

Direction 4. The transition to a multilevel higher education:
problems and perspectives

**OF ENVIRONMENTAL CULTURE FORMATION OF FUTURE
NATURAL SCIENCES TEACHERS: PEDAGOGICAL ASPECTS**

Goncharuk V. V.

lecturer of Pavlo Tychyna Uman State Pedagogical University,
Department of Chemistry, Ecology and Methods of their Teaching
Uman, Ukraine

Goncharuk V. A.

Candidate of Pedagogical Sciences, Associate Professor,
Pavlo Tychyna Uman State Pedagogical University
Department of Ukrainian Literature, Ukrainoznavstvo and Methods of their Learning,
Uman, Ukraine

The ecological culture of the teacher includes the system of values, which unites the personality with nature and society, as well as the participation of the teacher in the system of global social relations. The social order of the society for the teacher's training includes both the requirements for the ideal model of the teacher's personality and the tendencies for world cooperation in approving the priority of universal values.

The achievements of modern science significantly affect the social demands, which distinguish the unity of the Human and the Universe. The new image of the scientific picture of the world and the place in it are approved. Under the new conditions, the tasks and functions of the teacher, including the basic pedagogical value orientations, are changed significantly; the direction of professional development of the personality, his outlook is expressed.

In the state and international documents on environmental protection and environmental conservation, in particular, in the Agenda for the 21st Century, the

UNO Strategy for Education for the benefit of balanced development, the Laws of Ukraine “On Environmental Protection”, “On Secondary General Education”, “On Higher Education”, the National Doctrine of the Development of Ukrainian Education in the 21st Century, the Concept of Environmental Education in Ukraine, etc., one of the priority tasks of the world community states as a whole and of Ukraine in particular, is the task to form the ecological culture of the society, responsible attitude to nature through environmental education and upbringing [3, p. 19; 4, p. 5].

I. Suravehina defines environmental culture as a dynamic unity of ecological knowledge, a positive attitude towards them (environmental guidelines, values) and real human activity in the environment [2]. According to the researcher, the necessary element of environmental culture is the responsibility in relation to the environment. Therefore, M. Moiseev believes that the formation of the environmental culture of the individual should become an indispensable part of the whole system of learning [1].

The most complete understanding of the concept of “environmental culture” allows us to come closer to studying both general and pedagogical culture as the philosophical categories. The term “pedagogical culture” is associated with the works of S. Arkhangelskyi, Z. Yesarieva, N. Kuzmina, V. Maksymov, V. Slastionin, M. Tarasevych and others.

In the above mentioned studies the pedagogical culture is considered as an important part of the general culture of the teacher, which manifests itself in the system of professional qualities and the specifics of pedagogical activity. Cultural analysis of the process of professional formation of a teacher focuses on the study of the development patterns of professional morality, the specifics of moral norms and principles that are formed and operate in the field of pedagogical activity, and is the specification of the general requirements of that very system of morality prevailing in the society.

Currently the term “culture” is interpreted as an organic unity with nature and society, as an ensemble, the dialogue of different cultures. In general, the culture of the individual is determined by the sphere of spiritual production, affects the

processes of formation and manifestation of both consciousness and self-consciousness, as well as the thinking culture and work culture. The personal culture is impossible without the worldview, that is, a set of views and ideas about the natural and social phenomena that form the human values.

In such a way, a logical scheme is built up which must be taken into account in the process of learning: a person is a cosmic, social and individual being. A human cannot live without regard to the laws of space. The aim of the system of modern education is to expand the world's understanding of a human to the level of space, to establish a natural connection between man and nature, to revive the spiritual and sensual understanding of the world. In the process of modern society environmentalization, one of the most important places is the formation of the ecological culture of the individual.

In defining the phenomenon of “ecological culture” it is necessary to pay attention to such concepts as “culture” and “environmental”. Each of these concepts is multi-valued. Theoretical awareness of culture allows to distinguish two important problems in understanding this concept: culture is considered as a mechanism that regulates human behavior and activities, and the person himself - as a culture-bearer.

