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DOMESTIC AND FOREIGN APPROACHES OF FORMATION THE NATURECENTRIC ECOLOGICAL POSITION OF STUDENTS

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Domestic and Foreign Approaches of Formation the Naturecentric Ecological Position of Students

In the article the theoretical analyze of the domestic and foreign approaches of formation the naturecentric ecological position of students is conducted.

Key words: naturecentric ecological position of students.

The analysis of contemporary pedagogical, psychological and philosophical literature allows us to tell about the growing interest of the scientists towards the problem of ecological education. Theoretical, methodological and practical foundations of ecological education were analyzed by S. Alekseyev, A. Zakhlebnyi, I. Zverev, I. Suravegina, N. Pustovit and others. The objective of ecological education (forming a personality that participates in the solving of ecological problems within his strength) and the stages of its achievement, principles, approaches and pedagogical conditions of its effectiveness were singled out by S. Glazachov, B. Navrotskyi, S. Petrov and others.

Dealing with the problem of ecological education most of the scientists agree in the opinion that it should not be reduced to simply acquiring of ecological knowledge, it should become a means of forming of an active and positive approach to the environment.

The goal of the article is to analyze domestic and foreign approaches to the forming of environmentally and ecologically centered position of pupils.

Today the idea of continuous ecological education receive its development in the works of domestic and foreign educators and psychologists, such as

V. Verbytskyi, Ye. Gerusov, M. Drobnohod, A. Zahlebyi, I. Zverev, I. Zazyun, B. Iskakov, B. Kyrychuk, M. Kyselyov, G. Kovalyov, V. Krysachenko, B. Lykhavhov, L. Kukyanova, A. Lyovochkina, M. Moiseyev, V. Morgun, G. Pusovit, N. Reimers and others. They are the evidence of the necessity of introduction of certain changes in the curricula of secondary schools and non-school educational establishments in accordance with the laws of the development of ecological awareness in senior pupils.

Great attention is given to theoretical and practical aspects of ecological education in teaching and educational process (V. Brovdiy, A. Volkova, N. Dezhnikova, Z. Zaporozhan, G. Kovalchuk, N. Levchuk, O. Lyubchuk, A. Mamotova, L. Molodova, Ye. Pisarchuk, G. Pustovit, L. Shapoval, O. Plakhotnik, and others).

Conceptual approaches to the defining of the essence of ecological education, ecological culture have been worked out by such scientists as S. Deryabo, V. Yasvin, A. Zakhlebnyi and others. The researchers believe that there is a necessity of forming in pupils an environmentally centered outlook, research-oriented knowledge and skills, promoting the transfer of acquired skills and moral patterns of behavior towards the environment into personal beliefs, drawing pupils to activities of solving local environmental problems. Psychological basis of forming an environmentally reasonable behavior in pupils is represented in the works by K. Abulkhanova-Slavska, A. Maslow, A. Petrovskyi, S. Rubinshtein, K. Platonov, R. Frenkin, V. Shadrikov. The scientists suggest a systemic approach for the behavior research. They think that the units of a person's behavior are his actions through which his positions and moral beliefs are formed and at the same time displayed.

Although ecological education has become the key element of the UNESCO "Man and Biosphere" program, in fulfillment of which Ukraine has been taking part since 1991, G. Gorban points out that today we have an urgent need to work out the system of education which takes into consideration all the regulations of functioning and development all environmental components, human society and created man-caused systems [3, p. 106].

On the basis of existent programs, textbooks and normative documents analysis V. Skrebets draws attention to the urgent necessity of working out the national concept of direct ecological education which would be viewed as an integral part of humanitarian education, generally complete, complete in methodological terms, in particular based on national traditions, customs, fully worked up in philosophical, psychological, pedagogical terms [19, p. 14]. The fulfillment of this utterly important task at school, on the author's opinion, should be harmoniously expanded by ecologisation of other subjects.

Pedagogical literature analysis gives evidence to the fact that ecological education should be carried out daily in the family, in pre-school educational establishments, at schools, in post-school education [6, 7, 8 and others].

Considering all the mentioned above, it should be noted that ecological education should be carried out continually in the course of all school education.

Only by equipping pupils with knowledge about natural objects and phenomena, we form the basis of their ecological survival. After all, you can love and defend only the things that you know very well.

We agree with the statements of other scientists who argue that fostering a nature centered ecological position is closely connected with the system of values which form life purposefully and has a significant influence on the formation of solid ecological vision in rising generation.

In this connection the problem of fostering a nature centered ecological position in schoolchildren as a component of ecological awareness is an urgent question. As O. Korol points out, a solution to the problem of forming of the complete knowledge about the animate nature on the level of teaching material is only possible on condition of transforming the above-mentioned principles through the prism of orientation toward the structure of the subject. It provides a disclosure not only for the basic scientific knowledge but also for the whole set of sciences that play a serving role in relation to the main subject [10, p. 57].

