

Pynzenyk O. M.

**REGIONAL STUDIES AND TOURISM IN THE PRE-SCHOOL
EDUCATIONAL ESTABLISHMENT**

Latest educational trends in the field of pre-school education view developing child's life competence as its primary goal. Stringent demands are imposed on the psychological and physical development of preschoolers, as well as their readiness for the transition from pre-school establishments to secondary schools. This promotes the search for the approaches to the cognitive, social, emotional, and moral development of the child that build his/her physical and psychological readiness or, in other terms, develop child's life competence. Research findings and best educational practices analysis in this area prove that one of such approaches is the involvement of preschoolers in regional studies and tourism.

Regional studies and tourism in pre-school educational establishments were analyzed by T. Andrushchenko, N. Panhelova, D. Mazokha. Tourism for children as a social phenomenon was discussed by Yu. Kan, and the aspects of optimizing preschoolers' physical activity in the course of tourism and regional studies were addressed by T. Krutsevych.

Ukrainian educators, namely B. Kovbas, Yu. Danylyuk, O. Savchuk, V. Pirka, Yu. Shtyurmer, define a combination of regional studies and tourism as the organized under the supervision of the teacher multifaceted educational, research, and community service activity of children in the process of the comprehensive study of their native land [3, p. 89].

The idea of exploring one's native land and the use of regional studies material in the educational process were justified in the works by the famous Czech educator J. A. Comenius. The importance of regional studies in education was emphasized by K. Ushynsky, O. Dukhnovych, S. Rusova. Much attention to studying the native land by children was paid by V. Sukhomlyns'ky. The methodological aspects of regional

studies were dealt with in the works by H. Humenyuk, Ya. Yatsiv. At present, this issue is the focus of attention for T. Zavhorodnya, S. Zolotukhina, O. Sukhomlyns'ka, M. Chepil, et al.

Regional studies component is of critical importance for the development of spirituality. Ukrainian studies begin with getting to know, under the guidance of the teacher, the natural, social, and historical conditions of the native city or village. Pre-school regional studies focus on natural history, folklore, ethnography, and other facets, which are closely related in terms of content, organizational forms, and application methods.

Among the organizational forms that require preschoolers' firsthand acquaintance with their native land, most widely used are thematic field trips and excursions. Yet, the organization of these forms of work mainly comes to observation, didactic games, natural material collection, etc. In our opinion, using basic tourism activities could not only diversify, but also activate knowledge acquisition by preschoolers, encourage their desire to learn more about nature and their native history.

In Ukrainian pedagogy, regional studies and tourism, as well as their use are afforded insufficient attention. The research dealing with the use of the elements of tourism in pre-school educational establishments usually addresses only certain aspects of the problem, such as physical development of children by means of hiking, raising their environmental awareness, and so on.

The topicality of the issue discussed is determined by the necessity to develop child's life competence with the help of regional studies and tourism activities beginning as early as at pre-school age. This period is critical both for the formation of cultural and value orientation of child's spiritual and ethic core, as well as the development of emotions, feelings, thinking, mechanisms of social adaptation in the society. It is also the starting point for the process of national and cultural self-identification and realizing one's place in the surrounding world.

Pre-school age is the most conducive for emotional and psychological influence on the child, for the perceptions of reality, cultural space, and nature are

very bright and powerful and remain in one's memory for quite a while, if not for the whole life, which is crucial for the success of regional studies.

That is why regional studies combined with tourism play an important role in the acquisition of the thorough mastery of the basic scientific knowledge by children. They also broaden and deepen their knowledge, promote creativity and inquisitiveness, actively build outlook.

The aim of the article is to reveal the theoretical and practical aspects of regional studies and tourism in a pre-school educational institution as a means of child's life competence development.

The primary goal of educational establishments in Ukraine is nurturing a physically fit, strong-willed, and knowledgeable young generation. A critical part here belongs to tourism and regional studies, for, getting actively acquainted with the history of their native place, national and cultural background, learning about one's descent and historical and cultural heritage of the ancestors, young tourists involved in regional studies develop kindness, care for and respect to the history of their native place, its nature. Children tourism is one of the directions of pre-school institution's educational work aimed at forming child's life competence, encouraging their active exploration of the world around and themselves with the help of regional studies and tourism. Regional studies and tourism, in their turn, are a comprehensive means of child's harmonious development, active exploration and improvement, level to children capacities, of the surrounding world and themselves, the characteristic components of which are hiking, walking trips, thematic field trips, expeditions, and excursions [4, p. 7].

If local studies and tourism activities are organized correctly from pedagogical point of view, they have a considerable impact on preschoolers' development. Educators and psychologists believe that this age is crucial for the formation of the personality. Preschoolers' profile is defined by the transformations that occur at this age.

