

UDC 37**Formation of a formative structure in the economic component****Lyudmila K. Gabysheva**

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Annotation

In practice, teachers integrate different methods, creating new ones that provide optimal conditions for achieving the goal. The author of this article has adapted the famous classification of methods of educational and cognitive activity to the formation of environmental culture of future environmental technicians in the process of professional training. The important methodological component is the means of teaching, which provide an opportunity for both the teacher and the student to describe the object of study or get its model, to highlight the subject and present it for assimilation. These include multimedia, computer, audiovisual tools, textbooks and teaching AIDS, laboratory equipment. Applying these tools in the educational and cognitive activities of future ecologists so that one complements the other, we achieve a high learning result, because they provide an opportunity to show the dynamics, movement, change and course of various natural phenomena and processes in the environment, expand the boundaries of experience and observations of future ecologists, open opportunities for a deeper understanding of the basic laws of the development of nature and society, activation of the learning process and its close connection with life, for the organization of a variety of independent work, provide an opportunity to transfer environmental information at an accessible level from the teacher to the student and vice versa.

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Keywords

Structure, development, formation, forming, dynamics.

Introduction

An integral component in the training of environmental technicians are forms of professional training, which are classified according to various criteria, namely the number of students (individual, group, collective, mass forms of training), the place of training (lecture, practical or laboratory work, excursion, home independent work), the time of training – during the pairs and behind them (electives, clubs, olympiads, subject evenings, quizzes, etc.), didactic – forms of theoretical control (lecture, elective, circle, conference), combined or mixed training (seminar, homework, consultation), practical training (training, industrial practices), duration of training (classical lecture, laboratory and practical classes).

The model of formation of ecological culture at future technicians-ecologists is realized in three stages.

Tasks of the awareness stage is the creation of steady motivation of students to aquaculture training and professional activities; development of cognitive needs and desires of creative self-realization; motivation needs high-quality new knowledge, improvement and formation of skills ecoculture of personality in the training process.

Great importance at this stage is given to the diagnosis of the level of formation of ecological culture of future technicians-ecologists. At this stage, the teacher determines the initial volume and content of the subject education of students, that is, the quantity and quality of each of them has environmental knowledge, skills and abilities on the studied problem.

The main methods at this stage are conversation, explanation, story, lecture, seminars, practical training, testing, observation.

The main tasks of the simulation-heuristic stage will be creative development of students knowledge on core disciplines, mastering the ways of working with them; formation and improvement of skills to design their own conclusions and judgments based on analysis, comparison, systematization and generalization of educational material, to explain and justify their thoughts; development of skills to transfer knowledge and methods of activity in new educational situations, skills to generate new ideas in the process of environmental activities, etc. During this stage, the main methods of formation of environmental culture are: business environmental games that mimic professional environmental activities; creation and solution of problematic environmental situations; solution of environmental problems; presentations on environmental topics; addition of unfinished proposals of environmental direction.

The creative-amateur stage is aimed at creative and independent application of the acquired knowledge in the field of environmental protection, environmental education in practice, creation and presentation of new, original creative products, namely generalizations, conclusions, environmental projects, presentations at student scientific conferences, results of research work, protection of creative works. The main methods at this stage are: problem, discussion and research.

A separate stage of our research is the development of evaluation criteria, indicators and levels of formation of ecological culture of future ecologists in the process of professional training.

A formative structure in the economic component

Efficiency of professional training of the future technician-ecologist, quality of education as a whole are defined by level of formation of ecological culture of the modern expert. In order to assess

the effectiveness of the formation of environmental culture, we have selected the appropriate criteria. The criterion (from the Greek. Criterion – a means for judgment) is a sign of, on the basis of which produced assessment, a means verification, measure estimates; in theory of knowledge – a sign of truth or correctness position.

A. Galimov notes that "the criterion expresses the most general essential feature, on the basis of which the assessment, comparison of real pedagogical phenomena is carried out, while the degree of manifestation, qualitative formation, certainty of the criterion are expressed in specific indicators" [Poletaeva, 2012].

A. Boyko proposes to take structural components of educational activity as the object of evaluation, namely: content, operational-organizational, emotional-motivational components. It is these characteristics that can be taken as a basis in certain levels of educational achievement, the general criteria for their assessment and the corresponding assessments (in points) [Dement'ev, Zashchirinskaya, 2016].

A. Aleksyuk believes that the evaluation criteria can be: the nature of assimilation already known knowledge, as discovered by the student of knowledge, logic thinking, reasoning, consistency and independence of presentation, culture of speech, the degree of mastery of the already known ways of activity, abilities and skills of application of acquired knowledge in practice, mastery experience of creative activities, the quality of work [Danilova, 2018].

According to S. Ivanova criteria must reflect the dynamics of the measured quality in space and time and disclosed in the figures, the intensity of which you can draw conclusions about the level of development of specific criteria.

The use of the criterion apparatus is effective only if its content is specified with the help of appropriate indicators. An indicator is something by which one can judge the development and progress of something. In a large explanatory dictionary of the modern Ukrainian language indicator is treated as evidence, proof, a sign of something. V. Ternopolskaya and O. Derevyanko note that the indicator is a quantitative or qualitative characteristics of the formation of quality, properties, signs of the studied object, the degree of formation of a criterion.

