of educational organizations remain unsolved. The question arises - are pre-school educational organizations ready today to take part in the implementation of socially significant tasks of modern society? Thus, representatives of civil society have only a general idea of the needs of teachers; therefore, they cannot adequately participate in educational work. At the same time, teachers do not have complete information about the strategy for solving various problematic issues with state and public bodies. In the current situation, unity in solving socially significant and educational tasks between different systems is not observed. The absence of practice-oriented goals in the work leads to a lack of real achievements, negatively influences the level of development of the environmental component of the region and achievements in educational policy. The main goal of our work is to identify the possibilities of environmental interaction in the system: pupils, parents, teachers, the scientific community,

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contributing to the improvement of the quality of management of a pre-school organization during the development of the region's environmental education space.

III. RESULTS

To achieve this goal, we analyzed the environmental education activities of teachers, pupils, parents of a preschool educational organization ("Child Development Center - Kindergarten No. 123" Planet of Childhood", Saratov) in 2015-2018. Understanding the importance of the tasks set, the formation of the value and activity attitude of preschoolers and schoolchildren to the nature of their native land, FSBEI HE "N.G. N. Saratov National Research State University" Chernyshevsky, the Saratov regional branch of the public organization "All-Russian Society for the Conservation of Nature" with the support of the Ministry of Natural Resources and Ecology of the Saratov region, implemented various social projects based on educational institutions of the city of Saratov and the region. Teachers and students of the Municipal Educational Institution "Child Development Center - Kindergarten No. 123" Planet of Childhood" in Saratov took an active part in the work. During the implementation of the project "We Grow Together" [4], preschoolers solved problematic environmental situations ("Protect the plants!", "Magic Planet", "Green Ladder"). The children realized that plants are sources of knowledge, beauty, health, life and protection, showed their value judgments and attitude towards plants, protected them in a problematic dialogue with fairy-tale characters. A collection of creative works of children "My Green Friend" has been collected. In the Green Beauty project [5], preschoolers revealed the importance of plants for nature and human life, counted the number of Christmas bazaars in the microdistrict, estimated what happens to coniferous plants after the New Year holiday, learned how to create a festive atmosphere and make gifts with their own hands, offered their solution how to organize an environmentally appropriate holiday. Collected collection of creative works of students and teachers "Green Beauty". Participation in the project "Green Alley of Memory" [6] helped preschoolers to turn to historical and cultural symbols of war and victory, helped to reveal the values of plants in the context of significant universal human values. A mini-garden "Katyusha" was arranged, meetings with war and labor veterans were organized. The project "Birds in our city" [7] is focused on the organization of events for the protection of birds in the closest natural environment. Children were included in the assessment of the habitat (the territory of a microdistrict, a park, etc.) taking into account the vital needs of nature objects (birds), analyzed their actions and actions in terms of their environmental expediency, and helped birds in problem situations. In addition, teachers, representatives of the administration have done a lot of work on the development of environmental education in pre-school institutions. The work carried out largely contributed to the development of the educational environment of the kindergarten. In 2018, the educational environment of this organization was evaluated using the method of vector modeling of educational environments V.A. Yasvina [8] through a survey of teachers, the administration of an educational institution, parents and pupils. In this educational organization, a career educational environment is modeled which is characterized by relatively high intensity, high

