

UDC 37

## **Structural designation of competencies in the formation of ecological culture of schoolchildren**

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**Abstract**

The author of this article proves that professional culture of future specialists depends not only on the organization of the educational process, but also on the development of personal qualities and the general level of culture. Moreover, the process of forming a common culture involves the complication, expansion of activities during study and life in general. Experience shows that it has a positive impact on future professional activities, deepens motivation, develops interest and responsibility for the consequences of their activities. The important condition is the purposeful design of the educational environment is intellectual activity of the person. Intellectual activity of the person is reflected in information interaction with the environment created and formed by the subject participating in its arrangement. The result of the activity of the subject is the assimilation of the environment, which arises in different aspects. Its assimilation represents to the person clearness, causality of the phenomena, events, concepts, acts of people and forms consciousness, behavior, defines installations, which influence perception. Environment is a complex of external phenomena, spontaneously affecting a person and largely affecting her development. The environment contains opportunities for creating conditions conducive to human education, that is, it has educational potential.

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**Keywords**

Ecology, culture, structure, formation, dynamics.

**Introduction**

N. Yaksa defines the environment as a complex and ambiguous system of conditions for the development of personality, which, on the one hand, opposes the person, and on the other, is changed by the actions and actions of the person.

The environment contains opportunities for creating conditions conducive to human education, that is, it has educational potential.

One of the features of the information is that it provides an opportunity to obtain the necessary data, hypotheses, theories, etc. The ability to receive information and transform it must be educated, developed, as it is absorbed in the learning process.

The creation of information and educational environment of any subject activity leads to a radical rethinking of the goals, content, forms and methods of training environmental technicians at a new

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modern level.

The educational environment is most often understood as the functioning of a particular educational institution.

I. Shendrik defines the educational environment as a set of factors, components and parameters planned at the level of the system of educational institutions. The educational process appears as a process of understanding the meaning of cultural facts of the educational environment and thus turning it into an educational space. Education is nothing else than the process and result of mastering and creating culturally acceptable ways for the subject to solve the problems of his existence in a certain environment, society, that is, his existence primarily as a person [Danilova, 2018].

According to V. Krasilnikova, the educational environment is a multifaceted, holistic, socio-psychological reality that provides a person with material and spiritual conditions for his educational activities, providing a set of necessary psychological and pedagogical conditions for immersing a person in the flow of purposefully prepared information and ways of presenting it to the study, comprehensive development of personality [Tonkikh, 2017].

V. Yasvin defines the educational environment as a system of influences and conditions for the formation of personality on a given model, opportunities for its development, contained in the social and subject environment. The educational environment as a set of material factors of the educational process and interpersonal relations, which are established by the subjects of education in the process of their interaction, can be characterized as a local, which is understood as a functional and spatial Association of subjects of education, between which close diverse group contacts are established [Dement'ev, Zashchirinskaya, 2016].

G. Belyaev considers the following features of the educational environment:

- educational environment of any level is a complex object of systemic nature;
- the integrity of the educational environment is synonymous with achieving a systemic effect, which is understood as the implementation of a comprehensive goal of training and education at the level of continuing education;
- the educational environment exists as a certain social community that develops a set of human relations in the context of a broad socio-cultural adaptation of a person to the world, and Vice versa;
- the educational environment has a wide range of modalities, forming a variety of types of local environments of different qualities;
- educational environments (evaluation and target planning) give a total educational effect of positive and negative characteristics, and the vector of value orientation is ordered with the target settings of the General content of the educational process;
- the educational environment acts as a condition and means of training and education.

### **The formation of ecological culture of schoolchildren**

The integration criterion of the quality of the developing educational environment is the ability to provide all subjects of the educational process with a system of opportunities for effective personal self-development, that is, what the environment provides to the subject, what it provides and what it offers. The activity of the subject to use the opportunities of the educational environment is actualized in the event that they are complementary to his needs, and therefore should contain such opportunities:

- satisfaction of needs (physiological; in safety; social needs; in work, significant activity; in preservation and increase of self-esteem);
- assimilation of group norms and ideals;

– satisfaction and development of needs (special educational industry; in transformative activities in a particular area; in the aesthetic design of the environment; self-organizing, individual picture of the world; to master the increasingly high level of skill in his work; in self-actualization).

Information and environmental educational environment of the university should ensure the solution of such problems:

- meeting the needs of participants in the educational process in the prompt receipt of environmental information;
- creation of catalogues of educational information environmental materials and databases of legal and regulatory documents;
- introduction of ICT in teaching various academic disciplines;
- make the most of global networking capabilities.

