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SECTION 30. Philosophy

SOME ASPECTS OF THE RELATIONSHIP BETWEEN ENVIRONMENTAL CONSCIOUSNESS AND AESTHETIC PERCEPTION OF THE ENVIRONMENT

Abstract: In this article some principles and aspects of forming and developing of environmental consciousness and aesthetic perception of world of nature and world of human are considered.

Key words: nature, humanity, ecology, environment, environmental consciousness, aesthetical perception, aesthetical education, students.

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Introduction

Nature is an inexhaustible and eternal source of beauty. The moral and aesthetic relation to nature is enriched by its reflection in the artistic images of literature and art [1, p. 18].

Aesthetic education through observation and study of the beautiful nature is the process of the essential formation and spiritual development of man. The aesthetic sense of nature is important to shape when the children's spiritual world is formed, and they are especially sensitive, sensitive to beauty [2; 3].

Formation of ecological culture of students is one of the main directions of the general strategy of education. The actuality of environmental education is dictated by life itself. An important direction in the formation of ecological culture is the development of humane attitude to nature, the ability to perceive and feel its beauty, the ability to take care of all natural components. The basis of both national and world development should be the harmony of man and nature. Thus, it is impossible to separate the aesthetic education from the ecological one [4; 5].

The system of additional education has great opportunities for revealing the ability of children to creativity, and allows the realization of aesthetic education and environmental education in the complex. Additional education of children is a necessary link in the education of a multifaceted personality, its education, early professional

orientation. It is diverse and multidirectional. The value of supplementary education is that it enhances the variable component of general education and helps students in professional self-determination, contributes to the realization of the forces, knowledge gained in the basic component of training.

Ecological and aesthetic education of students in the system of additional education may be meaningfully carried out in the following associations: "Natural Workshop", "Phytodesign", "Decorative Composition - Mirror of Nature", "In the Animal World", "Ecology of Man", "Ecology", "Nature and creativity".

Materials and Methods

An effective method of forming a moral and aesthetic relation to nature is the statement of problem situations and during excursions, and during classes in the classroom, on the school site, during the game. Cognitive situations are more often offered by the teacher.

The formation of a person's aesthetic attitude to nature is no less urgent today than the formation of ecological thinking. Moreover, it can be safely asserted that the aesthetic awareness of the value of the natural environment is closely related to the notion of ecological consciousness.



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Ecology as a form of social consciousness is part of the biological science that studies the patterns of interaction and relationships within fauna and flora, their representatives among themselves and with the environment.

The world of nature is the environment of man. He is interested in preserving integrity, purity, harmony in nature and preventing violations of biological interaction and balance. At the same time, through his active transforming activity, a person intervenes in natural processes, violates them, and uses the riches of nature in his own interests. If this activity takes place uncontrolled, without taking into account ecological regularities and renewal of renewable resources, the biological balance in nature can be irreparably damaged, which generates processes that threaten human life. There are environmental problems on a global scale, as well as regional ones. Only the efforts of the entire world community can preserve the purity of the atmosphere, save the world ocean from pollution, reasonably regulate the use of the earth's interior, preventing their complete depletion. However, each individual country can and should take care of preserving the environment in its region: monitor the state of air purity, combat the destruction of forests, fauna and flora, do not pollute rivers and water bodies, promote a culture of farming and preserve soil.

Nature is for people an object of knowledge and an aesthetic relationship. Its phenomena are aesthetically perfect and provide the aesthetically developed person with deep spiritual pleasure. Penetration into its secrets contributes to the formation of a scientific worldview. This necessitates the implementation of universal, compulsory, initial ecological education, laying the foundations of the ecological culture of man.

Ecological consciousness includes environmental knowledge: facts, information, conclusions, generalizations about the relationship and exchange that take place in the world of animals and plants, as well as in their environment and in the environment in general. Its component is aesthetic feelings and environmental responsibility. They encourage people to be cautious in relation to nature, to anticipate in advance and 'prevent possible negative consequences of industrial development of natural waters, land, atmosphere, forest. The use of nature by man requires a developed ability of ecological thinking from him. It manifests itself in the ability to effectively use environmental knowledge in the creation of industrial and agricultural facilities, in a creative approach to preventing and eliminating the negative consequences for nature of certain technological processes of production. The environmental consciousness includes man's strong-willed aspirations aimed at protecting nature, actively

fighting off violators of environmental protection legislation.

Ecological consciousness performs important functions [6].

The educational function helps to understand nature as an environment of human habitation and as an aesthetic perfection. The younger generation is inspired by the idea of using ecological knowledge in order to preserve nature, preventing a dangerous and irreversible violation of ecological balance.

The developmental function is realized in the process of formation in children of the ability to comprehend ecological phenomena, to establish connections and dependencies existing in the world of plants and animals; Draw conclusions, generalizations and conclusions about the state of nature; Give recommendations for reasonable interaction with her.

The educational function of environmental consciousness is manifested in the formation of students' moral and aesthetic attitude to nature. The sense of duty and responsibility organically merges with a sense of admiration for the grandeur and beauty of the real world. This encourages students to environmental activity. Their deep knowledge of their native nature, active love for its enrich and strengthen patriotism.