Physical and intellectual development of the child, changes in his/her emotional sphere bring about new attitude to self and one's place in life. The changes in the social situation of child's development lead to the formation of a new frame of

reference. Pre-school age is usually characterized by a number of conflicts, which are attributable to the emergence of new needs. To satisfy those, the child needs to acquire new forms of activity. The needs typical of this age are cognitive, communicative, the need to assert oneself among peers and adults, to be independent, to engage in physical activity (related to overcoming difficulties), genetically predetermined need for relocation, love for nature and communion with it.

Regional studies are a comprehensive study of the native land, gaining experience and emotional acceptance of it, as well as an active exploration of a particular territory. It promotes moral, physical, labor, aesthetic, ecological education of preschoolers, broadens their horizons, and develops their cognitive interests. Moreover, the use of regional studies material can help to form basic scientific concepts and stimulates the application of the acquired knowledge. Research in regional studies can be supported by the introduction of tourism activities. These two notions exhibit close correlation and the unity of aims, as tourists who explore their native land cannot but acquire knowledge about it, while those who do local studies have to tour the area to advance their cause, i.e., become tourists.

Tourism is a complex socio-economic system that ensures effective rest and solves a number of educational tasks. When skillfully combined with regional studies, it can also fulfill educational and cognitive functions. Thus, tourism is a multifaceted phenomenon; it influences the society and the minds of its members, particularly of the younger generation [1, p. 18].

At present, research literature fails to provide a single definition of tourism, which is due to the fact that the term comprises a variety of travelling functions. This speaks to the fact that tourism is not only a way of spending free time, but a form of education. During hiking or road trips, one not only relaxes and strengthens health, but also raises the cultural level.

Pre-school regional studies and tourism are a form of a rationally built system of connections within cognitive, social, emotional, and moral development of the child. A kindergarten teacher uses this system to build the preschooler's personality, influencing him/her by various means of emotionally colored interpersonal communication, which is specially organized by the teacher to create the conditions

for preschooler's self-discovery and the discovery of the world around him/her. The success in realization of the afore-mentioned possibility depends on kindergarten teacher's readiness to organize regional studies and tourism.

Regional studies and tourism are seen as a means of child's harmonious development by field trips, tours, and excursions as its typical structural components. In recent studies, regional studies and tourism are defined as an integrative form of the educational process, which stimulates the choice of the optimum set of psychological and pedagogical conditions and means of comprehensive influence on the individual [2, p. 5].

Because regional studies and tourism are not just a way of spending free time, but the means of child's life competence development, it has various functions.

The main functions of modern tourism are educational, correctional, as well as of socialization and development. Each trip brings about the experience in dealing with inconveniences, cultivates love and respect for people, native land, teaches to respect traditions, beliefs, worldview of other nations, etc.

The developmental function of tourism encourages cognition, provides the possibilities for adequate self-discovery, and equips the participants with communicative skills.

No less important is the cognitive function. It involves the exploration of the world, gaining experience, and the development of every traveler's outlook. Hiking or touring, young researchers acquire basic knowledge of the geographical, historical, ecological characteristics of the world around, learn to preserve it for the generations to come, which stimulates the development of science, culture, art, and other spheres.

The function of socialization ensures the acquisition of team interaction skills during short walking trips, excursions, thematic field trips.

Regional studies and tourism-related events, if logically organized, expand the world surrounding the preschooler. Tourism takes children from the house where they live to the kindergarten and, further, around the neighborhood and larger region. Communion with nature brings up a unique aesthetic feeling in children's souls. It is on such walking tours, while spending time in the mountains, forests, or by the river, that the love for the native land, desire to preserve and increase its wealth grow.

Tours and field trips stimulate understanding of the social surrounding. Learning about historical sites, as well as visiting places of great historical importance allow young tourists to learn interesting facts about their country's history.

On walking trips, young tourists get acquainted with nature, the peculiarities of everyday life and folk trades of their native land. Physical load that the body gets during such walking trips is evenly spread overtime, whereas its alteration with the periods of rest and its gradual growth positively influence the physical condition of the individual.

The organization and improvement of regional studies and tourism require the adherence to general pedagogical principles.

The realization of intentionality principle is of great importance for regional studies and tourism activities. Following this principle involves arranging these activities in accord with the most general educational tasks, character-building. Thus, these tasks determine the content, forms, and methods of regional studies and tourism activities.

The didactic principle of maintaining scientific rigor is primarily applied when planning regional studies and tourism activities and is implemented through a system approach to the solution of this task. It is also put into practice in the course of preparing children for the participation in various tourism-related events, as well as during preliminary study of the walking trip area and processing the materials gathered.

