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ECOLOGICAL AND AESTHETIC CULTURE OF STUDYING YOUNG PEOPLE: HISTORICAL ASPECT

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The article considers the conditions, under which the emergence and development of eco-aesthetic education was initiated, have been elicited in the second half of the XX - early XXI centuries. There was made historical - educational analysis of tendencies in school ecological-aesthetic education, major stages of its development. There was made scientific-theoretical argumentation of modern paradigm of ecological-aesthetic education of youth. Based on systematic analysis there were revealed common tendencies in determination of theoretical-methodological bases of ecological-aesthetic education of youth

Key words: *ecological and aesthetic culture, ecological and aesthetic education, sustainable development, methodological bases of ecological-aesthetic education of youth.*

Problem statement. The ecological culture development of broad sections of the population is a generally accepted dominant in the modern environmental movement of different countries. Thereby, the ecological and aesthetic imperatives, implementing an ennobling effect on a person, educating the person in the spirit of humanistic ideals and values and inculcating a sense of responsibility for decisions relating to the environment, have special importance. At the same time, the main emphasis is on a family and schools, where most children and youth get training for life. There are all favorable conditions for long-term pedagogical influence on the younger generation in the spirit of modern eco-aesthetic paradigm there. But today, an urgent problem is the development and formation of characters with eco-centric consciousness. This problem is being solved by experts in special centers of moral development and character formation.

The research object is the theory and practice of youth ecological and aesthetic upbringing.

The research subject is common tendencies of ecological and aesthetic upbringing, their actualization in the educational process.

Recent research analysis. "Environmental education" is a quite common term in the foreign and domestic literature. It includes all principles of eco-aesthetic upbringing and education. It's based on a conscious and

continuous process of knowledge accumulating about the natural environment in the course of our life. The central aim of the process is awareness by the person of the living environment key features, the attitude towards nature, due to we seek to the nature preservation and environment to ensure the existence of the human race, now and hereafter [1, p.128].

According to the results of scientific researches in the field of eco-aesthetic education [2, p.111], we can draw a conclusion that there is no direct correlation between the volume of environmental knowledge and consistent character formation. One main reason for low efficiency of the traditional eco-aesthetic educational system, we believe, is the contradiction between extra mental, negative and indifferent attitude to the world of nature, low level of ecological and aesthetical manners, and the necessity of new relationships between the nature and all humanity. That's why nowadays we should solve a problem of forming the ability to assess and predict the effect of human activity on the environment and take measures for the environment and human enhancement. And there are two different ways to solve the problem.

Problem definition: The purpose of the work is a status analysis of the theory and methods, a common tendencies definition in the development of eco-aesthetic education, a generalization of practical knowledge in training of the young generation to solve ecological problems. Due to this knowledge we could improve the corresponding branch of pedagogical theory and practice.

Research development. Social ecology, as an independent discipline, was introduced in some universities all over the world. It is based on a systems approach to all social and ecological problems. Its main methodological assumptions are based on the fact that the concept of total power over the nature is fallacious. The damage from the impact of human activity on the natural environment is a blow to humanity at the same time. Thus, we have a question about the level of ecological culture, one of the most important spiritually and morality indicator for individuals and society.

At the same time, the theory and practice of teaching showed that eco-aesthetic education had three orientations:

- learning and development natural-scientific and technical knowledge of society-nature interactions;
- development of environmental consciousness and formation of a valuable attitude to the world and nature;
- development of the necessity to contact with nature, ability and desire for keeping and increasing its treasures.

The ecological and aesthetical upbringing research has been being actualized since the late 70s of the 20th century. Among progressive tendencies we could mention about next ones:

- detection interdisciplinary principals and complex problem-solving of the nature protection;
- correlation of theoretical knowledge and practical activities for the nature protection;
- discussing all ecological problems not only in fundamental, but also in special summarizing topics and integrated courses that reveal the interaction of society and nature;
- combination of lectures with direct environment contacts by way of excursions, ecological practical training sessions, field camps;
- usage of problem methods of training by way of role-playing games, ecological clubs and extra class work.

The aim, objectives and a content of the educational activities for the protection of the natural environment were defined in the 70's and 80's of the 20th century. And the concept of ecological and aesthetical education was made as consistent with those principles [2, p.121].

As the starting points of eco-aesthetical education were found:

- actualization of ecological relationships in the system of social ones and driving individuals to responsible attitude to nature according to moral and Law principles of nature management;
- responsibility for nature protection as a goal and the result of environmental education defined as a new branch of pedagogy in pre-primary schools, secondary schools, universities and other educational institutions in the beginning of the 80s of the 20th century;
- provision of eco-aesthetic education as a national policy.
- creation and development of ecological and aesthetical education as a result of the necessity to revise all out-dated concepts and ideas about the inexhaustibility of the natural resources and the unlimited possibilities of the biosphere to self-healing and self-purification, to overcome the exploitative treatment of nature connected with the neglect of social needs and future state of nature;
- definition of subsystems of eco-aesthetic education in secondary schools: an eco-aesthetic education in the study of individual school subjects, on an interdisciplinary level, in a process of in-depth and differentiated learning, in after-hour and extra-curricular activities; principles of ecological and aesthetic education.

Scholars consider that the common task of eco-aesthetic education is the molding of individual's eco-centric consciousness. It is specified at the level of the three main sub-tasks of environmental education:

1. The formation of adequate ecological concepts.
2. The formation of attitudes toward nature.
3. The formation of a special abilities and skills (technology)system to interact with nature.

It was established that most theoretical principles of eco-aesthetic education and upbringing are common to many countries, but their level of organization and practical adoption is determined by the social and environmental conditions of each country.