degree of awareness, high emotionality and generality, high dominance and coherence, high activity and high mobility, at the same time low stability, relative to the average width of the environment. It can be noted that the problems identified in the organization of the work of the pre-school organization do not allow the group strategy of interaction to be fully developed to solve regional environmental problems. We analyzed the answers of 138 pupils (6-7 years old) of the kindergarten to the questions: What is nature? What nature objects do you like? How do you help nature? Did you participate in planting trees (plants)? Analysis of children's responses showed that a significant group (70%) were statements in which children associate nature with specific objects of the surrounding reality (everything around, what surrounds us, trees, flowers, grass, bushes, people, plants, the sun, butterflies, leaves, rain, birds, beetles, spiders, water, animals, vegetable garden, air, weather, grass, space objects, etc.). Our attention was attracted by statements (20%), in which personal interest was shown in interaction with nature (as a source of beauty, life and livelihoods, protection, care). There are answers (10%), where natural objects are defined as something dangerous. Noting the natural objects that they like, the guys named: flowers, trees, parks, grass, bugs, animals, birds, plants, insects, grasshoppers, animals, ladybugs, sand. Favorite natural objects are often associated in preschool children with summer holidays, with communication with parents and friends. Many children like rainy weather or natural phenomena after rain. To the question "How do you help nature?", Pupils noted that they help adults in watering plants (grass, strawberries, flowers, vegetables) in the country, at home and in kindergarten, help to care for plants in the garden (in kindergarten or at grandma), on the windowsill, watching TV shows, listening to fairy tales and stories about nature, exploring nature, etc. There are answers from children in which concern for nature comes down to contemplation, admiring by nature. Many children help nature to see "not harming her," garbage collection, and the peaceful existence of man with nature. Several children see their mission in enlightenment, in creating a club of environmentalists. The children remembered the actions carried out in the preschool organization Green Beauty, the landing of the mini-garden Katyusha, Hand over the battery - save the hedgehog! Nevertheless, the alienation from educational environmental knowledge was manifested in the low level of children's cognitive activity, in the unwillingness to take personal initiative in environmental activities. It should be noted that issues of interconnection between socially significant and personal meanings that arise in children during the environmental education process are becoming especially problematic at the present stage of development of environmental education. Analyzed the parents' answers to the questions: Which objects of the nature of your region do you consider most important and useful for visiting with children? Did you take part in the activities of the district, city, region for the protection and restoration of nature? If you had the opportunity, what plants (trees, shrubs, grass) would you plant in a kindergarten or in a neighborhood? 65% of parents surveyed noted that in the neighborhood in which they live, there are no objects of nature that are meaningful and useful for visiting with children.



However, according to objective estimates, such objects exist. Most of them are not landscaped, but they can serve as places for the organization of labor in nature (planting, caring for flower beds). 25% of respondents mentioned natural objects of regional significance - a botanical garden, forest plantations, well-arranged alleys and squares, the Khvalynsky National Park, family recreation places (rivers, lakes, cottages, tourist centers). However, the parents did not have any difficulties in naming the city walks with children: the city park "Lukomorje", the park "Solnechny", Kumysnaya Polyana, Victory Park on Sokolova Hill, Park "Lipki", Astronauts Embankment, Victory Square. Most often, children get acquainted with natural objects within the city boundaries. 74% of respondents said they did not participate in any conservation and restoration activities. When discussing the issues of planting plants, parents mostly talk about the benefits of plants for humans: "they give oxygen", "for the shade", "cleans the air", "beautifully" and do not take into account the peculiarities of the vital activity of the plants themselves. In order to find out the environmental education views of teachers of preschool education, we organized a seminar entitled "Modern trends in the development of the content of environmental education of preschool children" [9]. At the seminar, teachers completed creative tasks: Define the essence of the concepts of "environmental education" and "ecological culture"; Picture the concept of "environmental education" by means of artistic and aesthetic activity; Describe your attitude to nature and environmental activities; List the personality traits of the child, showing a value attitude to nature; Determine what can be the motives for the manifestation of value attitude to nature in children of preschool age; Describe the ways, means, technologies for the development of environmental education for preschoolers. In the course of the work at the seminar, the difficulties of teachers in organizing diagnostic procedures for the effectiveness of the project activities of preschool children were revealed, and difficulties in organizing cooperation of teachers were identified. The development of environmental education activities is mainly projected by teachers on the educational process of an educational institution, extremely limiting its possibilities in public life. Therefore, environmental education in preschool organizations and schools is often characterized by: underestimation of either the rational, or emotional, or active components of cognition. It is possible to overcome the existing contradictions in the course of the joint coordinated activities of teachers of educational institutions, representatives of public and state structures.

For the development of the system of social interaction of subjects of environmental education activities, activities are planned in different directions: the development of a social-ecological partnership within an educational organization; development of social and environmental partnership within the educational space of the region.

