PRINCIPLES AND APPROACHES FOR SELECTION AND STRUCTURING OF KNOWLEDGES IN THE LESSON OF 'AROUND THE WORLD'

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Abstract: The paper reviews existing methods of the purpose of each methodology is to create educational conditions for the preparation of the child, as a future mature person for a particular direction and a certain aspect of life in which he or she is about to be involved. All methodologies in preschool age have a similar purpose. In order to fulfill its purpose, the methodology, figuratively speaking, falls into the hands of the teacher, organizes in a certain way the educational process. Depending on what aspect of life the child is preparing for, the educational process organized by each methodology is specific, original and unique. When formulating the key concepts and categories of methodology (subject, tasks, approaches, principles, forms, methods, etc.) there should be no unification, uniformity between all methodologies, but there must be taking into account the specifics of the educational process accordingly educational field.

The methodology of getting acquainted with the outside world in its content is multidimensional, implying the complete formation of the child's personality for life. Typical here is the consideration of the objective reality and the natural and social environment of the child as sources of information, forming knowledge and competences. Unlike the educational work in the other educational areas of the teacher, there is another factor, which is called the life cognitive and social experience of the child. It defines the "luggage" with which the child enters the development of the topic. The dimensions of life experience are something individual, personally defined. It depends on where and how he lives outside the kindergarten, what his daily life is, and what kind of natural and social objects he interacts with and interacts with, under the influence of what natural and social factors he is in his normal existential existence. In other words, different children on different topics are "loaded" with different cognitive and social experiences in volume and content. The teacher should consider this experience, know it, and consider it as individual for the different children and, based on it, and decide what and how much knowledge to develop in the relevant topic. Recognizing this life's social and cognitive experience is only in the familiarity with the outside world, it is typical, characteristic, its peculiarity.

Keywords: Principles, Lesson, methods of teaching and learning
JEL Codes: I39, I2, I21, I24, I29

INTRODUCTION

EDUCATIONAL AND EDUCATIONAL WORK ON RECOGNITION WITH THE ENVIRONMENT IN THE KINDERGARTEN. The content of the program material for acquaintance with the outside world is basically distributed on a quarterly basis. Each quarter corresponds to the particularities of a particular season. The organization, the method of planning, as well as general methodological guidelines for the implementation of the program material in each age group shall be indicated. Sample tools are indicated for each program content. They need to be refined through the creative work of the teacher. The teacher, depending on the level of the group, determines the variety of tools used on the topic, etc. The number of pedagogical situations during the week of familiarization with the outside world was determined, namely: I group 1-2 planned pedagogical pedagogical situations; Group II 2-3 planned pedagogical situations; Group III and IV - 3-4-5 planned pedagogical situations in the educational area Environment. (under Ordinance 5). For short, she will use the acronyms of her SESPE - State Educational Standard for Pre-school Education. Planning is done on a monthly and weekly basis. It is good to plan for the regimes and also to develop detailed syllabuses for the pedagogical situations. Monthly planning is performed by activities (play, training, household and work activities). Monthly planning includes the program content and the means for its implementation. In weekly planning, the content is specified in programmatic tasks. Methodical instructions for integrative links between the other educational fields and the educational area

Environmental are given - the connection between the different types of training, the need for linking the material of the familiarization with the outside world with the activities of drawing, modeling, application, music and others Pre-school education is extremely important, it is the basis on which the person's personality is built and developed (throughout the conscious human life). Our and foreign scientists (V. Dineva, E. Ivanova, A. Krasteva, R. Neminska, M. Stoyanova, Al-Obaydi, LH & Al-Bahadli, K., etc.) emphasize the obligatory early formulation of the manner of learning about the motives and sustainable effects of the pedagogical process (see V. Voynohovska, N. Vitanova, P., Zlatarov and G. Ivanova), as well as the role of the family, and especially of the teacher (by D, Zhelezova). The educational work on Familiarity with the outside world at preschool age is specific, characterized by the gradual, gradual, spiraling formation of the cognitive and social outlook in the young child.