Ecological and aesthetic education is defined as the process of forming a personal-oriented ecological and aesthetic breeding of the person, who realizes the purpose and functions of environmental activities.

In the context of our research, the outlined tasks must be accented on development of positive motivation to the studies, by including to cognitive and practical nature protection activity of schoolboys (Fig.1).

It's showed, that the terms "eco-aesthetic upbringing" and "eco-aesthetic breeding" are interrelated and allow to find out next indicators of ecological and aesthetic education:

- the ability to realize the spiritual values and tangible asset of nature for society as a and individuals;
- the level of acquirement of all key concepts, laws, principles and scientific facts to determine the optimum effect on the environment in the course of human activities and everyday life;
- the level of practical knowledge and skills accumulation to estimate the impact of human activities;
- the ability to provide for the possible consequences of our actions and prevent negative effects on the environment in all kinds of activities;
- the active practice need to improve the state of the environment and the promote modern nature protection ideas;
- the ability to analyze the environmental situation.

We believe that after the solving of environmental education sub problems, we should proceed to the next stage of environmental education: the formation of creeds in the necessity of environmental activities based on stable knowledge.

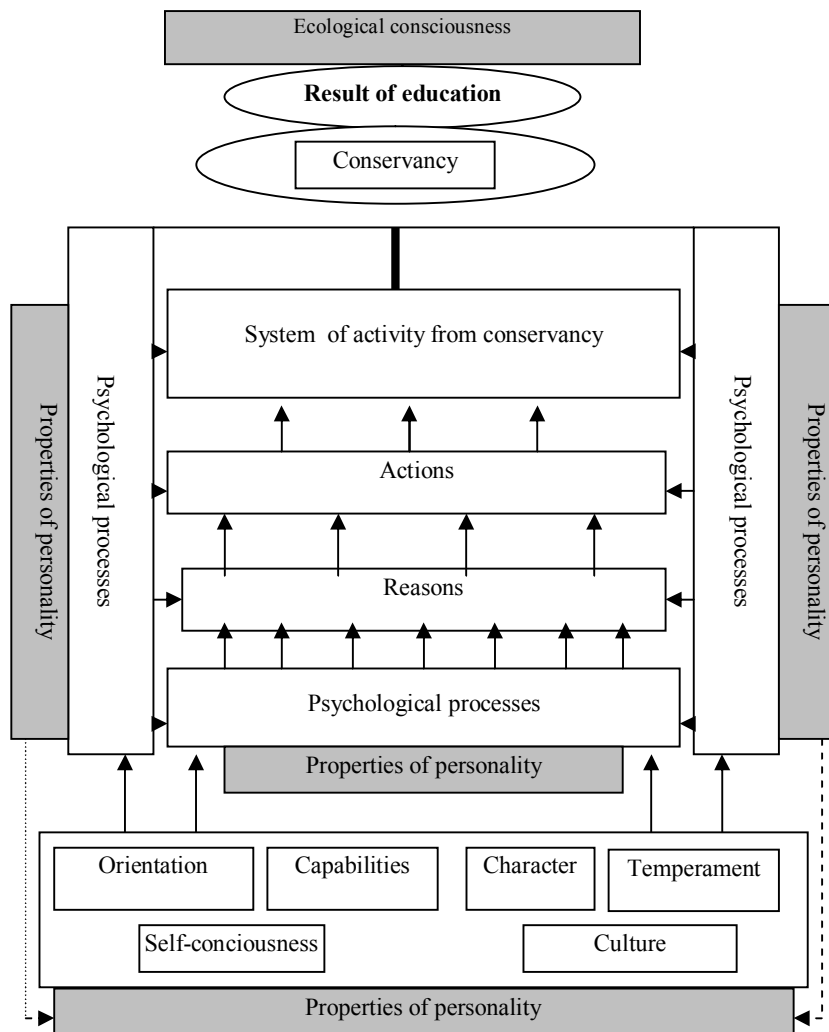


Fig. 1. Model of ecological and aesthetic education of personality

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ЕКОЛОГО-ЕСТЕТИЧНА КУЛЬТУРА УЧНІВСЬКОЇ МОЛОДІ: ІСТОРИЧНИЙ АСПЕКТ

Я.А. Славська

У статті розглянуто умови, в яких відбувався розвиток еколого-естетичної культури учнівської молоді у другій половині ХХ – на початку ХХІ століття. Проаналізовано тенденції шкільної екологічної освіти, визначено основні етапи її розвитку; науково обґрунтовано сучасну парадигму еколого-естетичного виховання молоді. Виявлено загальні тенденції у визначенні теоретико-методологічних засад еколого-естетичного виховання молоді.

Ключові слова: еколого-естетична культура, еколого-естетичне виховання, сталий розвиток.

ЭКОЛОГО-ЭСТЕТИЧЕСКАЯ КУЛЬТУРА УЧАЩЕЙСЯ МОЛОДЕЖИ: ИСТОРИЧЕСКИЙ АСПЕКТ

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В статье рассмотрены условия, в которых осуществлялось развитие эколого-эстетической культуры учащейся молодежи во второй половине ХХ – начале ХХІ века. Осуществлен педагогический анализ тенденций школьного экологического образования, определены основные этапы его развития; осуществлено научно-теоретическое обоснование современной парадигмы эколого-эстетического воспитания молодежи. Выявлены общие тенденции в определении теоретико-методологических основ эколого-эстетического воспитания молодежи.

Ключевые слова: эколого-эстетическая культура, эколого-эстетическое образование, устойчивое развитие.

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