

UDC 37

## Formation of environmental culture of schoolchildren

**Natal'ya M. Tret'yakova**

Senior Lecturer of the Department of Humanities,  
Russian State Geological Prospecting University,  
117485, 23, Miklukho-Maklaya str., Moscow, Russian Federation;  
e-mail: natalia.tretyakova@mail.ru

### Abstract

The ecological education is characterized by knowledge about nature, humanity and actual environmental problems, feelings of love for wildlife, willingness to live and act in harmony with nature, society, the ability to preserve nature, to act in complex environmental situations, moral and ecological sense of unity, the relationship between man and nature. Consequently, the formation of ecological culture in the process of training involves the mastery of techniques of environmental science basics of environmental management, the necessary beliefs and skills, some guidance and a proactive attitude in the field of protection and improvement of natural environment, rational use and enhancement of natural resources. A special place in the formation of ecological culture of the future ecologists belongs to the pedagogical conditions that positively affect the professional level of future specialists, contribute to the improvement of activities, development of the environment. As the result, culture of the individual becomes a social need of society. The main methods of formation of ecological culture of future ecologists are stories, conversations, explanations, observations, ecological games. The article contains scientific justification of such concepts, as conditions and pedagogical conditions of the formation of ecological culture of the future technician-ecologist. The author considers pedagogical conditions of formation of ecological culture of future specialists as a set of interrelated circumstances that affect the course of the educational process aimed at the development of a harmoniously developed personality with the generated environmental knowledge, skills, and personal-value orientations on conservation, ecological style of thinking which make possible the implementation of environmental activities, aimed at foreseeing and eliminating negative actions in the environment.

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### Keywords

Environmental activities, school, structure, dynamics, formation, environmental culture.

## Introduction

The formation of ecological education, which is characterized by knowledge about nature, humanity and actual environmental problems, feelings of love for wildlife, willingness to live and act in harmony with nature, society, the ability to preserve nature, to act in complex environmental situations, moral and ecological sense of unity, the relationship between man and nature. Consequently, the formation of ecological culture in the process of training involves the mastery of techniques of environmental science basics of environmental management, the necessary beliefs and skills, some guidance and a proactive attitude in the field of protection and improvement of natural environment, rational use and enhancement of natural resources.

A special place in the formation of the ecological culture of the future ecologists belongs to the pedagogical conditions that positively affect the professional level of future specialists, improvement of activities, creative self-realization, contribute to the development of the environment, and the culture of the individual becomes a social need of society [Zashchirinskaya, 2018].

The purpose of our research requires a scientific justification of the basic concepts, including "conditions" and "pedagogical conditions" of the formation of ecological culture of the future technician-ecologist.

### The concepts of pedagogical conditions

In philosophical literature, "condition" is defined as a category in which the relation of universal things to the factors by which it arises and exists is reflected, that is, the conditions constitute the environment in which a certain phenomenon or process arises, exists and develops. Conditions are interpreted as "necessary circumstances, features of reality, which make possible the implementation, creation, education of something or contribute to it". From the point of view of D. Ishchenko, conditions are a set of factors of external and internal environment, which presumably affect the development of a particular mental phenomenon; moreover, this influence is mediated by the activity of a person, a group of people [Rutsinskaya, 2012].

In pedagogy, there are different approaches to determining the content of the concept of "pedagogical conditions". V. Andreev believes that pedagogical conditions are the circumstances of the process of training and education, which are the result of purposeful selection, construction and application of content elements, methods, as well as organizational forms of training to achieve didactic goals. In dozen. Braznich, pedagogical conditions are defined as a set of objective possibilities of content, methods, organizational forms and material possibilities of the pedagogical process, which ensures the successful achievement of the goal.

A. Fedorova under pedagogical conditions understands a set of objective possibilities of the content of training, methods, organizational forms and material possibilities of its implementation, ensuring the successful solution of the task.

A. Infantry defines pedagogical conditions as a set of certain forms, methods, material conditions, real situations that objectively developed or subjectively created, necessary to achieve a specific pedagogical goal.

G. Ponomareva considers the system of pedagogical conditions as a combination of means of educational and educational impact on the feelings, mind, behavior of students.

N. Negruta to the pedagogical terms include: the mastering by teachers the theoretical fundamentals

of process of formation of system of ecological knowledge in a given discipline; they have acquired the ability to choose efficient forms of organization of educational process aimed at formation and development of knowledge and practical skills of future specialists; the organization of the various activities of students, aimed at boosting interest in environmental issues while studying disciplines of ecological orientation; disclosure of the practical value of knowledge acquired in the learning process.

V. Manko defines pedagogical conditions as an interconnected set of internal parameters and external characteristics of functioning, which ensures high efficiency of the educational process and corresponds to the psychological and pedagogical criteria of optimality.

