

## **TECHNOLOGY OF DEVELOPMENT OF ECOESTHETIC CULTURE OF FUTURE SPECIALISTS OF PRESCHOOL EDUCATIONAL INSTITUTIONS**

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### **Abstract**

The article determines the topicality of the problem, specifies such term as “ecological culture of a teacher”, grounds pedagogical environmental complex aimed at developing the future pre-school teachers’ ecological culture, gives characteristics and reveals the procedures of its realization.

**Keywords:** future pre-school teachers’ ecological culture, pre-school education, pedagogical environmental complex, ecological culture development, procedure.

Today, when there is a danger of a global ecological catastrophe and zones of ecological disasters, the urgent and vital greening of the education system at all its levels is especially acute. In this regard, in 2000, the “National Strategy for Environmental Education of the Russian Federation” was developed, which is aimed at creating a unified system of continuous environmental education for every citizen of Russia throughout his life. It is obvious that preschool childhood is a responsible period in a person's life, when the foundations of his correct attitude to the world around him (nature, things, people), and value orientation in it are laid. It is at this age that the foundations of the ecological culture of the individual begin to form. However, the formation of this type of culture of children is impossible without specially trained teaching staff in this scientific field. This provision actualizes the problem of developing the ecological culture of future teachers of preschool educational institutions, aimed at the formation of the ecological consciousness of their personality and special knowledge in the field of ecology, emotional and value attitude to nature, the rejection of a consumer attitude towards it, the development of readiness to purposefully and competently build relationships with the world nature and teach it to children.

Academician B.T. Likhachev introduced the concept of "ecology of culture", considering this phenomenon as a derivative of ecological consciousness. Comparing various definitions, we came to the conclusion that the ecological culture of a teacher of a preschool education institution should be considered as a broad integrative property of his personality, reflecting the formation of the necessary environmental knowledge, emotional and value relations, the development of environmental thinking, a sufficient level of mastery of professional skills and abilities that allow him to effectively environmental education of preschool children and actively participate with them in environmental activities.

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We believe that the process of developing the ecological culture of future teachers of preschool educational institutions has its own characteristics:

- 1) The teacher must acquire not only systematic scientific knowledge about nature, but also have a high level of ecological and pedagogical knowledge;
- 2) Natural scientific knowledge should be integrated with the humanities;
- 3) The teacher should be distinguished by the formed emotional and value attitudes towards nature, towards people, responsibility for the state of the environment, readiness to restore disturbed balance, the ability to self-restraint, discipline in the implementation of the law;
- 4) Its ecological culture should be manifested in making the right technological, constructive decisions in working with children.

The main goal of environmental education for future teachers of preschool education institutions is the development of ecological culture of students of the faculty of preschool education in the process of their professional training and self-development. Our analysis showed that under traditional conditions, more than half of the students of this faculty we examined (56%) at Magnitogorsk State University had a low level of environmental culture, and only 18.11% reached a high level. This prompted us to search for new conditions aimed at improving the process under consideration.

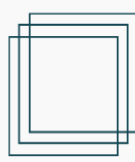
The theoretical analysis carried out by us led us to the conclusion that the development of the ecological culture of future teachers of the system of preschool education at a university is possible when, first of all, such pedagogical conditions are implemented as:

- 1) Development of the emotional and value attitude of students to the natural world as the basis of their ecocentric consciousness;
- 2) Active involvement of students in various types of environmentally oriented activities at the stages of their professional training. The introduction of the first condition is due to the fact that ecological culture is a multifaceted phenomenon in which attitudes towards the natural world acquire personal significance for the student.

A theoretical analysis of the problem showed that only in the second half of the 20th century people began to realize the moral value of nature, the need to preserve and increase it.

The understanding that anthropocentric ecological consciousness leads to a dead end led to the emergence of the so-called "new ecological paradigm", the main provisions of which are formulated as follows:

- 1) a person with exceptional characteristics (culture, technology, etc.) remains one of the many species on Earth, interdependent and included in a single global ecosystem;
- 2) human activity is conditioned not only by social and cultural factors, but also by complex biophysical, ecological relationships that impose certain physical and biological restrictions on this activity.



The new ecocentric consciousness not only radically changes the behavior of people in relation to nature, but also defines absolute and universal ecological values. According to N.A. Biryukova, the system of anthropocentric values is based on the fact that the world was created for man; man is the measure of all things; the measure of the value of nature is the benefit to man; technocratic calculation in the conquest and transformation of nature. At the same time, the environmental values are somewhat different.

