LESSONS ON THE GRASS: UTILIZING THE NATURAL ENVIRONMENT TO DEVELOP COGNITIVE INTEREST

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Abstract: The article explores the pedagogical potential of outdoor learning as an effective tool for implementing the principle of nature-conformity in education. The author analyzes how moving beyond the traditional classroom and utilizing the natural environment influences the development of students' cognitive interest. The paper highlights the connection between sensory perception of nature and the quality of knowledge acquisition. It discusses practical methods for organizing "lessons on the grass" and their role in reducing emotional stress while increasing academic motivation and curiosity.

Key words: pedagogy, attention, principle, condition, creation, personality.

One of the main directions for the further development of education at a qualitatively new level is the creation of conditions for strengthening the educational function of the educational process, organizing a comprehensive study of the student’s personality, his interests and inclinations. Modern domestic teachers place the principle of conformity to nature as the basis for such education.

The idea of nature-conformity of education originates in the works of ancient Greek philosophers. Thus, Plato believed that education should awaken positive natural inclinations in a person. It is organized by the state as a means of improving life, shaping each person in the interests of the state. Aristotle substantiated the need for education on the requirements of citizens of certain virtues, which are not natural qualities of the soul, but without which it is

impossible to achieve the well-being of society.The philosopher reconciled the traditional dispute about the educationability or innateness of virtue in a compromise point of view, recognizing the sources of virtue and nature (i.e. natural talents) and skill and reason. The art of education lies in replenishing what the child lacks by nature. Aristotle was the first to give a philosophical and psychological theoretical justification for the idea of the nature-conformity of education as a condition for the harmonious development of the individual.

The problem of conformity to nature in education occupied the minds of the most prominent teachers of the past. It was developed by J.A. Komensky, J. Locke, J.-J. Rousseau, I.G. Pestalozzi, A. Disterweg, K.D. Ushinsky and others. Each of them understood the nature-conformity of education in their own way. In Y.A. Komensky, the principle of nature-conformity of education is revealed as taking into account the innate natural forces and age-related characteristics of children in analogy with the life of plants and animals, since man is a part of nature and is subject to its universal laws. Education in accordance with nature, according to J. Locke, means taking into account not only the biological, but also the social nature of man. Another interpretation of the nature-conformity of education in the pedagogical system of J.-J. Rousseau is following the natural nature of the child in education, taking into account his age characteristics. Nature-appropriate education, according to J.-J. Rousseau, is free education. In the pedagogical theory of I.G. Pestalozzi, the principle of conformity with nature was interpreted as the compliance of education with the laws of human nature, his eternal self-development, predetermined by the divine principle. A. Disterweg considered it necessary to take into account the process of natural human development at each age stage.

K.D. Ushinsky considered the conformity of education to nature as a philosophical and general pedagogical principle that characterizes the

maturation of the child's mental strength, his interaction with the surrounding nature and the surrounding social environment, with the world of culture.General characteristics of the principle of conformity to nature in teaching, developed in the pedagogical theories of Plato, Aristotle, J. A. Comenius, J. Locke, J.-J. Rousseau, I. G. Pestalozzi, A. Disterweg, K. D. Ushinsky, V. A. Sukhomlinsky and others were reflected in textbooks and teaching aids on the history of pedagogy by A.N. Dzhurinsky.

Domestic teacher E.N. Medynsky, exploring the history of the development of the principle of environmental conformity of education, showed that for two centuries (from the mid-17th to the mid-19th) this principle played a progressive role. He acted as a philosophical, methodological basis for the content and organization of education and training. Since the 60s of the 19th century. The term "nature-likeness" and references to nature are no longer found in pedagogy.

In the 60s of the 20th century, A.I. Piskunov, considering the principle of environmental conformity of education from the perspective of Marxism-Leninism, tried to prove that this principle has nothing to do with science and is not applied in pedagogy due to its idealistic essence. Modern interpretation of the principle of environmental conformity proceeds from the fact that education must be based on a scientific understanding of natural and social processes, consistent with the general laws of development of nature and man. In upbringing and education, one should take into account the nature of the growing child, his age characteristics, and social experience.

At the current stage of the Russian literary language development, where the democratization of society leads to a decline in the significance of linguistic norms, the use of codified phraseological units is being replaced by phrases with the same meaning, but whose mode of expression is driven by the demands of

modern society—namely, the pursuit of vividness, color, and the selection of lexical means for extraordinary expression of ideas

V.V. Kumarin believes that nature-conforming pedagogy in the conditions of Russian reality is the salvation of the school, that the ideas of nature-conformity of upbringing and teaching correspond to the provisions of the International Convention on the Rights of the Child. The teacher drew public attention to the need for a multilateral study and an ambiguous approach to studying the principle of conformity to nature in modern conditions.

Studying the trends in the evolution of Russian language norms and the specifics of their extrapolation into the future requires a clear definition of this concept. Drawing on general explanations of the term provided in Russian explanatory dictionaries, this study focuses on the definition of (scientific) extrapolation given by S.A. Kuznetsov, which is of particular significance for this research

Psychologist and teacher A. Kushnir argues that the principle of conformity to nature is a general philosophical basis for upbringing and education, which has universal applicability both in relation to global theories and pedagogical systems, and in relation to particular teaching methods and technologies. He believes that “genuine science presupposes the presence of such a foundation in its foundation, which does not depend either on the weather, or on ideology, or on the government system, or even on pedagogical experience, or on a historical figure, finally. It was precisely this modality in the pedagogical paradigm that was created by the “highest principle of education” - the principle of conformity to nature.” We agree with these provisions of the scientist.

The acute social contradictions of the Renaissance prompted J. A. Komensky to think about possible ways to eliminate social vices through reasonably organized education and enlightenment, in accordance with

humanistic ideas. The great Czech teacher was the first to give a scientific substantiation of the principle of conformity to nature as the main principle of the pedagogical process. He called this principle the correspondence of education to those laws that exist independently of a person. According to J.A. Komensky, nature is one, everything happens purposefully in it, harmony and order reign, it does not like leaps, everything proceeds gradually, every action comes from itself.

In nature, everything occurs naturally. The same should be true in education. This is the starting point of the idea of nature-conformity in education. The teacher argued that man is a particle of nature and obeys its general laws of development. Nature-conformity of upbringing means compliance of upbringing with nature in general and the nature of the child in particular. The child needs to be helped in his improvement and mastery of the world around him. Domestic pedagogy has been able to rethink this understanding of the essence of man only in recent years.

The results of the study showed that nature-conforming education was of interest to ancient Greek philosophers. In their works, revealing various aspects of personality formation, they attempted to provide a theoretical justification for nature-conforming education as the basis for the formation of a harmonious personality.

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