INTRODUCTION

Civic education of the individual has a deep history and is a complex dynamic process of interaction of the individual with the state and society. The definition of its goal and objectives is due to value orientations, political structure, social order and objective conditions for the development of society and the state. The problem of civic education of the younger generation in modern Ukrainian society is conditioned by state processes, which should provide equal starting conditions for the development and implementation of the potential of citizens in the interests of society. This process should be aimed at the formation of an active, creative personality, capable of building equal relations with the state, observing the legal norms of the law, on the one hand, and the ability to realize oneself from the standpoint of a citizen, on the other. Since the main personal qualities are laid down in preschool childhood, it is this age that is determined by psychologists and educators who are sensitive for the formation of the foundations of civic qualities. In the context of the presented situation, the problem of professional training of a future teacher for civic education of preschool children becomes relevant (PHENICE, GRIFFORE, 2003).

Despite the fact that in the institution of preschool education, with the organized and independent activity of children, a wide range of tasks is implemented in different directions of the development and education of the child, namely: physical (foundations of health and safety of life), social and moral (foundations of legal culture and spiritual education), cognitive (nature, environment, ethnology, foundations of economic culture, logical and mathematical development and computer literacy) speech (coherent speech, literacy, preparation for teaching writing, speech etiquette, rhetoric, foreign language); artistic and aesthetic (visual, musical, literary, theatrical, choreographic activity), then the educator must remain not only methodologically aware of the numerous innovations in each of the educational lines, but also competently implement them. In addition to the ability to effectively organize the educational process, he must be methodologically competent in creating a developing environment, ensuring the conditions for the successful socialization of children in the process of leading activities and organizing educational work with parents (MAYNARD, 2007).

The global ecological crisis caused by destructive human activity threatens to turn into a global catastrophe, because the processes of destruction of nature can become irreversible. The preservation of the conditions for the biological existence of a person depends precisely on what gave rise to the threat - on the peculiarities of the human way of life.

V. Vernadsky, analyzing the processes in the biosphere of the Earth, came to the conclusion that the evolution of species in our time passes into the evolution of the biosphere. Transformation of the biosphere into a qualitatively new state - the noosphere - is the most important task facing humanity today. V. Vernadsky relied on the human mind, humanism,
understood that the success of the evolution of the biosphere into the noosphere depends on man, on the joint efforts of mankind. He put forward the task of forming a "noospheric" personality. Nowadays scientists emphasize the special humanistic function of ecological science (STERN, POWELL, HILL, 2014).

The ecological paradigm of modern education presupposes the penetration of ecological meanings into all educational areas. It is not surprising that new sciences have appeared: "ecological pedagogy", "ecological psychology", "human ecology". Environmental issues in our time are closely related to ethical issues. The process of environmental education and upbringing of environmental culture in our country is continuous - it should begin in childhood and continue throughout life. The success of this process depends on the quality of the training of educators who shape the environmental values and beliefs of youth.

**METHODOLOGY**
To conduct a socio-pedagogical study of educational transformations during the period of crisis changes, the main approach to solving the problem was used, which involves the use of logical methods, namely deductive inferences, inferences by analogy, made it possible to generalize the accumulated experience.

**RESULTS AND DISCUSSIONS**
The pedagogical literature indicates that the level of ecological competence of a specialist can be determined by the following groups of criteria: cognitive, value and activity-practical. The cognitive criterion includes: knowledge of the principles of organization and functioning of ecosystems that determine the quality of the environment, production and human health; knowledge about the ecological situation of the native land; the ability to correctly analyze and establish causal relationships of environmental problems; the ability to predict the environmental consequences of human and professional activities, to assess environmental relations in the context of the concept of sustainable development of the country.

The value criterion is: a sense of empathy and compassion for nature; independence in environmental judgment; conviction in the need to comply with the measures, norms and rules of environmental management on a daily basis, a thrifty attitude to the natural environment in everyday life and professional activity; persistent interest in the problems of interaction between society and nature, understanding of the need to resolve emerging contradictions; the need for knowledge of environmental relations, interest in them in the learning process (HARLANOVA, 2014).

Activity-practical criterion: the ability to resist manifestations of environmental vandalism in the professional sphere, in daily life and social activities; the habit of observing environmental norms of behavior and the manifestation of environmental initiative in the process of mastering the profession. The effectiveness of the process of forming the professional competence of students in the learning process depends on the reasonably selected and clearly defined content of educational activities and effective methods and techniques of teaching. The level of competence can be characterized by the degree of a person’s positive influence on the surrounding reality (TUYSUZ, BEKTAS, GEBAN, OZTURK, YALVAC, 2016).

