

UDC 37

Formation of the structure of environmental education at school

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Abstract

Ecological culture is a set of adaptive features of a fundamentally new quality, which is aimed at overcoming the limitations of man as a natural being (biological species) with respect to adaptation in the biosphere in conditions of constant competition from certain forms of living matter. The phenomenon of ecological culture is the property of the XX century, but the ecological component of culture can be repeated from the very beginning of the appearance of man. This component was manifested in the totality of ecocultural norms, prohibitions and permits. He article considers functions and principles of ecological culture. It is noted that principles of ecological culture should be observed at all levels of human life, from individual to social. They can be expressed in respect to all living things, to man, to nature, i.e. to the biosphere and its components The author identifies such components in the structure of the ecological culture as motivational, value, personal, and operational-activity components. The article presents the different approaches to the consideration of ecological culture. The use of an interdisciplinary approach in the overall process of formation of ecological culture determines the place of each discipline, coordination of forms and methods of work, their continuous improvement. Environmental knowledge obtained by students on an interdisciplinary basis, play a leading role in cognitive activity, increase the productivity of mental processes.

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Education, ecology, structure, development, form, formation, interdisciplinary approach.

Introduction

Ecological culture plays an important role in the life of society, this culture is a means of accumulation, storage and transmission of human experience. The role of ecological culture is realized through a few functions [Danilova, 2017].

1. Educational function. We can say that it is ecological culture that makes a person human. The individual becomes a person, a member of ecological society, a person in the process of socialization, that is, the assimilation of ecological knowledge, language, ecocultural symbols, values, norms, customs, traditions of his people and all mankind. Ecological culture of the person is associated with the developed creative abilities, which are achieved in the process of environmental education and training.

2. Integrative and disintegrative function. E. Durkheim paid special attention to these functions in his experiments. According to Durkheim, the development of culture creates in people a sense of community, belonging to one nation, people, religion, group and the like. Thus, ecoculture unites people, integrates them, and ensures the integrity of society. However, combining alone, she will oppose them to other. Within these wider communities, cultural conflicts may arise [Zueva, 2019].

3. Regulatory function. During the process of values, ideals, norms of behavior become part of the self-knowledge of the individual, they form and regulate its behavior. It can be said that ecological culture determines the framework within which a person can and should act. Ecological culture regulates human behavior in ecosystem, the family, in the workplace and everyday life, etc., because it contains a system of prohibitions and warnings.

The functions of ecological culture also include [Zueva, 2019]:

- the organization of harmonious relations between society and nature, considering the practical needs of society and the desire of nature to support the stability of its own normal state and thereby preserve the conditions for the existence and development of mankind;
- the formation of certain stereotypes of behavior in relation to nature in some individuals and society as a whole;
- creating the possibility of foreseeing the negative consequences of human activity, the results of the transformation of nature;
- management of society's attitude to nature in the process of economic activity [206, p. 146].

The principles of ecological culture should be observed at all levels of human life – from individual to social. They can be expressed in respect to all living things, to man, to nature, i.e. to the biosphere and its components [Rutsinskaya, 2012].

The main components in the structure of ecological culture

An important place in the context of our study is the definition of the structure of ecological culture. The approaches of scientists on this issue are ambiguous, and the components of ecological culture are presented as its structural components. According to I. Ponomareva, the structure of ecological culture of the person includes ecological knowledge, ecologically valuable Outlook and ecological activity.

N. Gruzdeva identifies such components in the structure of ecological culture as environmental knowledge, skills, value orientations, actions that are aimed at preserving nature [Rutsinskaya, 2012].

E. Girusov and A. Gagarin characterize ecological culture as the implementation of human activity to preserve the necessary natural conditions for human existence. The authors argue that environmental culture includes environmental knowledge, safe, or even favorable for the natural balance of technology

activities, norms and values, behavioral skills that extend to the entire system of human activities.

According To S. Alekseev, important components of ecological culture include the system of knowledge and skills, value orientations of a person in the field of science, art, customs, traditions, as well as active human activity aimed at preserving the environment [Zashchirinskaya, 2018].