Summarizing the approaches of various researchers to the definition of "pedagogical conditions", we note that these are: 1) the circumstances under which the components of the educational process (academic subject, teaching and teaching) are presented in the interaction and enable the teacher to teach and lead the educational process, and the student to study successfully (Yu. Babansky); 2) the factors that ensure successful learning (I. Lerner); 3) a set of objective and subjective factors necessary to ensure the effective functioning of all components of the educational system, depending on the goals, objectives, content, forms and methods of this system (V. Maksimov).

We believe that the pedagogical conditions can be attributed to those factors that are consciously created in the educational process and should ensure the most effective of its flow [Chekha, 2010].

Based on the above interpretation, serves own definition of pedagogical conditions of formation of ecological culture of future specialists, under which we understand a set of interrelated circumstances that affect the course of the educational process aimed at the development of a harmoniously developed personality with the generated environmental knowledge, skills, and personal-value orientations on conservation, ecological style of thinking which make possible the implementation of environmental activities, aimed at foreseeing and eliminating negative actions in the environment [Rutsinskaya, 2012].

On the basis of a survey of an expert group of 23 teachers, out of 12 proposed pedagogical conditions for the formation of environmental culture of future environmental technicians in the most significant as a result of processing the results obtained, the experts attributed: purposeful design of information and environmental educational environment (0.87), providing positive motivation of future environmental technicians to the formation of environmental culture (0.89), raising the need for constant professional self-improvement in future environmental technicians (0.88), involvement of future environmental technicians in environmental activities (0.88).

In our opinion, such answers of teachers-experts are caused by the following: understanding of teachers-experts of value and importance of creation of positive professional motives and formation of the corresponding ecological knowledge and abilities which are realized in nature protection activity concerning environment [Zashchirinskaya, 2008].

Summarizing various approaches, namely review of scientific literature, mathematical and statistical analysis of the results of expert evaluation, we will name the main pedagogical conditions that will ensure the effectiveness of the process of formation of ecological culture:

- 1) development of the general culture of the person as a prerequisite for the formation of ecological culture of environmental technicians;
- 2) purposeful design of information and ecological educational environment;
- 3) providing positive motivation for future environmental technicians to form an environmental culture;
- 4) raising the need for continuous professional self-improvement in future environmental technicians;
- 5) involvement of future environmental technicians in environmental activities.

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Let us consider in more detail the selected conditions.

The first pedagogical condition is the development of the general culture of the individual as a prerequisite for the formation of ecological culture of specialists. One of the multifaceted modern problems that has actual social and scientific significance is the problem of forming a common culture of future specialists. Tendencies of humanization and individualization of educational process force to reconsider not only the maintenance, technologies and organizational forms of educational process, but also differently to put problems of education, education and development of the person, formation of its culture [Tonkikh et al., 1997].

In the process of learning the student elements of the future profession is supposed to be reflected in the consciousness of objective reality in the form of an ideal image, which is preceded by a material interaction with real objects. Each person could assimilate certain concrete historical forms and ways of cognition of the surrounding world and thus forms an individual, unique personality formed by her high life experience and way of cognition [Rutsinskaya, 2011].

The process of cognition itself, the formation of a cultural personality, the formation of certain qualities depends not only on the social environment, but also on social experience, as well as on psychophysiological properties that underlie the formation of needs, ideals, value orientations associated with the attitude of the individual to professional activity. Only under such conditions, will the correct formation of professional qualities of an ecologist as a whole take place [Zashchirinskaya, 2017].

### **The formation of common culture of future environmental technicians**

Education plays an important role in the formation of personality, but the acquisition of knowledge does not include moral, aesthetic and environmental culture.

The problem of forming a common culture of future environmental technicians, which combines professionalism, intelligence, social maturity and creativity, can be solved in an educational institution by a systematic, scientifically based organization of various activities of students, since their personal and professional culture are formed in the process of diverse activities, and development and self-determination depends on the width of the range and content of this activity. If we consider the general culture as a process of education, systematic and purposeful impact on the spiritual and physical development of the individual, the education of professional culture is the formation of a system of social qualities that will provide a creative level of labor and professional activity of the future specialist, determine his personal characteristics, the need for self-improvement [Danilova, 2017].

At the level of the general culture of environmental technicians, an appropriate level of professional environmental culture is formed.

Harmonious development of the personality, its cultural level is impossible without increase of volume of cultural and information saturation. Sometimes the outward appearance is exquisite manners can hide a cynical person. At the same time, a person who is not characterized by cultural behavior may have a rich spiritual world and inner culture [Zueva, 2019].

The formation of a common culture of future environmental technicians is impossible where there is no culture of joint activity and interpersonal communication. Therefore, updating the requirements for the professional culture of the future specialist is automatically supplemented by a list of requirements for the General culture of the specialist of any composition, because scientific knowledge can exist only in a certain cultural environment [Rutsinskaya, 2018].