EXPOSITION

In pedagogy a diverse nomenclature of principles and approaches is formulated - didactic, substantive, and technological. Each of them has its place in the organization of the pedagogical process and regulates the fulfillment of a certain set of specific requirements. Each methodology, depending on its own characteristics, uses certain principles, approaches, appropriate to its peculiarity. "The word principle has a Latin origin (principium) and means 'basis', 'beginning', 'starting position', 'guiding idea', or 'basic requirement' with regard to human activity and behavior." (Tsankov, N., 2019, p. 83)

Principles and approaches are the methodological basis for any educational activity.

Define the concept principle: The principle defines the requirements for analyzing the environment as fact and for turning natural facts into programmatic content and tasks.

What defines the approach?: The approaches define the requirements for the selection and structuring of content and the formulation of educational and educational goals, such as the environmental one.

Going into the definitions, we will see the following difference: the approaches relate to the educational activity, i.e., they have a didactic context, and the principles refer to the discussion of natural and social facts and phenomena, i.e., they have an informational context.

"Knowledge is built on fundamental principles that form its methodological basis." (Nikolova, SN, 2019, p. 365) The methodology of familiarization with the outside world, as well as the methodology of "Man and Society" and "Man and Nature" in elementary schools, insofar as they have integration and continuity with each other, use certain distinctive principles and approaches. Basically, we can define them as principles and approaches for selecting and structuring program content. Part of them, specific to the Introduction to the outside world (for the unity and diversity of the environment, for the unity of the theoretical and practical attitude of man, for the actuality of the effects of nature on the child, for visibility, for accessibility, for spiral and communication), we'll take a closer look here. Others are generally didactic:
- Unity and diversity of the environment.
- Unity of the theoretical and practical attitude of man.
- Relevance of the effects of nature on the child.
- Visibility.
- Accessibility.
- Spiral.
- Life urgency.
- Meaningfulness.
- Communicative.
- Problem.

We will look at some of the following approaches:
- An integrated approach.
- System-structural approach.
- Interdisciplinary.

- Deontological.
- Axiological.
- Prognostic.
- Complex-integrated approach.
- A situational approach.
- A personal approach.

Principle of unity and diversity of the environment: Broadly speaking, the overall integrity of the natural and social environment. About changes in the attitude of the components of the environment towards each other, which leads to changes in the unity of the environment. When a person changes his attitude to a natural object and phenomenon and when this change is negative, it thus becomes a source of environmental conflicts.

Important: Unity and diversity in the environment have 2 parameters:

a) Horizontal, i.e. space, territory, region, locality.

b) Vertical, i.e. history, chronology, time process or time process.
Ecological equilibrium in space ("Here and now") determines ecological equilibrium in time ("There and tomorrow"), i.e. the vertical stems from the horizontal and vice versa.

Principle for the unity of the theoretical and practical attitude of man towards nature:
In his normal life man refers to nature in 3 ways:
- *Guidance*: Information, knowledge, etc.
- *Interpretative*: Awareness, comprehension, understanding and experiencing of emotions.
- *Manipulative*: Actions, activities, behavior.

First: Good environmental education work involves integrating into it the three types of relationships in children - to know, to understand, to act.

Second: Preschool is a characteristic and important part of the interpretative - feelings and emotions, and a fully effective presupposition of mastering **ecological rules and requirements from a pre-school age in an accessible way**.

Principle on the relevance of the effects of nature on the child (very important for preschool age):

Requirements related to the principle:
- Visual activity.
- Realism.
- Vitality.
- Empiricality.
- Immediacy.
- Regionality.

The child's knowledge of the natural environment begins with the knowledge of the close and specific natural environment.

Principle of visualization: This principle is principally consistent with the pictorial character of thinking that is typical of pre-school age. Making sense of knowledge flows more efficiently and intensively when children in a sensually imaginative way are able to sense and perceive the peculiarities of objects. Without going into details about the intellectual development of a child of this age, it must be said that visibility is an important prerequisite for the cognitive process during this period.

Usually in didactics, visibility is mainly associated with the use of means that activate the action of the visual sensory analyzer. This is an incomplete and untrue understanding of the principle of transparency. An important requirement for him, and very characteristic of Understanding the outside world, is the activation of a variety of analysts, not just the visual. Children need to listen, smell, taste, taste. In doing so, through the variety of analyzers, they will be able to absorb and make sense of the versatility of the properties, features and features of the object.

