
**PSYCHODIAGNOSTIC COMPLEX FOR THE STUDY OF THE ENVIRONMENTAL
COMPETENCE OF 5-7 YEAR OLD CHILDREN**

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Abstract: Contemporary tendencies toward continually developing technology, toward urbanization, "which detaches man from nature" [17], toward new priorities not only in human communication but also in our relationship with the surrounding reality, require pre-school pedagogy to "seek new ways to build the relations of man with his surrounding environment and to introduce them into a pedagogical reality even before the relevant changes in society have taken place" [17]. One of the main directions in this issue is the close linking of pre-school pedagogy with diagnostics - both psychological and pedagogical.

The need to develop the psychodiagnostic complex for the study of the environmental competence of 5-7 year old children is conditioned by the need to justify, develop and approve a pedagogical system of interrelated components interacting with each other, united by the general educational purpose of enhancing the environmental competence of pre-school children through the perception of works of fiction. The complex itself is aimed at exploring the individual peculiarities in the enhancement of the environmental competence through the perception of fiction by applying diagnostic procedures designed specifically for this purpose. In this psychodiagnostic complex, the environmentally friendly attitude is interpreted as a conscious, subjective attitude towards the surrounding world, which we analyze, above all, from the perspective of the issue related to the meaning, which the environmental messages acquired through the perception of fiction have for the child.

This article proposes three distinct but interrelated aspects of the structure of the psychodiagnostic complex for studying the environmental competence of pre-school children:

- ❖ content of basic environmental concepts;
- ❖ ability to apply environmental approach to case solving;
- ❖ ideas for the standards and rules in the relationship "man - environment."

The development and approval of the psychodiagnostic complex aims to confirm or reject the need to create a pedagogical system of interrelated components interacting with each other, united by the general educational purpose of enhancing the environmental competence of pre-school children through the perception of works of fiction.

Keywords: diagnostics, psychodiagnostic complex, environmental competence.

1. INTRODUCTION

Contemporary tendencies toward continually developing technology, toward urbanization, "which detaches man from nature" [17], toward new priorities not only in human communication but also in our relationship with the surrounding reality, require pre-school pedagogy to "seek new ways to build the relations of man with his surrounding environment and to introduce them into a pedagogical reality even before the relevant changes in society have taken place" [17]. One of the main directions in this issue is the close linking of pre-school pedagogy with diagnostics - both psychological and pedagogical. Diagnosis meaningfully determines the development of both the theoretical as well as the empirical studies in the field of pre-school education (G. Pirvov, D. Batoeva, E. Yanakieva, I. Koleva, E. Dragolova). It is the foundation that helps to establish feedback between the educator and the child. It is through diagnosis that the teacher can effectively render an account on the effect of their pedagogical activity, choose the most appropriate pedagogical impacts, and make the most advisable pedagogical decisions. Thanks to the diagnostic procedures, the educational process in kindergarten becomes logically reasoned and regular.

2. CONCEPTUAL BASIS OF THE PSYCHODIAGNOSTIC COMPLEX

The complex itself is aimed at exploring the individual peculiarities in the enhancement of the environmental competence through the perception of fiction by applying diagnostic procedures designed specifically for this purpose.

The modified "Verbal subtests" of Lyubov Izrailevna Peresleni and Chuprov Fedorovich Leonid [11, 12, 13] serve as conceptual basis.

According to the authors, the development of test batteries and the modifications of already established ones is the most justifiable scientific way to study the peculiarities of child development. This determines not only the creation

but also the development of specific psychodiagnostic algorithms and the application of diagnostic typologies based on the theoretical concepts recognized by science. L. F. Chuprov stresses that "the set of diagnostic tools developed within a psychodiagnostic complex is unlikely to be effective when used within the framework of another one, without an appropriate theoretical justification" [15].