In colleges, the task of forming a general and ecological culture of future specialists is solved by a team of teachers-people of different age and experience, different specialties and pedagogical views, different character and temperament, moral development and the like.

For the implementation of effective formation of education of students are crucial appearance of the teacher, his behavior, tone and style of communication with other teachers, parents, students. The teacher should be the model of behavior that the student would like to imitate [Lamminpiya, 2015]. Sharp tone, irritability in communication, of course, complicate the formation of culture. Rules of politeness, culture of speech, accuracy, commitment are formed much faster if the educational process creates a General atmosphere of friendliness, respect for each other, mutual assistance and care.

In addition, the development of the general culture of future specialists takes place in the process of studying humanitarian and professional disciplines, which create a moral, intellectual and psychological basis for professional skills, form a wide range of creative abilities.

The study of humanities contributes to the holistic formation of the personality of future professionals, which should be inherent in spirituality, responsibility, tolerance; attitude to themselves, to others, nature; high morality and a high level of professionalism [Poletaeva, 2013]. Much attention is paid not only to the assimilation of a given amount of information, but also to the development of a culture of thinking, communication, expression of feelings, the formation of cultural and ethical behavior of the individual.

The formation of a common culture of future environmental technicians provides for the formation of spiritual values, moral and aesthetic feelings, culture of communication, culture of behavior [Sokolova, 2012].

We share the opinion that the mass media – television, radio, press – as one of the components of the social environment have a positive educational impact on the development of the general culture of the individual. Reporting on socially significant facts, phenomena, events, processes, they educate young people a certain attitude to this information, contribute to its spiritual enrichment, social growth, the development of his right attitude to life, an active life position [Chekha, 2010].

## Conclusion

Future technicians-ecologists should own norms of culture of communication on which adjustment of relations with other people, an exchange of information, experience depends. The culture of communication involves a respectful attitude to those with whom you communicate, the lack of pressure with your authority, the ability to listen – all this helps the future specialist to establish relations in his professional environment. The ethical basis of the culture of communication is politeness, which is manifested in attentiveness, goodwill, willingness to help everyone who needs it. For a polite person, respect for other people becomes a daily norm of behavior and a habitual way of treating everyone. This respect is manifested in the observance of rules of conduct and decency [Yudina et al, 2012].

Education of the general culture of the person provides formation of such moral and psychological qualities as morality, conscience, sensitivity, goodwill, tact, politeness, respect for other people, endurance, and ability to own emotions and to restrain them. An important role is played by aesthetic culture, which forms the future technicians-ecologists value orientations, views, beliefs about the uniqueness and uniqueness of nature.

The main methods of formation of ecological culture of future technicians-ecologists are stories, conversations, explanations, observations, ecological games. The leading role is played by watching movies, going to the theater, exhibitions of artistic creativity, excursions, reading literary works,

painting, music, architecture, sculpture, and amateur clubs. All of them provide communication with nature, monuments of culture and architecture, education of moral and aesthetic feelings.

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## Формирование экологической культуры школьников

**Третьякова Наталья Мизаировна**

Старший преподаватель кафедры гуманитарных наук,  
Российский государственный геологоразведочный университет,  
117485, Российская Федерация, Москва, ул. Миклухо-Маклая, 23;  
e-mail: natalia.tret'yakova@mail.ru

### Аннотация

Экологическое образование – это совокупность знаний о природе и актуальных экологических проблемах, чувство любви к дикой природе, желание жить и действовать в гармонии с природой, обществом, умение сохранять природу, действовать в сложных экологических ситуациях, морально-экологическое чувство единства человека и природы. Следовательно, формирование экологической культуры в процессе обучения предполагает знание основ природопользования, наличие необходимых убеждений и навыков, определенных ценностей и активной позиции в области охраны природной среды, умения рационально использовать природные ресурсы. Особое место в формировании экологической культуры школьников занимают педагогические условия, которые способствуют повышению профессионального уровня будущих специалистов, творческой самореализации, в результате чего развитие окружающей среды и культуры индивида становится социальной потребностью общества. Основными методами формирования экологической культуры являются рассказы, беседы, объяснения, наблюдения, экологические игры. В статье содержатся определения таких понятий, как условия и педагогические условия формирования экологической культуры. Автор рассматривает педагогические условия формирования экологической культуры учащихся как совокупность взаимосвязанных факторов, влияющих на ход образовательного процесса, направленного на развитие гармонично развитой личности с сформированными знаниями, навыками и личностно-ценностными ориентациями на сохранение экологического стиля мышления, которое делает возможным осуществление природоохранных мероприятий, направленных на предвидение и устранение негативных воздействий на окружающую среду.

### Для цитирования в научных исследованиях

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### Ключевые слова

Природоохранная деятельность, школа, структура, динамика, становление, экологическая культура.

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