The higher the level of professional competence of the teacher, the more significant influence he exerts on the surrounding reality by direct and indirect influence (through pupils, their parents, environment). This is due to both an increase in knowledge, experience, expansion of the functions of professional activity, and an increase in the powers of the individual (VERAKSA, KOMAROVA, VASYLIEVA, 2014).

The main component of the subject level of ecological competence is ecological-cognitive, which provides for the mastery by students of such categories of ecological knowledge (MASTRÀNGELO ET AL, 2019):

- scientific - ideas, theories, concepts, facts characterizing the trends of globalization, regional and local changes in ecosystems and the biosphere, human relations with the environment;
• value - ecological orientations of a person at different stages of development of society, ideals, ideas that characterize nature and man as a universal value;
• moral - a system of moral and legal principles, norms, rules governing human relations with nature;
• activity-based - help to select material from an environmental problem to speak at a conference, debate, analyze the relevant literature.

Civic education is viewed through the lens of different approaches and understood through citizenship education. But at different age stages of personality development, the definition of citizenship is explained taking into account its characteristics, determines the specificity and multidimensionality of modern research of the problem in the pedagogical field. Considering the above, it can be argued that civic education of preschool children is a complex and lengthy process aimed at educating civic qualities. Each civic quality, in turn, is a complex dynamic system connected with other personality traits. This is due to the diversity of civic education (CHEREDINOVA, 2010).

This is precisely the complexity of training a competent specialist who is ready for civic education of preschool children. In this context, the pedagogical competence of educators lies in the awareness of the conceptual foundations of civic education; orientation in the content of concepts, categories, which have as their structural-forming center the concept of "civic consciousness", "civic qualities"; mastering diagnostic methods for determining the levels of formation of civic qualities in older preschool children; possession of the skills of using methods and forms of its implementation.

The multidimensionality and multi-vector nature of civic education obliges teachers of special disciplines to pay special attention to the content and methods of work in the process of teaching special disciplines. The pedagogical process should be aimed not only at the formation of professional skills, but also at the student’s personal growth, the formation of his emotional-value attitude to the world, ensuring intellectual and physical development, and the like. The analysis of curricula on the formation of the readiness of future specialists for professional activity made it possible to conclude that there is no separate discipline of this problem (BOLAND, LETSCHERT, 1995).

However, we can state that a number of special disciplines have significant potential for integration into their structure of certain areas from civic education of preschool children. So, for example, the discipline “Theory and methodology of familiarizing preschool children with the public environment” contains in its structure a number of topics (“Fundamentals of civic education as a component of the formation of social competence”, “Familiarization of children with the phenomena of public life”, etc.) to prepare future educators for civic education of children. In the process of studying this discipline, students have the opportunity to expand their knowledge about the peculiarities of civic education of preschool children in the process of preparing a mini-lecture hall on the proposed topic, for example: “Civic qualities in the modern world”, “How to educate a citizen”, “Rights and obligations of a preschool child. age “and others. On the part of the teacher, the lectures were supplemented with a set of techniques for enhancing the attention of the audience and attracting participants to an active interview: posing discussion and problematic questions, creating problem situations, creating and solving crosswords, and the like. Problematic and discussion questions were offered to future educators in the process of giving a lecture, and solving crosswords, analyzing problem situations, practical exercises were offered for independent work (REDO, 2018).

Environmental education and upbringing cannot focus only on the acquisition of environmental knowledge by preschoolers or the corresponding norms and rules of behavior. The main goal of environmental education and upbringing is the formation and development of the environmental culture of the individual. It should be noted that the success of the pedagogical skills of students of higher pedagogical educational institutions largely depends on the formation of the corresponding level of ecological culture. At the same time, in order to ensure the effective fulfillment of the tasks that society poses for the educator, it is impossible to confine oneself to the formation of some separate aspects of the teacher’s personality. Relevant for our research is the understanding of the professional
readiness of future preschool teachers for the environmental education of preschool children as a natural result of purposeful training, self-determination, self-education, regulating activities and ensuring its effectiveness (SZÖKA, SZERÉNYI, SZÉCHY, KOCSIS, 2013).