In the process of experimental study the indicators of the student's environmental activity were: the self-assessment of their own environmental activities; the participation in circles, electives, educational events of ecological direction; the assessment of educational and environmental activities of students. The main purpose of higher educational institutions is the training of an educated, creative specialist, oriented to personal and professional self-development, as well as the formation of a system of humanistic values.

Environmental culture as a social phenomenon, as culture in general, gives orientations for the existence in the environment and behavioral norms, that is, it sets the framework of a way of life. Environmental culture is transmitted through the personal social and environmental competence, which characterizes how a particular person has learned this culture and can transfer it to others - the formed ecological competence is expressed in a combination of a certain way of life and recognition of

the value of the environment, which leads to the environmental friendliness of the way of life (environmental friendliness becomes a quality of the way of life). It should be noted that the level of environmental lifestyle can be higher or lower depending on certain reasons: the level of the human responsibility for the environmental activities, the level of awareness of the activities consequences, the level of recognition of the environmental value.

The level of personal responsibility depends on how much it can prevent the negative effects of its environmental activities and eliminate them if they still happen, as well as how well it can design its environmental activities to harm the environment. For example, the owner of the factory, located on the river bank, has found out that the ecosystem of the river was damaged due to the imperfection of the treatment facilities. In this case, the owner, if he has a sufficient level of responsibility, will repair the treatment facilities and prevent the further destruction of the ecosystem. If such owner has a high level of responsibility, then he must apply methods of cleaning and restoration of the river ecosystem. The highest level of responsibility takes place in case when significant funds are invested in the means of environmental safety, and this theoretically makes it impossible to harm the environment. It should be noted that the level of environmental responsibility can be formed in two ways: the internal one (through the environmental culture assimilation) and external one (through the system of penalties and fines).

It is established that the responsibility for the consequences of environmental activities should be, first of all, personal, as the small contribution of each person to the destruction or reproduction of the environment is made up of billions of inhabitants of the planet Earth.

In the conditions of a complicated ecological situation that arose in the state, the system of teacher training for environmental protection work in the higher educational establishments needs further improvement; 1) the practical work of students in the field of environmental protection and the restoration of natural resources is of great importance; 2) the role of the research and public activities of future specialists, aimed at responsible attitude towards nature, is growing.

The environmental education is a continuous process of training, upbringing and development of the individual, aimed at normalizing the system of scientific and practical knowledge, value orientations of behavior and activities that ensure a responsible attitude of a human to the environment. It is established that the environmental culture of a person is determined by: the interest in nature and the problems of its protection; knowledge of nature and ways of its protection and sustainable development; moral and aesthetic feelings in relation to nature; environmentally competent activity in relation to the natural environment; motives that determine the activity and behavior of the individual in the natural environment.

The study does not exhaust all the issues of theoretical and practical training of students for the protection, conservation and rational use of natural resources. The issues of general professional training of future teachers, theoretical, methodological and pedagogical substantiation of the process of formation of teacher's environmental values in the conditions of graduate education remain unresolved; the formation of environmental values of future teachers and their orientation on the future content of professional activity; development of scientific and methodological support for the gradual formation of the ecological culture of future teachers in the process of professional training.

List of references

1. Moiseev N. N. Historical development and environmental education / N. N. Moiseev. – M.: MIEPU, 1995. – 52 c.
2. Suravehina I. T. Methodical system of environmental education / I. T. Suravehina // Soviet Pedagogy. – 1988. – № 9. – P. 31–35.
3. Environmental Education Activities for primary Schools: Suggestions for making and using low cost equipment. – Produced by the International Centre for Conservation Education for UNESCO-UNEP International Environmental Education Programme (IEEP). – 1990. – n. 21.
4. Incorporating Environmental Education into the Primary School Curriculum: A Teacher's Manual. – Malta: University of Malta; Maltese National Commission for UNESCO, 1991. – 81 p.