

PHYSICAL DEVELOPMENT AS A PART OF THE "KINDERGARTEN AS A MODEL OF AN ENVIRONMENTAL CULTURE" EXPERIMENT

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Preschool childhood is a best time for the child's personality development. It is best to plant the rational seed into the fertile soil. Using the children's knowledge from other lessons as well as new messages, the "Nadezhda" program was implemented into the physical development area of the educational system in order solve such problems as: (1) Strengthening and maintaining of health under current environmental condition; (2) Raising the level of the preschoolers' ecological culture. During the physical training lessons we drew parallels between ecological conditions and an individual's health. Children expanded their knowledge about the environment, set themselves up to perceive it properly. Children learned about the dangers of the water, air and soil pollution, were taught how to behave in the wild. For a long time the teachers had been interested in the idea of integrating the game into the educational process. The game can be used as an educational method, the way to reinforce the learned information, training for moral qualities and willpower. Learning about the nature within a game causes a strong emotional response and occurs alongside the forming of a positive outlook towards other people and the world as a whole. There is another important aspect of the game – if the information about nature phenomena and living creatures caused an emotional response, it will be learned and made a part of children's autonomous game activities much faster than the information that affects only intellectual aspect of their personality. For example, including of the game scenarios into the "Happy travellers" lesson (the one that provides the basic idea of hiking, tourist equipment, clothes and things necessary for the hike) helps children to take interest in travels, develop their initiative, independence, teach them the survival basics; develop their observation skills, ability to use existing skills under nonstandard conditions; nurture a sense of companionship and mutual help; develop their motor abilities. *«Motives for the gaming activity reflect the more direct relevance of one's personality to the environment: the significance of its different aspects is experienced in the gaming activity based on its more direct relevance to their own inner contents».* (S.L. Rubinstein).