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Game as a Method of Environmental Education of a Child with Special Educational Needs

Zviekova Viktoriia¹

Abstract. The current scale of environmental changes creates a real threat to people's lives, which makes the problem of changing humanity's attitude to nature urgent. This goal is served by environmental education, which involves systematic pedagogical activities aimed at developing environmental culture among pupils and students. Therefore, the primary task of teachers and science-pedagogical workers is the formation of environmental knowledge in pupils and students, the education of love for nature, the desire to preserve and increase it, and to cultivate a culture of nature use. The game is one of the most used methods for providing educational services, as it enables successful solving of educational tasks in the field of environmental education of children. The purpose of the article is to provide scientific substantiation and theoretical analysis of modern game forms of ecological education of school-age children, to determine the types of games and the peculiarities of their use in the process of implementing the tasks of environmental education in the institution of extracurricular education.

Keywords: game forms of education; ecological culture; game; children with special educational needs

Introduction

Environmental education involves revealing the essence of the natural world as a human habitat, which should be interested in preserving the integrity, purity, and harmony of nature. This involves the ability to understand environmental phenomena, formulate conclusions about the state of nature, and intelligently interact with it. The aesthetic beauty of nature contributes to the formation of moral feelings of duty and responsibility for its preservation, and also encourages nature conservation activities.

¹ Associate Professor, PhD, Izmail State University of Humanities, Ukraine, Address: Repina St, 12, Izmail, Odessa Region, 68601, Ukraine, Corresponding author: vikazvekova19@gmail.com.

The historical tour shows interesting views on game forms in the pedagogical theories of teachers of the past, in particular E. Vodovozova, A. Makarenko, S. Rusova, Y. Pestalozzi, V. Sukhomlynskyi, E. Tykheyeva, and others. The statement of the outstanding teacher V. Sukhomlynskyi, who noted that nature is the “eternal source of thought” and good feelings of a child, is correct.

The teacher’s task is not only to acquaint children with the environment, flora and fauna, but also to provide a new approach to solving environmental problems. According to another well-known teacher, A. Makarenko, play is important in a child’s life. He emphasized that the game is a powerful educational tool, an active form of learning about living and non-living nature (Baier, Batlina, Bohush, 2015).

The following types of didactic games are used to familiarize with nature: with natural materials, pictures (in particular, desktop-printed ones), toys; verbal Yes, Yarysheva N.F. in her research, she proved that the use of didactic games of natural content, provided that children are properly prepared and according to a certain system, makes it possible to form solid knowledge in them, systematize them, bring them to generalizations, develop thinking, language (Yarysheva, 1993). Play is a way for children to learn about the world around them. Environmental learning and education through play is the most effective and natural.

Children acquire ecological knowledge, form a holistic view of nature and the place of man in it from the first years of life through creative play in the preschool education system. The foundations of ecological culture can be laid only in the process of communication with nature and pedagogically competently organized activities.

An indicator of the formation of the ecological culture of a preschooler is his ecological education, which is expressed in the need to acquire ecological knowledge, orientation to their practical application; in interaction with flora and fauna, empathy for them, manifestation of kindness, sensitivity, mercy to people, nature, caring attitude to everything around; in showing initiative in solving environmental problems of the immediate environment.

The importance of play in preschool age does not decrease: the teacher conducts classes in the form of trips, uses toys - analogues when examining pictures, includes various events of favorite game characters. Thus, a huge role in the development and upbringing of a child belongs to the game - the most important type of activity. It is an effective means of forming a preschooler’s personality, children’s creation of

ideas of an ecological nature is carried out more easily if they have moral and willful qualities, the need for the world is realized in the game (Tarasenko, 2010).

The game, as an independent child's activity, is formed in the course of the upbringing and education of the child, it contributes to their assimilation of experience through human activity. The game, as a form of organization of children's life, is important because it serves the formation of the child's psyche, his personality. A child's game activity is always generalized, because the motive is not a reflection of any specific phenomenon, but the action itself, as a personal relationship.

The game is an alternative to reality, which is used to correct the condition and behavior of the child. But still, the main function of the game is developmental: it increases intelligence, contributes to the sensory perception of the world and emotional well-being of the child. Therefore, among all other types of activities, play is of primary importance in preschool childhood. Preschool age is considered the classic age of play. During this period, a special type of children's play, which in psychology and pedagogy is called story-role play, appears and takes its most developed form. In such a game, all mental qualities and features of the child's personality are most intensively formed (Karasova & Pirozhenko, 2011).

The game, which causes an emotional response, cannot but influence the formation of the right attitude to the living world in children with special educational needs.

