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Forming of ecological culture as a professional feature of a personality

Contamination of the environment dictates the need for ecologization of industry, making the production systems, which must function on the analogy with ecological systems. The need for changes in economic relations also requires corresponding change in the structure of vocational training. The main accent in ecological policy of many countries has been shifted today from direct practical activities aimed at nature protection to problems of ecological education of the youth, future specialists, to problems of forming in them responsibility for the surroundings.

Modern specialists engaged in economic structures must know how to correctly use natural resources, solve new problems – forecast change of the environment and control it. Knowledge of scientific basis of interaction of man and society with nature, development of careful attitude to natural resources and to the environment in general, encourages forming in students ecological culture, which is a component and necessary part of general culture of a modern highly-qualified specialist.

Ecological knowledge gained by students while studying general, professional and special disciplines, must be synthesized and united around professionally significant knowledge and skills necessary in the future professional activity of a future specialist.

In our research peculiarities of the process of ecological education in professional school have been studied. This process is complex (provides the unity of the processes of education and up-bringing), systemic (reflects the systemic approach to the structure of knowledge about the environment), interdisciplinary (there is an opportunity of forming of special knowledge and skills in the course of studies of different disciplines), innovative (enables to use new pedagogical technologies and methods).

Contents of ecological education, in the opinion of G. Ivanova [1992], can be directed at forming the need for a personality's demands adequate to public needs in the area of interaction with nature, to forming the skills which enable to realize these demands in the corresponding activity.

The general purpose of ecological education at the stage of professional training is acquisition of knowledge about the industrial influence on the environment by future specialists; forming of ecological culture and skills in accordance with concrete professional activity. In continuation of education it is possible to master the basics of management of using of nature,

ecological forecasting and ecological law, technologies of teaching of basic ecological knowledge.

As L. Lavrenenko [1996] puts it, efficiency of unceasing ecological education depends not only on the presence in the system itself of variety and quality of services, but also on developed psychological and pedagogical equipment of the educational process, existence of stimuli encouraging a person to get ecological education in accordance with his/her age, cultural, professional and life experience, living conditions.

To form personal ecological culture as an element of general culture is possible while realizing unceasing ecological education. Knowledge of laws of development of the environment, skills, obtained experience – all this allows to take responsible, motivated decisions. Orientation of ecological knowledge at the profile of a specialist's training makes them professionally significant for mastering knowledge, skills in the field of the future profession in student's consciousness.

The system of educational institutions is called to provide forming of general principles of ecological culture in a person on the grounds of age peculiarities.

Students of comprehensive and higher professional school on the grounds of knowledge and skills gained earlier in the process of education at pre-school and school age form their ecological professionalism and competence.

The general purpose of ecological education at the stage of professional training is becoming more concrete by acquiring by future specialists knowledge about the industrial influence on the environment and scientific grounds of its protection; forming of ecological culture and skills connected with certain professional activity and the environment's quality managing.

It is possible to master the basics of management of nature using, ecological forecasting and ecological law, technologies of teaching basic ecological knowledge and practical activity.

The contents of ecological education can be directed at:

1. forming the needs of a personality adequate to public needs in the area of interaction with nature;
2. forming skills allowing to realize these needs in the corresponding activity.

Ecological education must be specifically concentrated on those professional groups, whose activity influences the environment most (managers, clerks dealing with economic planning in industry, agriculture, etc). Specialists' training, whose activity is not directly connected with the sphere of the environment planning and managing, but nevertheless directly or indirectly influences it significantly, must include the general basics of interdisciplinary studies, concerning both natural and an created by people surroundings connected with their professions.

Ecological culture is considered by us as a unity of motives and moral orientations, scientific notions and practical experience of nature protecting

activity, a system of views and beliefs, defining ecological orientation of a personality's whole life activity, his/her attitude to the environment and self.