Teachers have begun to create on the basis of the preschool organization of the play minipolis "Ecograd" ("Ecological city of joy") [9], which involves the ecologization of various centers for the development and rehabilitation of preschool children. As part of the "Ecograd", various centers are organized: environmental education (includes street space and kindergarten facilities); health; artistic and aesthetic intellectual development; development and correction of speech; patriotic and ethnocultural education; early

development and adaptation; cooperation with the families of pupils.

Teachers noted that the development of the environmental education space of our region is possible only if it reflects the needs and interests of all subjects of education (teachers, children and their parents, the scientific community, representatives of commercial and government structures), their value preferences and orientations. The specific conditions of the environmental activities of each educational organization also become significant, suggesting the possibility of correcting interpersonal and intergroup relations of the community of adults and children. Special attention should be given to practical-oriented measures aimed at transforming environmental activities, namely, monitoring the handling of solid household waste, developing a system of greenery and other elements of the ecological framework of the microdistrict and the city. Network projects have been developed, in which more than 50 educational institutions of the city of Saratov and the region (pre-school institutions, schools, universities) took part.

The project "DIY Forest: Forest Seeds" [10] drew children's attention to the problems of reforestation, develops skills in seed collection, planting and growing plants, promotes children's participation in creating a fund of planting material for greening the city and expanding the forest range of the Saratov region.

The project "Secrets of the city park (or the secret of the governor A.D. Panchulidzev)" [11] reveals the ecological potential of the parks as important elements of the ecological infrastructure of the region, analyzes the process of deforestation of forest areas, evaluates the protection regime of parks. A program for the preservation of parks is being implemented, including scientific, educational, protective and restorative, and cultural events.

The project "Living Map of the Earth Saratov" [12] analyzes the geographical location, geological structure, natural resources of the Saratov region. A database of the results of research and creative activities of preschoolers and schoolchildren "Live Map of the Earth of Saratov" (a kind of environmental chronicle of the life of a kindergarten, school, city, region) was created as an element of the disclosure of the spiritual and moral potential of the environmental activities of children, adolescents, youth of the Saratov region and the promotion of their real achievements. The research action "My Green Corner" became especially productive. The purpose of the action is to collect information on the green zones of the city of Saratov and the Saratov region by means of the ecological and aesthetic activity of children and adolescents. Each participant of the action (preschool child with the help of parents, teachers) painted a drawing (or photo, sketch, collage, application) "My Green Corner". The "Green Corner" is a natural object (maybe one or several plants near a house, kindergarten, in a park, a public garden, on an alley or a forest area not far from a city, a clearing in a forest or a steppe site, etc.) that attracts attention child, causes him cognitive, research, aesthetic and environmental interest. In the brief description of the selected object, the children indicated its location, inhabitants, purpose, composed a fairy tale, completed a research task.

Introduction to the research action of images of fairy-tale characters (wizards: Harmony, Chaos, Nature, Artemidinka, Rosinotchka, fairy-tale little creatures of krakozyablikov: Nebolejkina, Clever, Tracker, Risovalkina) allowed to attract to the research work of children of preschool and primary school age, take into account their interests and opportunities. At the final stage of the XII Regional Festival of Children's Ecological Theaters of Educational Institutions, under the motto "Through Art to the Green Planet", the "ecological frame of the microdistrict (district, city)" was compiled from children's drawings "My Green Corner". The data obtained (including 2000 figures) are recorded on the map of the Saratov region. Representatives of the scientific community are conducting research to identify the most environmentally vulnerable parts of the urban area and to develop measures for their rehabilitation and protection.

IV. CONCLUSION

The work provided the educational and environmental activities of children and adolescents beyond the educational and substantive content to the educational and socio-ecological positioning space and partnership in the context of a child's life, based on his interests, value orientations, understanding of the personal and social meaning of environmental activities. All of the above points to the relevance of further developing system projects of state and public institutions using modern educational technologies and actualizes the development of educational systems focused on civil society.

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