USING MODERN PEDAGOGICAL TECHNOLOGIES TO FORM ECOLOGICAL CULTURE IN OLDER PRESCHOOL CHILDREN THROUGH DEVELOPMENTAL CENTERS

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Abstract. This article examines the formation of ecological culture among senior preschool children through learning centers based on the use of modern pedagogical technologies. The study analyzes the effectiveness of interactive methods, game-based learning, project-based learning, and information and communication technologies in developing children's ecological knowledge, skills, and responsible attitudes toward nature.

Keywords: learning centers, ecological culture, modern pedagogical technologies, interactive methods, environmental education.

ИСПОЛЬЗОВАНИЕ СОВРЕМЕННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В ФОРМИРОВАНИИ ЭКОЛОГИЧЕСКОЙ КУЛЬТУРЫ У ДЕТЕЙ СТАРШЕГО ДОШКОЛЬНОГО ВОЗРАСТА

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Аннотация. В статье рассматривается процесс формирования экологической культуры у детей старшего дошкольного возраста посредством организации образовательных центров с применением современных педагогических технологий. Анализируется эффективность интерактивных методов, игрового и проектного обучения, а также информационно-коммуникационных технологий в развитии у детей экологических знаний, умений и навыков, а также ответственного отношения к природе.

Ключевые слова: образовательные центры, экологическая культура, современные педагогические технологии, интерактивные методы, экологическое образование.

Introduction. The increasing urgency of environmental issues today necessitates the cultivation of an environmental culture among the younger generation from an early age. The preschool education system serves as a crucial stage for fostering a love for nature, environmental awareness, and a sense of responsibility in children. In particular, developing environmental knowledge and skills in older preschool-aged children lays a solid foundation for their future conscious attitude toward the natural world. In recent years, special attention has been paid to improving the educational process within the preschool system, supporting children's independent activities, and effectively organizing developmental centers that cater to their interests and needs. These developmental centers create a favorable pedagogical environment where children can gain practical experience and hone skills such as observation, experimentation, analysis, and drawing conclusions. The use of modern pedagogical technologies—including interactive methods, problem-based learning, the project method, the STEAM approach, information and communication technologies, and didactic games—enhances the effectiveness of the educational process in fostering an environmental culture. The STEAM approach creates opportunities to link environmental issues with experiments, observations, and simple construction activities. Meanwhile, the use of information and communication technologies allows natural processes to be explained through video clips, animations, and interactive games. Practical activities play a pivotal role in fostering an environmental culture. Activities such as caring for trees and flowers, planting seeds, sorting waste, and conserving water and electricity help shape children's environmental habits. When such activities are regularly organized in developmental centers, children consistently develop a positive attitude toward nature, a sense of responsibility, and environmental awareness. Research results indicate that integrating modern pedagogical

technologies into the activities of developmental centers significantly boosts the effectiveness of environmental education. Children expand their environmental knowledge, develop their observational skills and creative thinking, and strengthen practical skills aimed at environmental conservation.

The study analyzed the effectiveness of using modern pedagogical technologies to foster an ecological culture among older preschool children within the framework of developmental centers. Observations indicated that organizing ecology-themed activities in these centers—incorporating interactive methods, didactic games, project-based activities, STEAM elements, and information and communication technologies—significantly boosted the children's engagement in the learning process. Through practical activities, the children grasped ecological concepts such as flora and fauna, the rational use of natural resources, the protection of water and air, and waste sorting. In particular, conducting experiments, making observations, resolving problem-based situations, and engaging in collaborative projects positively influenced the development of the children's ecological mindset, independent thinking, and creativity. According to the research findings, the regular organization of ecological activities in developmental centers led to the following positive changes in the children:

- a careful and responsible attitude toward nature was cultivated;
- ecological knowledge and understanding were broadened;
- skills in observation, analysis, and drawing conclusions were developed;
- teamwork and communication skills were enhanced; • Basic practical skills for understanding and addressing environmental problems were developed.

Furthermore, the modern pedagogical technologies employed by educators heighten children's interest in activities and enable the educational process to be organized in a more meaningful and effective manner. The favorable pedagogical environment established within developmental centers supports children's independent activities and provides the necessary conditions for the consistent development of their ecological culture. The results confirm that integrating modern pedagogical technologies into the operations of developmental centers is

an effective means of fostering ecological culture in older preschool children. This approach serves to link children's ecological knowledge with practical activities, develop ecological awareness and a sense of responsibility, and cultivate a positive attitude toward the environment. Research findings demonstrate that harmonizing the activities of developmental centers with modern pedagogical technologies yields effective results in shaping ecological culture among older preschool children. Observations reveal that organizing ecologically themed activities using interactive methods enhances children's engagement in the learning process, fosters independent thinking, and stimulates interest in practical activities. This, in turn, facilitates the children's conscious assimilation of ecological knowledge. The research findings align with existing scientific studies in the field of preschool education. According to the concept of developmental education, a child does not merely receive knowledge in a ready-made form but acquires it through observation, experimentation, and independent activity. From this perspective, environmental activities organized in developmental centers stimulate children's cognitive processes, encouraging them to resolve problem situations and analyze natural phenomena. Fostering an environmental culture should not be limited to imparting theoretical concepts alone. Regular participation in practical activities—such as planting trees, caring for flowers, conserving water, and sorting waste—serves as a crucial factor in shaping environmentally conscious behavior. It is precisely through such practical engagement that children develop a sense of responsibility, care, and respect toward nature. The effectiveness of these activities depends on the educator's ability to select appropriate interactive methods, utilize the resources of the developmental center wisely, and tailor environmental activities to the children's age-specific characteristics. Furthermore, collaboration between the family and the preschool educational institution plays a vital role in the process of fostering an environmental culture.

Conclusion. The effective use of developmental centers and the integration of modern pedagogical technologies into the educational process are crucial pedagogical factors in shaping an environmental culture among older

preschool children. Environmentally focused activities organized within these centers serve to expand children's knowledge of nature, develop their environmental thinking, and foster a responsible attitude toward the environment. It has been established that the use of interactive methods, project-based learning, the STEAM approach, educational games, and information and communication technologies boosts children's cognitive engagement and develops their skills in independent thinking, observation, analysis, and practical activity. Integrating activities with developmental centers for environmental education enhances the effectiveness of the educational process and enables the connection of environmental knowledge to daily life. In conclusion, the application of modern pedagogical technologies within developmental centers serves as an effective means of fostering an environmental culture in older preschool children, helping to develop their environmental knowledge, skills, and competencies, and instilling a conscious and responsible attitude toward nature. This approach holds significant practical importance for improving the quality of preschool education and ensuring the effectiveness of environmental education.

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