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HISTORICAL ASPECTS OF ECOLOGICAL EDUCATION AND CULTURE DEVELOPMENT

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The main stages of development of ecological education in Ukraine are considered in the article. It is noted that the formation of a responsible attitude to the environment in humans should be a priority for continuing education of all higher education institutions that train professionals in various specialties, not just environmentalists. Ecological consciousness and culture must develop in a person from an early age and at last become a part of the general culture.

Determinants in the modern conditions of human life are the values and level of culture, which form new forms of thinking and behavior aimed at preserving the environment and sustainable development. The social development of society and its economic growth should occur with an awareness of the value of the environment, its protection and preservation, with increasing levels of socio-cultural sphere. It is necessary to form the need for people to live in accordance with the laws of nature, awareness of certain requirements and prohibitions provided by these laws. All it will be possible, when a new type of ecological culture is formed.

Modern environmental education has been formed over a long period of time and has gone through several stages: natural-historical, naturalistic, and nature-transforming. Today, society is focused on sustainable development, where the environmental education is crucial, has several concepts and develops in accordance with the goals, objectives and models of practical implementation.

In practical world, there are different approaches to the implementation of environmental education, the main of which is the greening of existing subjects, in accordance with the specifics of their content and the introduction into the curriculum of a special subject of environmental content. Such approaches are still interconnected and complementary. The implementation of the tasks of environmental education, which is focused on universal values, ideas of humanism,

harmonization of human relations with nature, improvement of the inner world of man by himself, requires the training of specialists in pedagogical educational institutions. Therefore, the improvement and development of the ecological culture of the future pedagogical worker is an urgent problem of research of modern scientists.

Key words: Ecology, ecological education, ecological culture, ecological competence.

Problem statement in a general view and its connection with important scientific and practical problems. The most expedient direction, which will ensure the continued existence of all mankind, is sustainable development, the main tasks of which are balanced solution of social-economic problems and preservation of the natural environment. Such development determines the need of people to live in accordance with the laws of nature, to be aware of certain requirements and prohibitions provided by these laws; all this will be possible when a new type of ecological culture is formed.

Formed ecological culture is the result of improving this important quality of modern man throughout life in appropriate conditions and activities. The National Doctrine of Education Development, the Concept of Continuous Environmental Education and Upbringing in Ukraine, the Concepts of Education of Children and Youth in the National Education System determine that the formation of ecological culture of human, harmonization of its relations with nature are priority areas of education and upbringing. It depends on ensuring the constitutional rights of our citizens to a safe environment for life and health. In the 1980s, the theory and practice of environmental education was enriched by the concept of its continuity, where continuity of education means a socio-pedagogical category that expresses the idea of gradual development of human educational needs as a natural-historical and specific socio-pedagogical process.

Analysis of the last researches and publications in which the decision of the problem has begun and on which the author grounds his research. Ecological education, as a holistic culturological phenomenon that includes the processes of education, upbringing, personal development, takes its theoretical and methodological principles from the works of V. I. Vernadskyi, V. O. Sukhomlinskyi. These people worked on the study of this problem as L. Bilyk, G. Biletska, M. Drobnokhod, L. Lukyanova, G. Sikorska, A. Stepaniuk, M. Khilko (studied theoretical and methodological problems of environmental education and upbringing), O. Bondar, E. Girusov, I. Zverev, O. Kozlova, I. Mazur, I. Suravegina (studied the formation of ecological worldview, ecological consciousness, ecological thinking, ecological culture as goals of ecological education), M. Drobnokhod, E. Yefimova, M. Kyselov

(worked on the creation of a system of continuous ecological education and the development of its theories).

Aim of the article is to determine the main trends and stages of development of environmental education in Ukraine.

Research methods: study, comparative analysis, generalization, systematization of scientific-methodical and scientific-practical literature on the research topic; systematic and problem-searching methods for substantiation of ways to improve the process of studying aspects of the formation of ecological culture.

Statement of the basic research material with full substantiation of the received scientific results. The problem of formation of ecological culture is one of the most pressing problems at the present stage of development of our society, the solution of which depends on the recovery of the nation as a whole. The process of forming the ecological culture of students of higher educational institutions is a continuation of the work of secondary educational institutions and has a multilevel structure. It is based on the analysis of psychological and pedagogical research of the problem, own theoretical search, the following structural elements of ecological culture were revealed: ecological knowledge, ecological thinking, ecological consciousness, ecological worldview, ecological ethics. It is well known that ecological culture is the result of the process of ecological education.

The concept of "ecological culture" consists of the ratio of the terms "ecology" and "culture", their interdependence in the manifestations of human activity and society attracts considerable attention as scientists. The term "ecology" was first introduced in 1866 by E. Haeckel in his book "General Morphology". He defined ecology "as the doctrine of the balance between organism and environment." Since this time that industrial production begins, the active development of man's natural resources, the conquest of nature to meet the material needs of man. As a result, nature undergoes changes, often negative, so there is a need to study the state of nature and society, finding methods to overcome the negative effects. All these questions of harmonious coexistence of man and nature were called a new science - ecology.