In the field of environmental education, a search is currently being made for ways to introduce elements of various types of games into the process of teaching preschoolers and to form in them a conscious and correct attitude towards nature and themselves, as part of it. The relationship between children's play activities and the formation of ideas about nature is an issue that is poorly researched in science and unorganized in practice.

The great and versatile influence of theatrical games on a child's personality allows them to be used as a strong but unobtrusive pedagogical tool, because during the game the child feels relaxed and free. Children from preschool age are happy to participate in theatrical games. Depicting different heroes (animals, birds), children get to know the surrounding natural world through images, colors and sounds.

Dramatization games are used in the environmental education of a child with special educational needs through the playing of various roles, the basis of which is a poem, a story or a fairy tale on an ecological plot. The authors identified 3 types of game learning situations, the use of which is expedient in the environmental education of

preschoolers: game learning situations with toys, analogues, game learning situations with literary characters, game learning situations - trips (Sukhar, 2009).

At the same time, it is important to note that the advantages of game learning, in comparison with the traditional space of slides and consideration of pictures, are obvious. Preschoolers practically master the game action, take an active part in creating an imaginary situation. Game learning situations help children gain new knowledge, give them a practical model of correct behavior in nature, which is of great importance for the ecological upbringing of a child with SEN.

All considered types of games intensively develop preschoolers' thinking, the ability to attract and use existing environmental knowledge and a fairly wide range of ideas about nature. Thus, the game as a means of forming the foundations of ecological culture is a game specially organized by the teacher and included in the process of learning about nature and interacting with it.

And the essence of the game as a leading type of activity is that children reflect in it different aspects of life, the peculiarities of adult relationships, clarify their knowledge about the environment in reality. Environmental-pedagogical work with children of the older group, based on the material of the previous age, develops and complicates it, that is, it is a new turn in the general system of environmental education of a child with special educational needs, the formation of a conscious attitude to nature, to human interaction with it. The author identified 3 types of game learning situations, the use of which is expedient in the ecological upbringing of a child with special educational needs: game learning situations with toys. At the same time, it is important to note that the advantages of game learning, in comparison with the traditional space of slides and consideration of pictures, are obvious. Preschool children practically master the game action, take an active part in creating an imaginary situation. Game educational situations help children gain new knowledge, give them a practical model of correct behavior in nature, which is of great importance for the ecological education of preschoolers.

All considered types of games intensively develop a child with special educational needs - thinking, the ability to attract and use available environmental knowledge and a fairly wide range of ideas about nature. Thus, the game as a means of forming the foundations of ecological culture is a game specially organized by the teacher and included in the process of learning about nature and interacting with it.

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Summarizing the above, we can come to the disappointing conclusion that the formation of the foundations of ecological culture in preschool age involves the unity of knowledge, emotional experiences, and an active attitude towards nature. It has been found that the main goal of environmental education is ecological upbringing, which involves: the existence of worldview value orientations in relation to nature; versatile in-depth knowledge of the environment; acquiring skills and experience in solving environmental problems; ecological thinking style and responsible attitude towards nature. The basis of ecological upbringing of a child with special educational needs is elementary knowledge about nature: orientation in the nearest natural environment; awareness of the vital needs of living beings in the conditions of their existence; familiarization with elementary information about the interrelationships of living nature, its importance in human life. For the purpose of ecological education of children, preschool education institutions use a complex of methods, forms and tools designed to form a holistic, emotionally positive ideal image of the environment as the basis of a spiritual connection with the natural world: play and research activities, educational activities, systematic observations of nature, conversations, reading fiction, fairy tales of natural content, using folklore material, viewing cartoons on natural themes, holding children's competitions, holidays taking into account the age capabilities of preschoolers.

Thus, game methods, in particular, creative games, which involve the inclusion of emotions, behavioral reactions, and lead the child to understand a certain phenomenon or relationships and dependencies in nature from the point of view of his own emotional, activity and cognitive activity, among the leading factor of which is emotional and active inclusion in learning about the natural world. The emotional criterion consists in the child's own evaluative judgments, which indicates the formation of the child's attitude to the natural environment, what is liked in the natural environment and what is not, what causes positive (negative) experiences, attracts (repels). Indicators of this criterion are interest, need, positive emotions in the process of performing tasks of ecological and natural content.

When organizing work on the ecological upbringing of a child with special educational needs in an educational institution, it should be remembered that this

process must first of all be based on the psychological characteristics of older preschool children. It is the psychological features of preschoolers' attitude to nature that determine the pedagogical strategy of ecological education of children with special educational needs.

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