These are: man is a part of nature (biosphere), the measure of all things is the universality of life on Earth; universal value of nature, biosphere; coordination of the needs of mankind with the possibilities of nature, a measure of the sustainability of the biosphere. Ecological consciousness of the ecocentric type is based on the idea of nature as an independent value, regardless of its usefulness to humans. This implies the need to develop an appropriate relationship to nature as equal in value to man and an attitude to the unity "man - nature" as the highest value. Therefore, one of the most important tasks for the development of the ecological culture of the future teacher is to preserve and maintain a positive emotional and value attitude towards nature. This is aimed at developing in them a sense of genetic unity with natural objects, a sense of belonging to nature. Close to the named feeling is a feeling of unity with nature, a feeling of love for nature, patriotism, a feeling of admiration for nature.

In the same row, but with a shift in the subject of feelings, one can put responsibility for the state of nature before other people, subsequent generations. From the content of environmental education, scientists do not exclude relations based on the usefulness of the natural environment specifically for humans, associated with human needs in the use of natural resources. In modern conditions, the content of emotional-value relations should include a sense of anxiety for the state of nature, associated with the motivation for its conservation and improvement. But the presence of this feeling cannot be ecologically expedient without a feeling of ecological optimism, without the belief that the ecological situation can be corrected.

It follows that the future teacher of preschool education, mastering a new system of environmental values:

- 1) Must have a formed need for knowledge of his environment;
- 2) Must learn to recognize the genetic roots that are common with other natural objects, find kinship with nature and treat the surrounding animals and plants as their "smaller brothers";
- 3) Be able to feel pain for her unfavorable condition;
- 4) To be ready to take responsibility for the protection and improvement of the natural environment.

The first level reflects the desire to master environmental knowledge in general and the state of the ecological situation of a habitat (city, district, town, village) in particular.

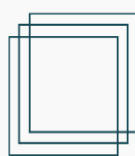


The second reveals the student's ability to feel nature, empathize with it, be responsible for its environmental health. Entering the third level means the desire to act - to participate in actions, movements, i.e. expresses its willingness to take an environmental initiative. An emotional-value attitude is always active (in a positive or negative sense), and a person who has it is always looking for an area and a way to express it, since the relationship is based on the needs and motives of a person, ideals and values of a certain content.

The formation of the ecocentric consciousness of the future teacher is facilitated by the development of such emotional and value relations to the natural world as the attitude to the unity of "man-nature", attitude to nature as equal in value to man, responsible, respectful and careful attitude to nature. For the development of students' emotional and value relations to the natural world, which form their ecocentric ecological consciousness, we have proposed and tested exercises included in the ecological and psychological training, the model of which was also developed by A.V.Yasvin.

In the course of conducting it, we used the following methods: reflexive methods, methods of environmental identification, environmental empathy, emotional opposition of natural objects to humans, search for similarities between natural objects and humans, paying attention to external manifestations of the harmony of nature, revealing the internal harmony of nature, "thickening" the beauty of nature means of art. The main means of implementing these methods are subject, constructive, personal exercises of ecological and psychological training, games, problem situations, technical and computer tools. Consider the second condition - the active involvement of students in various types of environmentally oriented activities at the stages of their professional training. Its introduction is connected with the need for purposeful development of the skills of future teachers to interact with natural objects. These skills include the ability to recognize, examine, predict, design and create optimal conditions for the life of organisms, to resolve problem situations in the field of ecology. Due to the complexity and eccentricity of environmental problems in modern science, an unambiguous idea of t

he content of the concept of "environmentally oriented activity" has not yet been fixed. In our opinion, the broadest understanding, from our point of view, belongs to E.M. Karpenko. Ecologically oriented activity is characterized by the author as "an integrative concept for designating specific environmental aspects of various activities aimed at optimizing the interaction between "society and nature". In practical terms, environmentally-oriented activity is a human production activity with transformations and environmental goals, i.e. nature management, anticipating its possible negative consequences. Under the environmentally oriented activity of students, we consider a conscious activity that contributes to the achievement of a socially significant goal: harmonization and optimization of relationships, interconnections, interactions between society and nature, in the process of which their environmental and cognitive



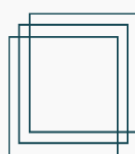
interests are developed, environmental knowledge is deepened and environmental horizons are broadened, experience is gained personal participation in the practical solution of pedagogical problems of environmental education of children.

The types of environmentally oriented activities are presented quite widely: educational and cognitive, environmental, labor, research, gaming, artistic and aesthetic. The forms of manifestation of this activity are different. Among them may be actions, monitoring of natural objects, planting trees, flower beds, holding the holidays "Day of Birds", "Day of the Earth", excursions to the local history museum and other forms. Work on the improvement of the city, participation in environmental campaigns and other socially useful activities allow future teachers to acquire the ability to build the right interaction with nature.

The main methods for implementing this pedagogical condition were chosen problematic and research methods, business and role-playing games, conversations, briefings, exercises, methods of environmental expectations and ritualization of environmental activities, the method of environmental care.

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