Various researchers in the structure of ecological culture distinguish the following components:

- comprehensive in-depth environmental knowledge about the environment (natural and social);
- environmental activities (rules of conduct);
- existence of worldview value orientations concerning the nature;
- ecological style of thinking and responsible attitude to nature;
- direct participation in environmental activities;
- acquisition of skills and experience in solving environmental problems;
- ecological consciousness, providing for the formation of environmental beliefs of the individual.
- prediction of possible negative consequences regarding natural transformation of human activity.

Therefore, the core elements of the formation of ecological culture is:

- assimilation of knowledge (basic scientific concepts about nature, environmental problems);
 - awareness (formation of a conscious position on the environment);
 - attitude (understanding of nature as a unique value and source of material and spiritual forces of man);
 - formation of skills (the ability of practical development of the environment and its protection) •
- * development of relevant skills (participation in solving environmental problems);
- inclusion in activities (participation in environmental activities);
 - formation of ecological style of thinking and responsible attitude of pre-native people.

L. Fenchak in the structure of ecological culture of future specialists of agrarian colleges distinguishes the following components: demand-motivational (set of motivational reasons of activity); intellectual (specific knowledge, facts, concepts, theories, laws); professional-activity (active participation in environmental activities, the use of acquired skills to solve professional problems, taking into account the environmental and moral imperatives) [Chekha, 2010].

O. Chernikova refers to the main components of ecological culture content, motivational-value, activity-evaluation components. A. Mateyuk, in turn, in the content of ecological culture distinguishes such components as motivational, knowledge, gnostic and behavioral.

Given the above, we have identified the following components in the structure of the ecological culture of the future ecologist:

- motivational (the presence of goals and increased interest of the student to solve environmental problems, the need to increase the level of environmental knowledge, awareness of the relevance of modern environmental problems, the installation of readiness for environmentally competent activities in nature, motives that are aimed at harmonious interaction with nature; an integral role is played by educational motivation, which is associated with the educational system);
- value (the presence of value orientations for the protection and preservation of nature; understanding of the integrity, unity of nature with man);
- knowledge (a set of professional environmental knowledge, taking into account their depth, volume, significance, the use of which makes it possible to assess and predict the long-term consequences of nature-creating human activity);
- personal (professional qualities and abilities of the future specialist that will help his successful self-realization in the future professional activity; ecological type of thinking, the level of environmental consciousness);

– operational-activity (skills necessary for the future professional activity of the technician-ecologist; rules and forms of behavior in the environment; practical experience of environmental activities related to the study and preservation of the environment).

Therefore, the formation of ecological culture of future environmental technicians involves mastering the system of scientific knowledge, views, beliefs, responsible attitude to nature, requires new strategies and technologies of harmonious interaction with nature.

Approaches that do not exclude each other, but rather expand the understanding of the complexity of the process, become important for ensuring the formation of the environmental culture of future environmental technicians in the training process. The approach is a set of ways, receptions of consideration of something; influence on someone; the relation to something [Zashchirinskaya, 2008].

The main approaches to consideration of ecological culture

Building a model of formation of ecological culture of future specialists in the process of professional training requires the definition of scientific approaches to ensure the effectiveness of technology. The most important approaches we have chosen are cultural, systemic, activity, interdisciplinary, personal and technological.

The culturological approach in the formation of ecological culture involves the consideration of ecological culture in the general cultural context, the education of the personality of future ecologists by assimilation of cultural values already existing in society, and the creation of new ones.

The role of cultural approach in the process of professional development of the student, his ability to live in the context of world culture, to perceive universal values and harmoniously compare them with national values and values of his life is reflected in the works of V. Dmitrieva, N. Karpova, L. Makarova, A. Makuseva, V. Mareeva, A. Morozova, I. Sharshov, etc.

At the heart of the culturological approach Yu. Boychuk sees the study of the human world in the context of its cultural existence, in the aspect of what the world is for man, what meaning it is filled for him [Poletaeva, 2012]. Man contains a part of culture, but it develops not only based on the culture he has mastered, but also brings something new into it, that is, he becomes the creator of new elements of culture. Thus, the development and formation of man as a creative person depends on the assimilation of culture. That is why the culturological approach in education ensures the transition of cultural achievements of society in the realities of everyday life of everyone.

Bondarevskaya, who defines the role of education in opening to students a world of values from which they can choose meanings to solve their life problems. G. Grishkova argues that it is necessary to deepen the cultural orientation of all components of the educational process in an educational institution, directing the professional training of the future specialist from training as a normative conditioned activity and as an individually significant activity of the subject of the educational process.