The next requirement of the principle of transparency is also related to a certain one-sidedness in understanding it. Visibility is understood to mean primarily displaying visual materials to children - paintings, photos, models and more. Certainly such are needed. But in Introducing the World, there is a requirement that visual materials meet three criteria:

- To be voluminous, in which children receive perceptions of the overall appearance of the site.
- To be acting, that is, to perceive the functions of the site and its operability.
- Be as real as they can be, in order to keep in touch with the objective, real, world.

A characteristic requirement of the principle of visibility in Familiarity with the surrounding world is to look for opportunities for children to be able to handle, manipulate, and operate objects. This creates the conditions for their effective "penetration" into the nature, content and functions of the object.

Typical means of implementing the principle of transparency are observation, material and material didactic games, constructive games, research and experimentation, work activities, outdoor games, collecting activities, work with natural materials and more.

Accessibility principle: In principle, accessibility means taking into account the age-specific mental characteristics. Each age stage has a psychological characteristic that must be known and reported by the teacher in order for pedagogical influences to reach the child's mind and behavior and, in this connection, to support his or her mental development. This is absolutely true. But there is one paradox in understanding the principle of accessibility: What would happen if every impact on a child is taken into account solely and above all with his or her mental state? What if the teacher, when choosing his own funds for pedagogical influence, is guided solely by the presumption "My children are like this, they can do so much and, therefore, I have to give them so much and I will influence them"? Would there have been mental development then? In order to form and develop, children need to make some efforts, to overcome certain intellectual and behavioral difficulties. They must be allowed to fill their own cognitive deficits on their own. In the face of difficulty, effort and scarcity, they are confronted with the need to look for ways out, to find the means to minimize their own ignorance or dismay. Accessibility, governed solely by the presumption of "as much", does not create such conditions.

Accessibility should not be taken formally and dogmatically, as a mechanical consideration of age.

Accessibility requires both taking into account the momentary characteristics of mental development and, even more so, taking into account the capacity and willingness of children to make some effort and to overcome certain difficulties.

That is: **Accessibility = accessible content and resources + accessible efforts and difficulties.**

Accessibility in this form, taking into account the mental capacities of children to overcome difficulties and make efforts, is especially specific for Familiarity with the outside world at preschool age. Why? Because, for most of the social and natural topics, children already have some social and natural experience of their life outside the kindergarten. For them, not all topics are "brand new" (even "brand new" topics are very few), as it may be in mathematics, fine arts or music. In developing social and environmental topics, children can improvise, interpret and use this experience. If the teacher does not provoke them to such an activity, which is a matter of their intellectual efforts, then he does not help, but on the contrary, retains their mental development.

The manipulation of children by their own social and cognitive experience is an intellectual disability that leads to comprehension and refinement, which brings the children out of their present mental state and introduces them into the forthcoming, next, higher mental state. That is, it brings the children from "here and now" to "there and tomorrow." (LS Vygotsky calls the two states "the zone of current development" and "the zone of near development").

Characteristic means for such an understanding of accessibility in the environment are the children's stories, the problematic didactic games, the experimental work with natural materials, the problem-seeking conversation, the self-orientation in the peculiarities of the objects under observation, etc.

Spiral Principle: Spiral is a typical feature in the development of environmental program content (social and natural environment). It is expressed in the systematic repetition of the same themes in the coming ages, with each content being repeated, supplemented, enriched and refined. To this extent, the formative importance of the educational work on the *Methodology of Learning in the Environment World depends to a certain extent*.

Principle of communication: Communication means the exchange of information and communication. The question is exchange and communication between who and whom or between whom and what? In general pedagogical terms, communicativeness requires communication between "children ↔ children", "children ↔ teacher". That is right. This requirement is fulfilled through a number of contemporary forms for organizing pedagogical interactions: teamwork, group work, joint efforts to achieve results, project work and more. But, in relation to the peculiarity of Environmental awareness at the kindergarten, communication has a more special context. What is it? The purpose of Environmental Learning is to guide children in objective reality, helping them to make sense of it and to understand it. But, in reality, except in the form of themes from SESPE, it exists for children and as a real environment. They must understand and comprehend it under the guidance of the teacher. How could this be done except by provoking the active and in-depth communication of the children with the real objects, phenomena and events?

In Environmental awareness, communication has *one main and two additional contexts*.