The accessibility principle in tourism is reflected in its content. The democratic character of regional studies and tourism requires that preschoolers of all physical, intellectual, and emotional levels of development be included. Such inclusion is possible because these activities do not require special physical and volitional preparation, as is typical of sports, they do not demand intellectual giftedness as it is necessary for academy, or enhanced emotional sphere, as in artistic activities.

The accessibility principle should also be taken into consideration in planning regional studies and tourism activities. For instance, the violation of this principle along with the principles of consistency and systemic character of the educational activities is readily seen in the attempts of some kindergarten teachers to conduct the

first walking trip going down a difficult route. This, of course, can be mobilizing for children at first and encourages them to earn the right to participate by proper behavior and active participation in classroom activities. But the educational benefits of these trips do not usually live to the teacher's expectations. Such a complicated task is physically very exhausting; its benefits from the pedagogical point of view are always lower than of those trips that combine physical challenge with regional studies and play. Moreover, the failure to follow the consistency principle in terms of challenges that children have to face can lead to physical overload, higher injury rate, and accidents on the route. These trips can create a false impression of excellence and breed disregard for small-scale tourism activities.

One of the most important educational principles, which can be successfully implemented in the course of regional studies and tourism activities, is the principle of educational process integrity and the unity of the educational influence. The activities of this kind simultaneously affect intellectual, emotional, and volitional spheres of the preschooler; they harmoniously unite educational and health-improvement processes.

The basis for, as well as the key point in establishing the rapport between the kindergarten teacher and the child is the principle of correlation between the insistence on high standards and the respect for every individual. The realization of this principle in the course of tourism activities has some specific features. Being responsible for every child's health and life, the teacher is to be fully acquainted with various spheres of child's life. Being aware of the temperament, character, abilities, and inclinations, thoughts and worries allows the kindergarten teacher to more productively organize the work aimed at developing different aspects of preschooler's personality. Adhering to the principle of individual approach helps the educator to lend his support in difficult situations and to use various methods of the educational influence in regard with the strengths of the child.

The principle of consistency and systemic character of the educational activities should also be taken into consideration while organizing regional studies and tourism activities. This principle ensures the creation of such pedagogical system, in which its components form an integral unity. It actualizes the need for the

continuity of the educational process in regional studies and tourism, progressive advancement of the educational work.

Thus, it can be stated that pre-school regional studies and tourism are regulated by all, without any exceptions, pedagogical principles in their interconnection. A critical precondition for the effective application of the afore-mentioned principles in regional studies and tourism is their enhancement by means of the main trends, laws, rules, and traditions of tourism.

Therefore, regional studies and tourism as an efficient way of forming child's life competence should be given an appropriate place in the educational process of a pre-school educational institution. The conditions of their successful realization require further investigation and elaboration.

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Пинзеник О. М. Краєзнавчо-туристська діяльність в дошкільному закладі

Статтю присвячено вивченню впливу краєзнавчо-туристської роботи на світогляд та культурний розвиток дітей. Краєзнавство в поєднанні з туризмом має важливе значення для засвоєння дітьми елементарних знань з основ наук, активного пізнання навколишнього світу, набуття навичок дослідницької діяльності, формування моральних рис особистості. Особливу увагу приділено визначенню форм організації роботи, функціям сучасного туризму та реалізації загальнопедагогічних принципів. Використання краєзнавчо-туристської роботи в дошкільному закладі є важливим засобом формування життєвої компетентності дитини.

Ключові слова: краєзнавство, туризм.

Пинзеник Е. М. Краеведческо-туристическая деятельность в дошкольном заведении

Статья посвящена изучению влияния краеведческо-туристической работы на мировоззрение и культурное развитие детей. Краеведение в сочетании с туризмом имеет большое значение для усвоения детьми элементарных знаний основ наук, активного познания окружающего мира, приобретения навыков исследовательской деятельности, формирования нравственных качеств личности. Особое внимание уделено определению форм организации работы, функциям современного туризма и реализации общепедагогических принципов. Использование краеведческо-туристической работы в дошкольном учреждении является важным способом формирования жизненной компетентности ребенка.

Ключевые слова: краеведение, туризм.

Pynzenyk O. M. Regional Studies and Tourism in the Pre-school Educational Establishment

The article focuses on the influence of regional studies and tourism on the world outlook formation and cultural development of children. Regional studies in combination with tourism are important for the acquisition of basic scientific knowledge and research skills, active cognition, and moral development. Special attention is paid to defining the forms of work in this area, functions of the modern tourism, as well as to the realization of general pedagogical principles. Regional studies and tourism in a pre-school establishment are an important means of child's life competence formation.

Key words: regional studies, tourism.

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