We agree with the opinion of G. Pustovit, who points out that in today's approaches to the forming of ecological education in secondary schools we observe

the domination of a partial ecologisation of subjects or attempts to create a self-contained ecology subject [18, p. 4 – 5].

It is noteworthy that the basic methodological principle of psychopedagogics, as considered by the leading ecopsychology researchers S. Deryabo and V. Yasvin, lies in the precise correspondence of pedagogical process of ecological education to the psychological process of a nature centered ecological position forming. Moreover, great significance for pedagogical strategies planning acquires an age factor.

In relation to this we will view different approaches to the forming of an environmentally and ecologically centered position, ecological attitudes, and ecological behavior in senior school age.

On the whole, the process of ecological awareness forming during the senior school age period is the most complicated and belongs to the category that generally demands neutralizing, correctional activities of ecopsychologists.

N. Karpova notes, that ecological education may be effective in schools through the use of creative ecologically applied tasks in the teaching process [9, p. 35].

N. Nagibin draws attention to the importance of involving of parents into the process of ecological education, that provides for the disclosure of the natural world's essence – the environment of man who should be interested in the preservation of value, purity, harmony in the nature. It provides for an ability to comprehend ecological phenomena, draw conclusions about the condition of the environment, reasonably interact with it [17, p. 8]. The author points out the importance of cultural approach in forming ecological awareness in pupils, which implies the involving of senior school age pupils to different cultural strata according to the values and norms of natural culture and regional traditions.

G. Tkachuk suggests using literary works in the process of ecological education, in particular “Where Poplar Grows” (P. Tychna), “I Love the Woods”, “The Fragrance of Bread” (P. Voronko), “The Forest Watchman's Hut” (G. Tyutyunyk) which reveal the harmony of man and nature. Some psychological

situations with the ecological bent were created on the basis of this fiction works. They view the mentality of man in an artistic and detailed way.

R. Musina suggests using ecological enlightenment in the form of constant informing about the ecological problems, wall newspapers, etc.

L. Gorbunov believes that effective forms of ecological awareness development determine the activities of pupils in ecological organisations, civil movements, their participation in the creation of ecological settlements as well as attending ecological and psychological trainings as one of the most powerful techniques in relation to school education conditions.

The works by P. Ahalarova, K. Huz, S. Kashlyev, D. Kvataradze, O. Korol, S. Kramarenko, S. Luhovkina, A. Matyushkin and others are of particular interest in accomplishing our research objectives. They emphasize the effectiveness of using interactive social-psychological methods in education and training in the process of environmental education which is determined by the principle of unity of psyche and activity which implies that the human psyche develops and manifests itself in activities. A variety of extracurricular forms of environmental education, such as environmental holidays, environmental games, tours and workshops are offered for students. The work with students involves such interactive methods as the “round table”, “brainstorming” and team business game [1; 5; 6 and others]. These authors offer to base on the positions of integrative and nature-aligned approaches in organizing environmental education.

S. Shmalyey proposes to include environmental education of high school students in the study of natural history subjects. Researchers note integrity, complexity of environmental educational process, emphasize the importance of intersubject communications in the formation of students’ responsible attitude towards nature [21, p. 14].

I. Markinov offers to use the elements of the scientific approach, research and experiment work at natural history lessons. It is realized during laboratory and practical classes [15, p. 8]. The main features of the research environmental work with students include: contact with nature for the development of senses and

formation of a sense of reverence for life; ecological camps in natural areas which are under special protection; the use of modern information technology for teaching students and conducting research and training; the use of innovative technology – role play, simulation modeling, search methods; focus on personal development, greater social adaptation of children; permanent nature protection activities on particular natural objects familiar from childhood monitoring the state of the object; establishing a regional children's environmental movement [15, p. 9].

The author states that the testing ground for research is extracurricular excursion activity. We agree with the researcher that ecological excursions play an important role in the environmental education of students, which under specific conditions allow observing the results of anthropogenous factors influence on nature and provide establishing connection between the learned theoretical material and local environmental problems.

N. Levchuk proposes to conduct a month of environmental education, hours of communication: "Nature is our friend", "I am a particle of nature", "Ecological path around the school", "Nature is a fairy tale to be read with heart", "Plants which are symbols of Ukraine", "Environmental problems in the region", "We are people till nature exists", publish a newspaper entitled "Planet Earth is our home", participate in academic competitions, conferences [13, p. 122].