The basic context of communication is the requirement when children are allowed to be taken to the actual object and its environment. There, they will observe and perceive him, reflect on his features and, if possible, handle and manipulate him. Typical forms and means of organizing such communication are excursion, walking, on-call duty, observation, working with natural materials, material didactic games, creative games and more.

The second context is the teacher-child communication. The teacher is the bearer of multifaceted human experience. Children tend to emulate and this is a typical psychic feature of pre-school childhood. The requirement, in this sense, is for the teacher to spare no effort but, through interhuman communication, to establish with the children tactically, understandably and appropriately for them to provide them with this experience. The teacher should look for opportunities not only in organized forms of pedagogical interactions, but also in the overall daily regime. Typical means of doing so are morning greetings, games, breakfast and lunch, mode moments, work, etc.

The third context is the communication of children with a variety of information sources. They help to enrich the cognitive and social outlook, broaden their knowledge, and satisfy their cognitive needs and interests. Such sources, which are very characteristic of Environmental Education, are parents and adults, the media, popular literature, the Internet and more.

Environmental Approach Approaches:

System-structural approach: Every natural phenomenon is a unity of components, constituents, i.e. a **system** between which there are certain continuities and dependencies, i.e. **structure**.

The system, this is the totality of the elements in the object.

Structure, this is the functioning of the site system.

Each biological level includes lower levels, and it is itself a higher level element.

Integrated approach: The types of relationships and interactions in a given, specific natural object or between multiple natural objects.

Integrity expresses the integrity of the object, the union within it. In principle, in every natural object there are the following types of connections:

- Between the parts of the site: in plants, animals, etc.
- Between different natural sites: plants - animals; plants - season, etc.
- Between natural entities: between biotic and abiotic factors.
- Between natural and social objects: nature - man.

*Each of these links corresponds to **concepts** included in the program content for preschool and primary school age.*

Interdisciplinary approach: For example, environmental knowledge is the result, the product of **linking and integrating** natural knowledge with knowledge from other sciences.

The interdisciplinary approach lays the groundwork for the child to discover knowledge of the logical circuit: "**man ↔ society ↔ nature**", i.e. integrating different scientific knowledge into their, in this case, environmental context.

There are certain internal circuits in the human-society-nature chain, which are:
- Socio-historical development: nature.
- Abiotic and biotic factors: the human.
- Technology and technology: nature.
- Man and Society: Land.
- Man and society: space, etc.

Deontological approach: (from "onto" means being, and "deonto" necessary, necessary).

That is, deonto is the rules and requirements of being.

This approach requires the orientation of children to the norms and rules of behavior and attitudes towards nature. The emphasis of the deontological approach is on **life's urgency**:

Children here and now treat and handle nature in an environmentally sound way.

Axological approach: "Axeo" = value. Requires the orientation of the child towards nature as a broad nomenclature of values.

Predictive Approach: Knowledge, comprehension, prediction (prognosis) of regular changes in nature and their benefits to humans, such as the **study of seasons** in preschool age.

Personality Approach: The child as a subject, as a center in environmental education.

CONCLUSION

The methodology for acquaintance with the outside world relies on the information (knowledge) of the child, which is used to form his / her competences in other educational areas. "Pre-school education lays the foundations for lifelong learning, providing the physical, cognitive, linguistic, spiritual, moral, social, emotional and creative development of children." (Sotirov, Ch., 2019, p. 446) the surrounding world (The methodology of the surrounding world), exists as a major source of information, namely objective reality. It is even more powerful than the State Pre-School Education Standard (SESPE). The teacher can not only comply with SESPE, that is, here he must also consider objective reality as an information source. In addition, in the MSES, the teacher needs to take into account, report on, take into account, and improvise the life experience of children. Or, in order to select the content of a topic, the teacher at the The methodology of the surrounding world must take into account the information impacts coming not only from the SESPE (he must certainly take them into account), but also with other information sources that form natural or social knowledge - the objective the reality, the family, the media, the individual life cognitive and social experience of the individual child.

And more importantly, under the The methodology of the surrounding world), the teacher acts as a mediator, mediator, between the impacts of the various information sources and the child. "Empathy, compassion, tolerance, sociability, creativity, empathy, and openness to the new, optimism are just a small part of the personal qualities that each teacher possesses, to varying degrees, which imparts his image as a professional." (Petkova, 2012, p. 49)

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