The formation of information and environmental educational environment of the university affects such factors of intensification of the educational process:

- strengthening of purposefulness, increase of intensity of tasks;
- deepening of motivation, increase and interest in educational activities;
- increase the informative capacity of classes;
- acceleration of the pace of educational activities, activation of educational and cognitive activity of students;
- improvement of forms of the organization of educational activity; - development of skills and abilities of self-education and self-education; - activation of educational activity of the teacher.

Information and environmental educational environment contributes to the development of creative personality, the formation of a new type of thinking, which is due to the modern content of education, which is a system built on the rules, laws, laws. The content of training is focused on the verbal-logical approach and the formation of a convergent type of thinking, which is not consistent with the special visual-symbolic thinking warehouse of a significant part of students.

In the classroom using the means of information and communication, each student is involved in educational activities, each set a specific goal that stimulate his mental activity, intellectual activity. Each student is clearly aware of the inevitability of achieving the goal regardless of subjective factors that require him to work actively, affects the development of thinking, volitional sphere, etc., abilities and personality traits. This is the specificity of the intensive approach to goal-setting, which is inevitably implemented in training with the use of information and communication technologies.

The third condition is to provide positive motivation for future environmental technicians to form an environmental culture.

Patriotic teacher and educator K. Ushinsky wrote that the restructuring process of education is impossible without organizing a serious and interesting work of the student, not painful mechanical repetition and rote learning, "an action repeated becomes easier and easier, however, less is soul."

This opinion is still relevant today. For the formation of environmental culture of the student – the future technician-ecologist is characterized by focus on active cognitive activity, creative initiative and self-organization.

The basis of the motivational component of the formation of environmental culture are educational motives as a system of relations to various aspects of the educational process, which is determined by the environmental orientation of the individual and includes various aspects of environmental needs, interests, social attitudes that interact with each other.

According to O. Chernikova, the basis of the motivational and value component of ecological

culture is the awareness of nature as an independent value, which implies a conviction in the value of living and inanimate nature, the need for careful attitude to it, educational motivations, a sense of professional responsibility for the preservation of the natural environment, i.e. environmental education.

Value orientations determine the meaning and essence of environmental knowledge, skills and abilities in educational and professional activities, awareness of ecology as one of the foundations of the development of society and personality. In the process of forming an attitude to the environment as a value, there is also the development of intellectual feelings, that is, an emotional attitude to the process of cognition, aesthetic feelings, which strengthen the intellectual, are in a variety of experiences of joy in the presence of beauty in nature. There is also a mastery of moral values, which is manifested in the culture of environmentally correct behavior.

In the structure of value attitude of a personality to nature V. Koloskova allocates a Boolean combination of such psychological formations: emotional distress caused by the natural world; the needs and interests of the individual in the objects of nature; the system of personal values, aimed at nature conservation; creative activity in the environmental field. The author believes that the education of the value attitude of the individual to nature is possible provided that positive emotional experiences in the natural world, understanding the importance of nature in meeting personal needs, the presence of internal motives for nature conservation, recognition of the self-worth of objects of nature, humanistic creative interaction with them [Zashchirinskaya, Lapteva, 2017].

Studying the problems of values, A. Rudina believes that value orientations are one of the most important characteristics of a person, they illuminate the desire for self-improvement, namely, all the relations of a person with the outside world depend on what values he prefers: how he treats himself, there is a reflection in her attitude to nature, its environment, to the future profession.

Value orientations of the person are in interrelation with interests, needs, installations, motives. The development of value orientations in the process of professional training should be based on the formation of a common value attitude of students to the profession and the development of value orientations, the image of future professional activity.

Among the ecological values, A. Belyaeva highlights the conservation of nature, reasonable use of natural objects and natural behavior.

Values and ideals are part of the universal culture of the individual and play an important role in motivating behavior in the environment.

A motive is an incentive to activity associated with the satisfaction of human needs; a set of external or internal conditions that cause the activity of the subject and determine its direction. Motives are divided into external and internal. External motives are a set of conditions, circumstances that encourage learning, stimulate it. These include everything that concerns the organization of training: a well-designed schedule of classes; aesthetically decorated audience; a good library; lectures of highly professional teachers; reliable, hard-working friends. Such motives are social in nature and usually depend on the organizers of the training.

Much more difficult and weightier for environmental decision-making are internal motives-a set of desires, intentions, and aspirations. Such incentives have an individual, personal nature and are based not only on cognitive interest, but also on the awareness of the need to obtain environmental knowledge, the acquisition of skills of environmentally appropriate behavior.

O. Chernikova distinguishes two types of environmental motives antropotekhnicheskaya and ecocentric. The anthropocentric attitude to nature presupposes first of all practical, transformative

human activity. Ecocentric motivation is based on the awareness of the uniqueness, value, uniqueness of nature.