The formation and development of ecology as a science dates back to the twentieth century. Formed as a purely biological science, today it has a much broader meaning. From the relationship between organism and environment" the object of study of ecology has influenced on the relationship between human and nature". People's awareness of environmental problems, the search for ways to solve them led to the development of environmental education, which would form new forms of thinking and behavior, develop new values and levels of culture, which are crucial in modern human life.

As stated in the Concept of Environmental Education, "Environmental education, as a holistic cultural phenomenon that includes the processes of education, upbringing, personal development, should be aimed at the formation of environmental culture as part of the system of national and public education of all segments of Ukraine, greening disciplines and programs training, as well as for professional environmental training through basic environmental education" (On the concept of environmental education in Ukraine, 2001, p. 3). After all, the main task of any education is to involve a person in culture and its values. We agree with scientists that "Ecological culture is a stage of development of general culture, which is characterized by a deep awareness of the extraordinary importance of environmental problems in modern life and human development in the future" (Bondar, & Baranovska, & Yeresko, 2015, p. 110).

Environmental education in its development has gone through several periods. Scientists I. Hashenko and I. Savich distinguish the following stages:

- Natural-historical stage (XVIII - mid XIX centuries.). It can be described in terms of content as utilitarian-practical, and from a methodological point of view, as descriptive. The main result of the study of natural science was to get acquainted with the diversity of living organisms and their use in practical human life.

- The naturalistic stage (second half of the XIX – beginning of the XX century), which was characterized by religious and anthropocentric views, the idea of an activity approach to the study of nature, as well as elements of nature protection in university education.

- The nature-transforming stage (beginning – middle of the XX century) had a utilitarian-practical character, aimed at the conquest of nature, its transformation in the interests of socialist construction. From a methodological point of view, this stage is characterized by large-scale research and production work of students (Hashenko, & Savich, 2013).

The concept of environmental education provides as a goal of environmental education – the formation of environmental culture. The proclamation by the United Nations of the Decade of Education for Sustainable Development (2005-2014) opens a new stage – the stage of environmental education for sustainable development. The purpose of environmental education at this stage takes into account the change of educational paradigm in general – the transition from the transfer of knowledge and skills necessary for life in modern society to the advanced model of education – and is formulated as the development of environmental competence.

Today, the environmental education is actively developing. It has become a fundamental factor in the transition of society to sustainable development, in

which economic growth, social development of society occurs with awareness of the values of the environment, its protection and preservation, with increasing levels of socio-cultural sphere.

Concepts are being developed that determine the construction and development of environmental education in various areas. Thus, scientist T. Hardashuk identified the following areas:

- eco-education as a component of the general educational process, where the development of concepts of eco-education and models of its practical implementation takes place in the context of reforming the entire educational sector and on the basis of a new philosophy of education;

- eco-education as an independent branch of education, formed on the basis of a specially developed methodological platform, which allows to formulate goals and objectives of eco-education, develop its conceptual and categorical apparatus, methodological and didactic tools, define target groups, etc. This approach involves expanding the principles of eco-education educational branches for the purpose of their greening;

- construction of a number of relatively autonomous educational paradigms, which would be based on various philosophical, cultural and educational traditions and be focused on specific target groups or on solving specific issues of nature protection and environmental improvement (education for biodiversity, education for sustainable development, education in national nature parks, education for energy saving, etc.) (Kyselov, Hardashuk, & Zarubytskyi, 2006, p. 70).

Educational systems in the world practice the following approaches to the implementation of environmental education as greening of existing subjects, in accordance with the specifics of their content, introduction into the curriculum of a special subject of ecological content. As practice shows, such above-mentioned approaches to environmental education should exist (work) simultaneously; such practice contributes to the formation of environmental competence of students.

Domestic higher education institutions that provide training for ecologists in two aspects: the first training of specialists who know the concepts, laws of ecology and the place of man in the natural state of ecosystems; the second - training of environmentalists for a particular industry or field of activity. Today's realities dictates the need for environmental education throughout life and includes the processes of education, upbringing, personal development, where the main goal is to form environmental culture through greening disciplines and training programs training. Since environmental education should be national in nature, form a citizen of Ukraine, but be focused on universal values, ideas of humanism, harmonization of human relations with nature, improving the inner

world of man himself, there is a need to train specialists in educational institutions to implement these tasks. Therefore, the improvement and development of the ecological culture of the future pedagogical worker is an urgent problem of research of modern scientists.