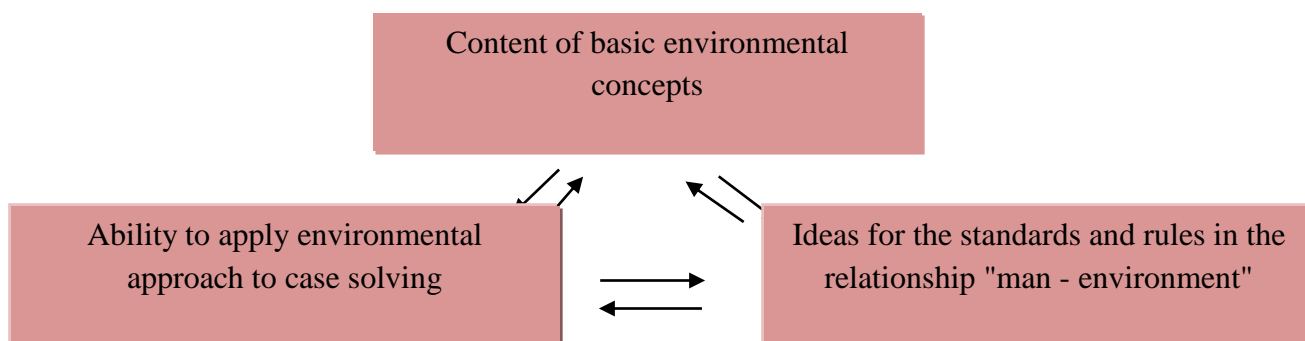
3. STRUCTURE OF THE PSYCHODIAGNOSTIC COMPLEX

In the development of the psychodiagnostic complex, the environmentally friendly attitude is interpreted as a conscious, subjective attitude towards the surrounding world, which we analyze, above all, from the perspective of the issue related to the meaning, which the environmental messages acquired through the perception of fiction, have for the child.

In order to serve as a basis for environmentally-friendly attitude, environmental messages should have a "vital meaning" for the child; the environmental information present in works of fiction enables the child to apply an ecological approach to the perception of objects and phenomena of reality (i.e. to understand them according to their level of development of cognitive abilities in unison with their surrounding environment) and to regulate their behavior accordingly. Thanks to the eco-friendly messages found in literature, the "motives and targeting in the context of different life situation and their choice of behavior and the development of their environmental competence" (E. Yanakieva) are also developed.

The psychodiagnostic complex is structured in three distinct but interrelated aspects. (Fig. No. 1)

Figure No. 1



4. TASKS OF THE PSYCHODIAGNOSTIC COMPLEX

We have set the following tasks in the development of the psychodiagnostic complex for the study of environmental competence of 5-7 year old children through the perception of works of fiction:

1. To construct and approve diagnostic methods for determining:
 - the peculiarities of children's environmental competence, which are analyzed under three main aspects (content of basic environmental concepts, ability to apply environmental approach to case solving, ideas for the standards and rules in the relationship "man - environment") and their actual enhancement through the perception of fiction;
 - the child's tendency toward using its own environmental competence as means of mastering environmental knowledge (about the essential features of living nature; the complex interdependencies between living organisms; the living environment; understanding the food chain and becoming aware of the interrelations between its participants; knowledge about the diverse habitats of individual groups of animals and plants);
2. To describe and analyze the educational and developmental structural components of the cross-curricular relations "adoption of fiction containing natural - scientific ideas about nature" and "enhancing the environmental competence of pre-school children";
3. To develop and approve a pedagogical system of interrelated components, interacting with each other, united by the common educational purpose of enhancing the environmental competence in pre-school age through the perception of works of fiction containing "relatively accurate notions of nature and the most general laws in it".

5. CONCLUSION

The developed psychodiagnostic complex aims to confirm or reject the effectiveness of creating a pedagogical system of interrelated components interacting with each other, united by the general educational purpose of enhancing the environmental competence of pre-school children through the perception of works of fiction.

The modified "Verbal Subtests" summarize and analyze the scientific provisions regarding the environmental competence of pre-school children and the mechanisms for its enhancement. The modifications of the "Verbal subtests" used in the experimental study aim to examine the environmental competence of 5-7 year old children in different sample sizes and to establish the results after the pedagogical experiment related to the enhancement and development of these competences through the perception of works of fiction has been completed.

The developed psychodiagnostic complex aims to diagnose the child's competence toward basic environmental concepts (adaptation, equilibrium, food chain, competition, surrounding environment).

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