The most adequate motive, which manifests itself in an emotional relationship to nature, is cognitive interest - a group of motives associated with the content and process of teaching, aimed at mastering the way of a certain activity. The formation of environmental cognitive interests of students is associated with the novelty of the educational material.

There are the following cognitive motives:

- broad cognitive motives, consisting in the orientation of students to acquire new knowledge. Their manifestation in the educational process is the successful execution of educational tasks: a positive reaction to the complexity of the teacher tasks, appeal to the teacher for additional information;

- educational-cognitive motives aimed at mastering the ways of mastering knowledge, they are manifested in the desire to find a student new way of working, solving problems;

- motives of self-education, consisting in the orientation of students to self-improvement of ways of learning (reading additional literature, visiting clubs, drawing up a plan of self-education);

- social motives in the structure of motivation, the basis of which are the features of being an individual in society:

- a) broad social motives (the desire to gain knowledge on the basis of awareness of social necessity, responsibility to be useful to society, the family);

- b) narrow (positional) (the desire to take a certain position, a place in personal relationships, to earn authority);

- c) motives of social cooperation, consisting in the desire to communicate, interact with other people, this is evidenced by the desire to understand the ways of group work and improve them;

- d) business motive, which is manifested in educational activity, designed for reward (high assessment, praise of the teacher, parents);

- e) competitive motivation, which is evidenced by the desire of the student to learn as well as others or better.

Thus, formation of ecological culture of technicians-ecologists in the course of professional training depends not only on level of formation of mental knowledge, abilities, skills, ways of mental activity, but also on development of motivational sphere of the personality of the student.

Methods of activating cognitive activity of students in the process of formation of ecological culture are business games, which enhance the activity of students in cognitive, practical, creative activity, formation of skills to analyze the situation from the point of view of the wording of the present and future goals and terms of achievement, of self-discovery. In our opinion, the method of pedagogical influence from the position of the content allows the student to "try on" a trade or a specific profession will help to understand what it can today and information for reflection about the future.

The model of learning in the game is the construction of the educational process by including the student in the game (game modeling of the studied phenomena). Participants of the educational process, according to the game model, are in different conditions than in traditional training. Students are given the maximum freedom of intellectual activity, which is limited only by certain rules of the game. Students choose their own role in the game, making assumptions about the likely development of events, create a problem situation, looking for ways to solve it, taking responsibility for the chosen solution. The teacher in the game model acts as an instructor (familiarization with the rules of the game, consultations during its conduct), judge-referee (correction and advice on the distribution of roles), coach (tips for students to speed up the game), Chairman, presenter (organizer of the discussion).

The purpose of the role-playing game is to determine the attitude to a particular life situation, to gain experience through the game, to help learn through experience and feeling. Role-playing can also be used to gain specific skills, such as safe behavior in a particular situation.

As a rule, the game model of training is implemented in four stages: 1) orientation (introduction of students to the topic, familiarization with the rules of the game, an overview of its progress); 2) preparation for the game (presentation of the game scenario, the definition of game tasks, roles, possible solutions); 3) the main part-the game; 4) discussion.

In the course of role-playing game students develop habits to concentrate, think independently. Game activity makes it possible to make a problem in the cognitive process, to exercise self-control and self-correction of cognitive activity, which leads to the development of cognitive independence of students.

## Conclusion

Thus, professional culture of future specialists depends not only on the organization of the educational process, but also on the development of personal qualities and the general level of culture. The process of forming a common culture involves the complication, expansion of activities during study and life in general. Experience shows that it has a positive impact on future professional activities, deepens motivation, develops interest and responsibility for the consequences of their activities. The result of the activity of the subject is the assimilation of the environment, which arises in different aspects. Its assimilation represents to the person clearness, causality of the phenomena, events, concepts, acts of people and forms consciousness, behavior, defines installations, which influence perception.

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## **Структурное обозначение компетенций при формировании экологической культуры школьников**

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**Аннотация**

Профессиональная культура будущих специалистов зависит не только от организации учебного процесса, но и от развития личностных качеств и общего уровня культуры. Процесс формирования общей культуры предполагает усложнение, расширение поля деятельности во время учебы и жизни в целом, что углубляет мотивацию, развивает интерес и ответственность за последствия своей деятельности. Вторым условием является целенаправленное проектирование информационно-эколого-образовательной среды. Интеллектуальная деятельность человека отражается на информационном взаимодействии с окружающей средой, созданной и образованной субъектом, участвующим в ее обустройстве. Результатом деятельности субъекта является понимание окружающей среды на разных уровнях и в разных аспектах. Среда – это комплекс внешних явлений, стихийно воздействующих на человека и во многом влияющих на его развитие. Среда содержит возможности для создания условий, способствующих человеческому образованию, то есть обладает образовательным потенциалом.

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**Ключевые слова**

Экология, культура, структура, формирование, динамика.

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