The basis of the culturological approach in the process of professional training in colleges is environmental education, which performs the following functions of culture: integrative interaction of subjects of the educational process (teachers and students), the organization of their life in the conditions of higher education, establishing communication in the College community, creating conditions for creative self-realization and self-development of students and teachers, preservation, development and change, if necessary, the system of environmental values, projecting samples of cultural life. Such a concept of education about [Goncharov, 2012]. Zapesotsky defined as "culture-or people".

Bondarevskaya refers to the main values of education in the cultural approach: a person as a subject

of culture; education as a culturally developed environment that forms a person on the basis of cultural values (universal, national, religious), which constitute the cultural core of the content of education; dialogue and creativity as ways of self-development and the existence of the individual.

Realization of culturological approach in the process of formation of ecological culture of future specialist is directed to the formation of the cultural personality of a future specialist as a carrier of a common professional culture for successful self-realization in professional, personal activities and fulfilling existence in society [Zashchirinskaya, 2017].

The basic direction of the methodology of scientific research in modern scientific and methodological research L. Boldyreva, Yu. Bolovintsev, D. Bukach, A. Krushelnitskaya, A. Kustovskaya, I. Rassokha, N. Savelyev called a systematic approach, which involves the consideration of the object of study as a whole set of interrelated and interacting objects and their relationships in order to improve the efficiency of its functioning. The system approach makes it possible to obtain a complete and holistic view of the object of study. Therefore, the system approach allows us to see ecological culture as an integral object, involves the allocation of its components and consideration of them from the position of system-forming relationships, hierarchical relationships and structural characteristics [Rutsinskaya, 2011]. The system approach is the direction of methodology of scientific knowledge and practice, which is based on the consideration of objects as complex systems, it focuses the study on the disclosure of the integrity of the object, identifying elements and establishing links between them and the construction of a set of elements and links in a single model.

The system approach provides consideration of ecological culture of the future technician-ecologist as integral system which includes valuable ecological orientations, ecological knowledge, ecological activity, personal installations on protection, preservation and restoration of environment, increase of interest and practical experience of the decision of ecological problems, gives the chance to investigate system-forming communications of its formation in the course of professional training of the student.

The formation of ecological culture of technician-ecologist is based on the application of a systematic approach, beginning with preschool and continuing throughout life, to ensure the unity of training and education in the lives of students, the combination of various forms of organization of the educational process, the combination of classroom teaching with direct contact with nature, organizing direct student participation in the protection and improvement of environment during the teaching and social work, strengthening the influence of informal environmental education [Chekha, 2010].

The formation of ecological culture demands observance of continuity in studying of separate subjects and educational disciplines, providing logical connections between mastering of knowledge, between forms and methods of training and methods of control. This principle provides for:

– establishment of inter-subject relations and relations between concepts in the study of the topic, discipline;

- use of analysis and synthesis processes;
- ensuring the sequence of stages of learning;
- implementation of a systematic order of training;
- division of educational material into logically complete fragments;
- structuring of the lesson material;
- determining the place of new material in the structure of the topic or section.

Consistency implies a gradual, gradual formation of ecological culture on the basis of scientific principles.

In the implementation of the system approach in the process of forming the ecological culture of the future ecologist's technique, we have identified its constituent components, which are interrelated

and changes in one of them lead to changes in other components [Lamminpiya, 2015].

The concept of ecological culture is based on the activity approach. This is one of the main methodological paradigms of modern science, which allows us to understand the causes and motivation of human actions, the mechanism of transformation of the "world in itself" in the "world for yourself", the natural world, the natural world is transformed according to the needs, goals and capabilities of man.

Activity approach is important because activity is an indicator of the level of formation of ecological culture. Immediate effective measures, in the conditions of ecological crisis, possible in case of formation of ecological values and beliefs. Any activity of the person is carried out in order to meet their own needs. Each of us has its own system of values, on which our actions, aspirations, behavior, life activity depend. Value orientations do not arise from nowhere; they are formed as a result of acquired knowledge, communication, individual activity. All acquired knowledge, beliefs and needs should be reflected in practical activities. This aspect of culture is revealed in the works of V. Krisachenko and M. Hilko. The solution of environmental problems requires future specialists to be active, initiative, creativity in the environmental sphere, to acquire new environmental knowledge, to improve the level of qualification [Poletaeva, 2013].