We consider that components of the notion "ecological culture" are the notions of "ecological awareness", "ecological determination", "ecological activity". This division practically completely corresponds to the main stages of ecological education:

- forming adequate ecological views – what and how occurs in the world of nature between man and nature, how one should act from the standpoint of ecological practicability;
- forming an adequate attitude to nature. Ecological knowledge itself does not guarantee ecologically-conscious activity of a person;
- forming the system of skills (techniques) and strategy of interaction with nature.

As criteria of formation of ecological culture of future specialists we select:

- steady and deep interest in learning laws of nature;
- knowledge and conscious observance of rules of behaviour in nature;
- realizing of significance of one's behaviour for the environment's state;
- ability of estimation of a person's action from the standpoint of ecological practicability;
- existence of the system of professionally significant ecological knowledge and skills;
- need for active ecological activity in various life situations.

The use of the above mentioned criteria will allow, in our opinion, to reveal the existence and realistically appreciate the level of formation of students' ecological culture at all stages of investigation, to further improve ecological education.

In the course of pedagogical experiment we determined levels of formation of ecological culture: intuitive, reproductive, creative.

There were revealed peculiarities of levels of students' responsibility for their behaviour in the environment. In the main experiment we took into account the results of the diagnostic experiment. In accordance with these results the students' participation at different stages of psychological and pedagogical situations in varied types of ecological activity was organized.

In the course of scientific research we worked out a model of the process of forming ecological culture in students under conditions of comprehensive vocational educational institutions with economic bias. We made use of the following stages in the process of constructing of the pedagogical model of forming ecological culture of students:

- I. activation of the accumulated knowledge and defining features of the chosen object;
- II. motivated choice of necessary forms, methods and facilities applied in the process of modelling;
- III. defining of the criteria of formation of ecological culture;

IV. selecting respondents in the course of studies.

As relative standards we use the chosen criteria of formation ecological culture in students and their diagnostic features.

While setting the goal of forming students' ecological culture it is necessary to take into account the complex structure of the given notion. Only concerning the value of ecological awareness, ecological education, ecological determination, and ecological activity it is possible to form the position interconnected with nature and, as a result, to take up ecologically safe activity, which provides development of society without breaking the existing ecological systems on global, national and local scales.

Forming ecological culture requires creation a specific pedagogical situation, claiming not only external knowledge, but certain personal features in a student.

We consider conditions of creation of the corresponding psychological and pedagogical situation from the standpoint of personal realization of a student. With this aim a system of unceasing ecological education in- and outside the educational institution must be used. The basis for the given psychological and pedagogical situation form conditions, which enable to form in students the above mentioned professional elements of ecological culture of a future specialist, namely:

- imitation by means of pedagogical facilities of real ecological problems, to solve which requires from students intellectual, volitional, moral efforts;
- creation of such conditions in the process of education of an institution, under which ecological and nature-protective activity is socially approved and encouraged;
- use of pedagogical techniques, under which students realize the value of all things alive, analyze their own behaviour in nature and re-estimates their own views and beliefs;
- teaching a future specialist techniques of ecologically conscious behaviour in the environment;
- transmitting the experience of ecologically conscious behaviour to different spheres of life activity.

This process of ecological education is complex (i.e. provides the unity of processes of education); holistic (i.e. acts upon all sides of a student's personality); systemic (i.e. reflects the universal character of knowledge about nature that allows to establish the connection between separate disciplines of the curriculum); interdisciplinary (i.e. the integration of different disciplines is used); innovative (i.e. enables to use the new forms and methods of education).

Among a number of factors, providing forming the ecological culture of future specialists in the process of education, we consider ecological education in conditions of professional school, the system of unceasing ecological education on the grounds of curriculum, ecological capacity of contents of the material under study in the course of teaching special subjects and specialized integrated courses.

The existing system of vocational training must provide forming a unified system of ecological knowledge, which enables to develop both personal and professional qualities. The contents of ecological education must be directed, first of all, at forming the needs of a personality, adequate to public needs in the area of interaction with the environment ("Person-consumer"), secondly, at forming skills allowing to realize these needs in the corresponding professional activity ("Person-specialist"). Given aspects characterize ecological education as a factor of optimization of professional relations of a person in interconnection with the environment.

Литература

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