When choosing the criteria of formation of ecological culture of future ecologists, first of all, we took into account the content of the components of its structure. We have identified such basic criteria as motivational, axiological, cognitive, reflexive and practical, which determine the effectiveness of the formation of ecological culture.

Motivational criterion: ecological-oriented installations, professional orientation of the future technician-ecologist.

Axiological criterion: awareness of values as the basis of regulation of environmentally appropriate behavior and professional activity of the technician-ecologist.

Cognitive criterion: assimilation of professional knowledge by an environmental technician.

Reflexive criterion: development of professionally important qualities and abilities of the technician-ecologist.

Practical criterion: mastering professional skills and abilities necessary for professional environmental activities.

The above criteria were presented by relevant indicators.

Thus, the indicators of the motivational criterion include the desire to work as an environmental technician; interests to participate in environmental activities; awareness that environmental problems

concern each of us and everyone can and should solve them; motivation regarding positive trends in improving the state of the environment.

The indicators of the axiological criterion include the level of awareness of the value of the environment; the integrity of nature, its uniqueness and uniqueness; the degree of responsibility for their activities, so that students really feel their involvement in solving environmental problems [Zashchirinskaya, Belobrykina, 2018].

Indicators of the cognitive criterion are the formation of generalized environmental knowledge and their application in effective environmental activities; the level of possession of special professional, scientific and methodological, regulatory, subject knowledge, their depth, stability and volume.

The indicators of the reflexive criterion are awareness of such processes as own attitude to nature, personal participation in environmental activities, willingness to be responsible for the consequences of their environmental activities, the ability to constantly improve themselves, participation in solving environmental problems, readiness for further mastery of special environmental knowledge on the formation of environmental culture.

Indicators of the practical criterion are a system of professional skills of the future technician-ecologist (gnostic, design, constructive, organizational, communicative); active environmental-oriented activities aimed at the protection of the environment.

The essence of gnostic skills is to obtain, analyze and summarize the information necessary to make environmentally appropriate decisions.

The design skills of the future environmental technician include the definition of goals, objectives and opportunities to achieve them in specific situations; modeling of promising programs to solve environmental problems; designing models of environmentally significant behavior in the environment.

Constructive skills are manifested in the ability to realize the goals, objectives; provide a choice of effective methods and means necessary for the implementation of environmental activities.

Organizational skills of an ecologist technician are manifested in the ability to develop a strong interest in other people to solve environmental problems, to form a need for obtaining environmental knowledge; to organize environmental activities.

The communicative unit involves the ability of environmental technicians to establish and maintain appropriate relationships in the team; the ability to manage their emotions, feelings, behavior during communication with other people, to solve environmental problems.

An integral component in the training of environmental technicians are forms of professional training, which are classified according to various criteria, namely: the number of students (individual, group, collective, mass forms of training), the place of training (lecture, practical or laboratory work, excursion, home independent work), the time of training – during the pairs and behind them (electives, clubs, Olympiads, subject evenings, quizzes, etc.), didactic – forms of theoretical control (lecture, elective, circle, conference), combined or mixed training (seminar, homework, consultation), practical training (training, industrial practices), duration of training (classical lecture, laboratory and practical classes).

Conclusion

Thus, the author of this article has adapted the famous classification of methods of educational and cognitive activity to the formation of environmental culture of future environmental technicians in the process of professional training. The important methodological component is the means of teaching,

which provide an opportunity for both the teacher and the student to describe the object of study or get its model, to highlight the subject and present it for assimilation. Applying these tools in the educational and cognitive activities of future ecologists so that one complements the other, we achieve a high learning result, because they provide an opportunity to show the dynamics, movement, change and course of various natural phenomena and processes in the environment, expand the boundaries of experience and observations of future ecologists, open opportunities for a deeper understanding of the basic laws of the development of nature and society, activation of the learning process and its close connection with life, for the organization of a variety of independent work, provide an opportunity to transfer environmental information at an accessible level from the teacher to the student and vice versa.

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Становление формирующей структуры в экономическом компоненте

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Аннотация

В своей практической деятельности педагоги используют различные методы, создают новые, обеспечивающие оптимальные условия для достижения поставленной цели. В данной статье представлена адаптация классификации методов учебно-познавательной деятельности к формированию экологической культуры будущих специалистов-экологов в процессе профессиональной подготовки. Важным методологическим компонентом являются средства обучения, которые дают возможность как преподавателю, так и студенту описать объект изучения или получить его модель. К ним относятся мультимедийные, компьютерные, аудиовизуальные средства, учебники и учебные пособия, лабораторное оборудование. Применяя эти средства в учебно-познавательной деятельности таким образом, чтобы одно дополняло другое, можно достичь высокого результата обучения, поскольку данные средства дают возможность показать развитие различных природных явлений и процессов в окружающей среде, расширяют границы опыта и наблюдений будущих экологов, открывают возможности для более глубокого понимания основных закономерностей развития природы и общества, активизации процесса обучения.

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Ключевые слова

Структура, развитие, формирование, становление, динамика.

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