Activity approach is expressed in the organization of educational activities of the student, which involves the development of skills to choose goals, plan their environmental activities, perform it, monitor and analyze its results. This approach is implemented considering the interests, life plans, value orientations of the individual. The activity approach in the formation of ecological culture of environmental technicians is carried out through the direct involvement of future specialists in environmental activities related to the study and preservation of the environment; development of the ability to make responsible decisions on issues of nature protection, as well as, due to the presence of motivation for directed environmental activities, compliance with the norms of environmentally competent behavior to protect their own health and preserve the environment.

Logvinenko argues that environmental culture will take place only when it will be expressed in the activity: "If we have the appropriate environmental knowledge, beliefs, needs, but not be able to translate them into their life, or will not know how to do it, then our culture is a "windbag". The real ecological culture is active, and it is because of the activity that it acquires its perfection"

Interdisciplinary approach in the learning process provides students mastering the system of scientific knowledge, practical skills specific to each discipline; the development of mental abilities, memory, will, emotions of the individual, its needs, interests, abilities. Planning the content, methods and forms of education, teachers should ensure that students are aware of the full range of tasks of the disciplines that are studied [Tel'manova, 2018]. These tasks should reflect the main stages of the learning process: from the perception of educational information to the use of knowledge in practice. Interdisciplinary approach reveals the cause-and-effect relationships of phenomena, processes, events of educational material of different disciplines.

The use of an interdisciplinary approach in the overall process of formation of ecological culture determines the place of each discipline, coordination of forms and methods of work, their continuous improvement. Interdisciplinary connections of cycles of disciplines of humanitarian and socio-economic, natural-scientific, professional and practical training, which promote formation of ecological culture of technicians-ecologists, pass through elements of knowledge, the conceptual device, a practical orientation of a material, methodical features of its transfer. Promote consistency in the disclosure of an entity assimilated by the student environmental knowledge and skills, stimulate the formation of value attitude to nature, its integrity and uniqueness; the development of systematic and

creative thinking of students, formation of their cognitive activity, independence, interest in knowledge of nature. Environmental knowledge obtained by students on an interdisciplinary basis, play a leading role in cognitive activity, increase the productivity of mental processes.

Conclusion

Thus, ecological culture plays an important role in the life of society, this culture is a means of accumulation, storage and transmission of human experience. The role of ecological culture is realized through a few functions. The principles of ecological culture should be observed at all levels of human life – from individual to social. They can be expressed in respect to all living things, to man, to nature, i.e. to the biosphere and its components. An important place in the context of our study is the definition of the structure of ecological culture. The approaches of scientists on this issue are ambiguous, and the components of ecological culture are presented as its structural components. Therefore, the formation of ecological culture of future environmental technicians involves mastering the system of scientific knowledge, views, beliefs, responsible attitude to nature, requires new strategies and technologies of harmonious interaction with nature.

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Формирование структуры экологического образования в школе

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Аннотация

Экологическая культура является совокупностью адаптивных признаков принципиально нового типа, направленных на преодоление собственной ограниченности человека как природного существа (биологического вида) относительно приспособления в условиях постоянной конкуренции со стороны тех или других форм живого вещества. Феномен экологической культуры является достоянием XX века, однако экологическую компоненту культуры можно проследить уже с самого начала появления человека. Эта компонента проявлялась в совокупности экокультурных норм, запретов и разрешений. В статье рассматриваются функции и принципы экологической культуры. Отмечено, что принципы экологической культуры должны соблюдаться на всех уровнях жизни человека, от индивидуального до социального. Они могут быть выражены в отношении всего живого, человека, природы, то есть биосферы и ее компонентов. Автор выделяет такие компоненты в структуре экологической культуры, как мотивационный, ценностный, личностный и деятельностный компоненты. В статье представлены различные подходы к рассмотрению экологической культуры. Использование междисциплинарного подхода в общем процессе формирования экологической культуры определяет место каждой дисциплины, согласованность форм и методов работы, их постоянное совершенствование. Экологические знания, полученные студентами на основе междисциплинарной интеграции, играют ведущую роль в познавательной деятельности, повышают продуктивность психических процессов.

Для цитирования в научных исследованиях

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Ключевые слова

Образование, экология, структура, развитие, форма, формирование, междисциплинарный подход.

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