At the same time, the readiness of the individual for any activity and the performance of practical actions in modern scientific research and psychological and pedagogical literature is considered from various points of view: as a manifestation of the integral integrative quality of the individual, it involves the mobilization of the psychological and physical forces of a person and allows you to optimize the activity; characterized by an emotional-value attitude to education, a stable professional orientation, the presence of appropriate knowledge and skills; as a psychological state of a personality, manifested by the presence of an image of a structure of a certain action in the subject and a constant focus on its implementation, the integrity of the state is determined by full-fledged development, mutually supplemented and mutually integrated with intellectual, motivational and operational components in the structure of the personality; as a holistic, systemic, integrative education of the individual, it presupposes the unity of theoretical, practical and moral and ethical training of a future specialist in preschool education; contains beliefs, attitudes, motives, feelings, intellectual and volitional qualities, knowledge, skills and attitude towards certain behavior; is a measure of the professional maturity of the educator and ensures quick adaptation, updating, and the use of knowledge, skills and abilities acquired at the university in pedagogical practice (MEYER, MÜLLER, MACOUN, 2017).

The main tasks of environmental education are the accumulation of environmental knowledge in a person, education of love for nature, the desire to preserve and increase its wealth and the formation of skills and abilities of environmental protection.

The content of ecological education involves the disclosure of the essence of the natural world - the human environment, which should be interested in preserving its integrity, purity, harmony. The individual must be able to comprehend environmental phenomena and interact intelligently with nature. An aesthetic approach to nature contributes to the formation of moral feelings of duty and responsibility for its preservation, encourages environmental protection (STEVENSON et al, 2019).

Love for nature should be brought up from early childhood. Children who still do not know how to walk should be taken out into the fresh air more often so that they can see their native sky, trees, flowers, and various animals. All this remains in the child’s soul, illuminated with a sense of joy and will lay the foundations of love for the native nature. ”

The fundamental principles of ecological thinking are laid in the family, which is designed to instill in children a system of ecological values, norms of behavior in the natural environment are higher. The kindergarten should also work closely with the family. Its task is to develop the cognitive abilities of children through fairy tales, myths, games, acquaint them with the elementary connections of animate and inanimate nature, the influence of man on the environment, due to which the child will develop a need for communication with nature.

Environmental education started at preschool age continues at all stages of schooling. Each of them has its own goal, tasks, methodology corresponding to the age characteristics of schoolchildren (SOBEL, 2016).

At the first stage (junior schoolchildren), the school provides a comprehensive study of nature and reveals to students its multifaceted aspects: aesthetic, sanitary and hygienic, environmental, economic. Children should also understand the dependence of the quality of life and health on the state of the environment, and strive to improve it.

An essential feature of environmental knowledge is that it reflects not only the existing, but also necessary, that is, they direct it to the future, giving a certain orientation to the actions of people in using the resources of nature for the development of society. At the same time, A. Bespalko characterizes readiness for activity as a psychological state, as a characteristic, quality of a person, a set of motives, attitudes, feelings, knowledge and skills, and the like. The author emphasizes that differences in understanding the essence of readiness can be explained by “the level at which it is considered: functional or personal.” (ROSA, PROFICE, COLLADO, 2018).
Thus, the content and structure of the concept of “readiness” is due to this type of activity, which is the ultimate goal of training a future teacher of a preschool educational institution. In the context of our research, we focus on the formation of the future preschool teacher’s readiness for environmental education of preschool children, highlighting two components of readiness: personal and pedagogical. The personal component of readiness reflects the motives, ideals, attitudes and professional capabilities of future specialists in preschool education. Any activity requires individual psychological qualities from a person, which serve as prerequisites for its success, therefore, a culture of attitude towards the nature of the preschool educator himself has a significant pedagogical significance in the process of forming the ecological culture of a preschool child.

Thus, the first block in the structure of the professional readiness of the future teacher of a preschool educational institution for environmental education (personal readiness) reflects the peculiarities of the attitude and the nature of the activity of a preschool teacher in relation to nature, to a certain extent determines the teacher’s interest in environmental education in a preschool educational institution, his character. Note that the personal readiness of the future specialist in preschool education for environmental education in the structure of professional readiness reflects the peculiarities of the attitude and nature of activity towards nature. The second component of readiness should reflect the teacher’s professional qualities - knowledge, abilities, skills, motives of activity, professional skill, which are necessary to create favorable conditions for the formation of the ecological culture of preschool children. Consequently, the formation of the readiness of future preschool teachers for the environmental education of preschool children is defined as the unity of two interrelated components (OTTO, EVANS, MOON, KAISER, 2019).

The personal readiness of future educators for environmental education lies in the student’s desire to search for information, its perception during the educational process at the university. Thus, the effectiveness and comprehensiveness of the formation of the readiness of future preschool teachers for the environmental education of preschool children in pedagogical activity is determined by a set of measures that provide for theoretical acquaintance with the content, forms and methods of organizing the educational process, is implemented through the assimilation of special knowledge in lecture courses; mastering the techniques and methods of pedagogical influence during practical and seminars; practical work to acquire skills and abilities to organize the process of environmental education of preschoolers during pedagogical practice in preschool educational institutions, etc (WELLS, LEKIES, 2006).