The organizing function is to stimulate the active environmental activities of students. They take part in the construction of industrial enterprises, land use, harvesting of timber, harvesting of herbs - everything was done in strict accordance with the law on environmental protection. Environmental consciousness makes it a norm for future participants in the construction of treatment facilities, the restoration of forests and soil fertility, preservation of the integrity of the main natural processes, wildlife sanctuaries and reserves. Ecological consciousness involves schoolchildren in the struggle for peace, for the survival of people, against the atomic war that inevitably leads to a "nuclear winter" and the death of all life on Earth.

The prognostic function of ecological consciousness is to develop in children the ability to predict the possible consequences of certain human actions in nature; what is the violation of ecological processes leading to? What actions are environmentally neutral, and what activities need to be carried out for the benefit of nature. Ecological forecasting is an indispensable condition for literate planning, the allocation of productive forces and the development of the entire national economy.

Effective realization of the functions of ecological consciousness leads to the formation of ecological culture among children. It includes environmental knowledge, deep interest in environmental activities, the competent implementation of it, the wealth of moral and

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aesthetic feelings and experiences generated by communication with nature.

Ecological consciousness as an important part of the world outlook of students is formed in the process of ecological education. It is a systematic pedagogical activity aimed at developing the ecological education and upbringing of children; The accumulation of ecological knowledge, the formation of skills and activities in nature, the awakening of high moral and aesthetic feelings, the acquisition of highly moral personal qualities and a firm will in the implementation of environmental work. Ecological education is carried out as a result of purposeful training. Students in the process of studying various subjects are enriched with environmental knowledge. Moral and aesthetic education focuses children's attention on the careful attitude to nature, love for it, and the ability to enjoy its beauty. Socially useful work accustoms teenagers to nature protection work. This relationship and the conditionality of a variety of activities determine the system of ecological education [7].

The purpose of the system is to develop the ecological consciousness of children as a combination of knowledge, thinking, feelings and will; in the formation of their ecological culture; In readiness for active environmental protection. The system is implemented in the lessons of biology, geography, physics, and chemistry. Biology and geography paint a picture of the ecological state of the modern world of plants, animals, and the whole environment for children. The children learn what ecological balance is like plants, insects, birds, animals, forests and fields, the depths of the earth and the atmosphere interact with each other, creating for each other biologically normal, favorable conditions of existence. Ants, as nurses, clean the forest, insects feed birds, Flood Rivers create floodplain meadows, the forest cleans the air, protects the fields from weathering, snow covers the fields and nourishes them with moisture. The knowledge of these connections makes it possible to create in the worldview of schoolchildren the notion of wholeness, unity and universal interconnection in nature. It convinces students that the violation of these links changes the biological balance in nature, inflicts irreparable damage on it, worsens the human condition. Physics and chemistry give students a complex of polytechnic knowledge, scientific foundations and principles of modern production. Students learn about the nature of production, its interaction with the natural environment on the principles and devices to prevent the harmful effects of technological processes, on the possibilities of organizing non-waste production, which are of great economic and environmental significance.

Objects of the humanitarian and aesthetic cycle contribute to the formation of the ecological consciousness of the students. History, social

science, the foundations of the state and law show the inadmissibility of the barbarous attitude to nature, its predatory exploitation. The children will learn about the legislation that regulates relations to the nature of state and public organizations, of all people. The aesthetic cycle: literature, visual arts, music reveal the aesthetic essence of nature, its unique beauty, which has a huge impact on morality, the state of the human spirit, its relation to nature and all life. Art animates nature, ties the person with it, makes it possible to recognize oneself as its integral part [8].

With the environmental activities of children inextricably linked to tourism and local history work. She teaches schoolchildren to observe the rules of behavior in places of rest, in forests and on rivers, to monitor the state of nature, to accumulate impressions for artistic expression in their own literary, musical, and visual arts.

A considerable help to the school in the environmental education of children is provided by the mass media. Children's and youth literature, newspapers and magazines pay much attention to fostering respect for nature. Radio and television organize children's environmental activities: explain how to help animals and birds in winter, how to take care of pets and plants, how to monitor the cleanliness of forests, parks, rivers.

Effective implementation of environmental education depends on the resolution of some contradictions. It is important for students to realize that, since nature is the source of all material wealth, people have a desire to take as much as possible. At the same time, its reserves are not infinite, and their irrational expenditure harms both nature and people. The contradiction is overcome if the activity of man in nature is directed simultaneously to its use and preservation. Another objective contradiction. Nature is the most important factor in the upbringing of children, their mental, aesthetic, moral development. Meanwhile, urbanization, the widespread introduction of mechanization, automation of production processes, especially in rural areas, alienates children from nature; substitute the spiritual and aesthetic attitude to it with utilitarian and practical. Contradictions are resolved in the course of purposeful ecological education as a result of the main mechanisms of personality formation: cognitive, practical activity in nature, aesthetic development of the natural environment.

Conclusion

So, ecological education is carried out in inseparable connection with the mental education as part of the world outlook, the general knowledge of the world; With the labor, helping to realize the ecological beliefs of children in reality; With an aesthetic, developing a sense of beauty of nature and stimulating the environmental activities of students;

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With a moral, forming a sense of responsibility in relation to nature and people. The main indicators of ecological education are the students' understanding of contemporary environmental problems, the

consciousness of responsibility for the preservation of nature, active environmental protection, a developed sense of love for nature, the ability to see beauty, to admire and enjoy it.

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