Conclusion and prospects of the further investigations in the given direction. Environmental education of students of pedagogical higher educational institutions is extremely important and of paramount importance, as the future teacher and educator carries out environmental education and upbringing of the younger generation, fluent in the methodology of such work. It is important for the teacher to have a high level of environmental culture.

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ІСТОРИЧНІ АСПЕКТИ РОЗВИТКУ ЕКОЛОГІЧНОЇ ОСВІТИ ТА КУЛЬТУРИ

Л. О. Чистякова, Є. В. Доможирський

У статті розглянуті основні етапи розвитку екологічної освіти в Україні. Зазначається, що формування відповідального ставлення до навколишнього середовища у людини повинно стати пріоритетним напрямком безперервної освіти усіх вищих закладів освіти, які готують фахівців різних спеціальностей, а не лише фахівців-екологів. Екологічна свідомість і культура повинні розвиватись у людини із самого раннього віку і тривати усе життя, стати частиною загальної культури.

Визначальними в сучасних умовах життя людства є ціннісні орієнтири та рівень культури, які формують нові форми мислення та поведінки, що спрямовані на збереження довкілля та сталий розвиток. Соціальний розвиток суспільства, його економічне зростання повинно відбуватися із усвідомленням ціннісного ставлення до навколишнього середовища, його охороною та збереженням, з підвищенням рівня соціально-культурної сфери. Необхідним постає питання формування у людей потреби жити відповідно до законів природи, усвідомлення певних вимог та заборон, що передбачаються цими законами. Все це стане можливим, коли буде сформовано новий тип екологічної культури.

Сучасна екологічна освіта формувалася протягом тривалого часу і пройшла кілька етапів: природничо-історичний, натуралістичний та природо-перетворюючий. Сьогодні суспільство зорієнтоване на сталий розвиток, при якому екологічна освіта є визначальною, має кілька концепцій і розвивається відповідно до мети, завдань та моделей практичної реалізації.

У світовій практиці існують різні підходи реалізації екологічної освіти, основними з яких є екологізація існуючих навчальних предметів, відповідно до специфіки їх змісту та введення в навчальний план спеціального предмета екологічного змісту. Такі підходи взаємопов'язані та доповнюють один одного. Реалізація завдань екологічної освіти, яка орієнтована на загальнолюдські цінності, ідеї гуманізму, гармонізації стосунків людини з природою, вдосконалення внутрішнього світу самої людини, потребує підготовки фахівців у педагогічних закладах освіти. Тому вдосконалення та розвиток екологічної культури майбутнього педагогічного працівника – актуальна проблема досліджень сучасних науковців.

Ключові слова: екологія, екологічна освіта, екологічна культура, екологічна компетентність.

ИСТОРИЧЕСКИЕ АСПЕКТЫ РАЗВИТИЯ ЭКОЛОГИЧЕСКОГО ОБРАЗОВАНИЯ И КУЛЬТУРЫ

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В статье рассмотрены основные этапы развития экологического образования в Украине. Отмечается, что формирование ответственного отношения к окружающей среде у человека должно стать приоритетным направлением непрерывного образования во всех высших учебных заведениях, которые готовят специалистов различных специальностей, а не только специалистов-экологов. Экологическое сознание и культура должны развиваться у человека с самого раннего возраста и продолжаться всю жизнь, стать частью общей культуры.

Определяющими в современных условиях жизни человечества есть ценностные ориентиры и уровень культуры, которые формируют новые формы мышления и поведения, направленных на сохранение окружающей среды и устойчивое развитие. Социальное развитие общества, его экономический рост должно происходить с осознанием ценностного отношения к окружающей среде, её охраной и сохранением, с повышением уровня социально-культурной сферы. Сегодня актуальным есть вопрос формирования у людей потребности жить в соответствии с законами природы, осознание определенных требований и запретов, предусматриваемых этими законами. Все это станет возможным, когда будет сформирован новый тип экологической культуры.

Современное экологическое образование формировалось в течение длительного времени и прошло несколько этапов: естественно-исторический, натуралистический и природопреобразующий. Сегодня общество ориентировано на устойчивое развитие, при котором экологическое образование является определяющим, имеет несколько концепций и развивается в соответствии с целями, задачами и моделями практической реализации.

В мировой практике существуют различные подходы реализации экологического образования, основными из которых являются экологизация существующих учебных предметов, в соответствии со спецификой и введением в учебный план специального предмета экологического содержания. Такие подходы взаимосвязаны и дополняют друг друга. Реализация задач экологического образования, ориентированного на общечеловеческие ценности, идеи гуманизма, гармонизации отношений человека с природой, совершенствование внутреннего мира самого человека, требует подготовки специалистов в педагогических учебных заведениях. Поэтому совершенствование и развитие экологической культуры будущего педагога – актуальная проблема исследований современных ученых

Ключевые слова: экология, экологическое образование, экологическая культура, экологическая компетентность.

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