Environmental education is a purposeful pedagogical activity designed to replace the qualitative parameters of the attitude of a person and society to the entire environment. The restructuring of individual and social consciousness is the leading factor. Understanding that a person is inextricably linked with the environment, wholly and completely depends on the state of nature, leads to a radical restructuring of relations with it: activities aimed at solving environmental problems should become the norm of human ethics. In this regard, there is a need for the assimilation of knowledge, skills, experience related to modern ecology.

**CONCLUSIONS**

Generalization of the above allows us to assert that the topic of civic education is relevant for the department of preschool education, since teachers form the worldview of a future educator who demonstrates his civic knowledge, which is the basis for the formation of ideas about human life and for the realization of the needs and interests of the individual in political, legal, economic, social and cultural life of the country; civic skills in the practical application of knowledge and the acquired experience of participation in the socio-political life of society, including institutions of preschool education; civic virtues, encompassing the norms, attitudes, values and qualities inherent in the citizen of society; attracting education seekers to civic values; acquisition of social knowledge and practical skills of social life; active participation in social activities.

The analysis showed that the problem of forming the readiness of future preschool teachers for the environmental education of preschool children will depend on the effectiveness of creating conditions, the search for new organizational forms and methods aimed at
developing the creative activity of students and their desire for research activities, contributing to the personal and professional development and self-development of the teacher-researcher. This study does not exhaust all aspects of this problem. The results obtained prove the need for further diversity of forms and methods of professional training of future specialists from preschool education to environmental education of preschool children.

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Civic and environmental education of future preschool education specialists

Resumo
Em conexão com o aprofundamento rápido e catastrófico da crise ecológica, surgiu a necessidade urgente de mudar o sistema de relaçôes entre a humanidade e a natureza. Mas a base para isso só pode ser uma mudança na consciência das pessoas, e é aconselhável iniciar esse processo desde a infância. Essas tarefas na educação dos filhos demandam dos educadores em sua formação profissional, em particular, a aquisição de conhecimentos e o desenvolvimento de habilidades. Mas as qualidades pessoais do professor desempenham um papel igualmente importante nisso, e isso é especialmente necessário para preparar a educação ambiental de pré-escolares. O exemplo do educador na conservação da natureza, sua atitude para com os animais e as plantas, determina o comportamento das crianças no futuro. Assim, torna-se relevante a questão da formação profissional de futuros educadores de instituições de educação pré-escolar para a educação ecológica de crianças.

Palavras-chave: Pedagogia. Educação cívica. Educação ecológica. Futuros educadores. Formação profissional.

Abstract
In connection with the rapid and catastrophic deepening of the ecological crisis, an urgent need arose to change the system of relations between humanity and nature. But the basis for this can only be a change in the consciousness of people, and it is advisable to start this process from preschool childhood. Such tasks in the upbringing of children place high demands on educators in their professional training, in particular, acquiring knowledge and developing skills. But the personal qualities of the teacher play an equally important role in this, and this is especially necessary for preparing for the environmental education of preschoolers. The example of the educator in nature conservation, his attitude to animals and plants, determines the behaviour of children in the future. So, the issue of professional training of future educators of preschool educational institutions for the ecological education of children becomes relevant.

Keywords: Pedagogy. Civic education. Ecological education. Future educators. Professional training.

Resumen
En relación con la rápida y catastrófica profundización de la crisis ecológica, surgió la urgente necesidad de cambiar el sistema de relaciones entre la humanidad y la naturaleza. Pero la base de esto solo puede ser un cambio en la conciencia de las personas, y es recomendable comenzar este proceso desde la infancia preescolar. Estas tareas en la crianza de los niños imponen grandes exigencias a los educadores en su formación profesional, en particular, en la adquisición de conocimientos y el desarrollo de habilidades. Pero las cualidades personales del maestro juegan un papel igualmente importante en esto, y esto es especialmente necesario para preparar la educación ambiental de los niños en edad preescolar. El ejemplo del educador en la conservación de la naturaleza, su actitud hacia los animales y las plantas determina el comportamiento de los niños en el futuro. Entonces, cobra relevancia el tema de la formación profesional de los futuros educadores de las instituciones de educación preescolar para la educación ecológica de los niños.

Palabras-clave: Pedagogía. Educación cívica. Educación ecológica. Futuros educadores. Formación profesional.