O. Lazebna suggests using problem situations of environmental content and involvement of students in environmental affairs as formation conditions for teenagers' active environmental position. Based on the psychological classification of problem situations the author has developed a system of educational tasks and social-moral challenges of environmental content. She suggests using collective creative activities of environmental content "Observation of meteorological changes", "Investigation of the ecological condition of the classroom" etc.), adequate assessment (Campaign "Clean textbook", Creative work "If I was the Minister of Ecology..."), control and choice of personal environmental position (Dispute "Natural fur clothes. Pros and cons", Conversation-narration "Animals in town") [11, p. 38].

D. Kvataradze includes the following methods of forming subjective attitude to nature: environmental identification, ecological empathy and environmental reflexion [1, p. 18].

S. Lebid suggests introduction of the integrated environment course in the training process the content of which provides comprehensive formation of all the components of ecological culture of nature-centered type. And the formation of the subjective-nonpragmatic, value attitude of students to nature is ensured by activation of the psychoemotional factor at the ecology lessons which is achieved by using the method of ecological empathy; stimulation of natural objects subjectification; support of information of scientific nature with literary, musical, artistic works, video plots; ecological and psychological training. According to the author, involvement of students in environmentally oriented activities during the integrated ecology course is provided by organizing practical and laboratory work the subject of which is related to the formation of practical skills for scientific and environmental research, nature protection activity, environmental projects and nature protection campaigns in after-school hours [12, p. 12].

O. Mameshyna highlights the effectiveness of ecological and psychological training in the course of environmental education [14, p. 12]

A. Zakhlyebnyy, I. Zverev also recommend to create training game situations, conduct role-plays, environmental workshops etc. in the process of environmental education. They suggest using the situations that do not have a ready solution but they do have relation to the emotional sphere of an individual [7; 8]. Defining the methodological foundations of the environmental education and ways of its further improvement the researchers point out the necessity of guiding this process to the development of a personal position of pupils particularly the environmental liability with regard to people, to themselves, to material, natural and spiritual values.

V. Verbitsky notes that the environmental education of pupils requires taking into account the cultivation of national consciousness, ethnic and environmental aspects of natural features of native land, the explanation of the ideas of environmental complexity, close links of local and global processes, interdependence

of ecosystems of all levels and the important role of the laws of harmony in nature [2, p. 46].

Summarizing everything written above we again want to emphasize that the role of school in cultivating students' nature-centered environmental position is undeniable. It is impossible to say what plays greater role: environmental education or environmental training. Only considering these processes in relationship it is possible to educate an environmentally competent citizen of our society.

And all researchers emphasize unity of the training and educational processes and insist on the necessity of considering the educational process as a system, i. e. as a set of interdependent and interrelated components.

Besides, most scholars insist that environmental education and training should be based on the student-centered approach that provides a consistent attitude of a teacher to a high school student as an individual, responsible party of an educational action that involves: help to a high school student in his/her personal development, identification and demonstration of his/her capabilities, in the development of self-awareness, implementation of personal and public issues of importance, self-determination, self-realization and self-assertion (I. Bekh, Y. Bondarevska, T. Vlasov, T. Ilyina, I. Kolodiy and others).

According to the analysis of native and foreign literature, the main pedagogical innovation concerning the formation nature-centered environmental position is related with the application of interactive teaching methods. But despite this, at present there are no specific training programs aimed at creating the nature-centered environmental attitude of high school students.

Thus, the analysis of the teaching experience in the pedagogical process of forming nature-centered ecological position of high school students in domestic and foreign educational institutions revealed the general features of this process, namely: the formation of nature-centered environmental position should be given priority in the educational process; successful formation of the nature-centered environmental position requires unity of the training and educational processes and coordinated work of all the participants in the educational process; the process of nature-centered

environmental position of high school students must be based on three major approaches: cultural, integrative, nature-aligned, system-active, person-centered; the formation of nature-centered environmental position should permeate all the aspects of the educational process in the educational institution at all the stages of this process, be continuous and permanent, have not a chaotic, fragmentary character but systemic at all the teaching stages of training and education; the nature-centered environmental position should be formed in the educational process, have a predominantly training character using the interactive teaching methods.

Thus, one of the most important tasks of the modern school should be the formation of nature-centered environmental position in high school students which is a promising direction of our research and requires development and implementation of an appropriate pedagogical model in the system of environmental education.

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Верещенко Т. В.

Вітчизняні та закордонні підходи до формування природоцентричної екологічної позиції учнів

У статті проведено теоретичний аналіз вітчизняних та закордонних підходів до формування природоцентричної екологічної позиції учнів.

Ключові слова: природоцентрична екологічна позиція учнів.

Верещенко Т. В.

Отечественные и зарубежные подходы к формированию природоцентрической экологической позиции учащихся

В статье проведен теоретический анализ отечественных и зарубежных подходов к формированию природоцентрической экологической позиции учащихся.

Ключевые слова: природоцентрическая экологическая позиция учащихся

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