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**GREENING THINKING IN PHASE OF ENVIRONMENTAL
COMPETENCE OF VOCATIONAL STUDENTS**

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Abstract. Educating people in a spirit of responsible attitude of the environment and health of others to their own health as the highest social values characterizing modern society, which is required to achieve a new quality of the final result of the educational sector - of ecological competence of graduates of vocational schools.

Keywords. Environmental competence, vocational schools ,vocational education.

Introduction

The primary goal of education is to educate people in the spirit of responsible attitude of the environment, the health of others, to their own health as the highest social values. Features of post-industrial society require human adaptation to frequently changing conditions (such as in the production - to new technologies). Qualified person has the ability to focus on the labor market, connect the extension of education to reflect changes in development strategy, technology and others , he able to work independently with information, make decisions in unusual production situations.

Vocational education due to socio-economic, political, spiritual and moral changes that characterize modern society, which is required to achieve a new quality of the final result of the education sector - of ecological competence of graduates of vocational education (VET).

Statement of the problem.

The flow of information in today's world requires the use of teaching methods that would effectively transfer the relatively large amount of knowledge, provide a high level of mastery after study. Interactive learning technology form the competence, critical thinking and communication dialog of VET students, expand their cognitive capabilities in acquiring, analyzing and using information is the basis for the formation and skills in their future professional activity [1,5]. Teaching technology as a set of tools and methods of reproduction theory based on the learning and education to successfully implement the objectives of vocational education. Teaching technology must meet some basic methodological requirements: *conceptualization* (each educational technology inherent in relying on a scientific concept that includes philosophical, psychological, and social and didactic pedagogical justification for educational goals), *systemic* (educational technology should be inherent logic of signs, its integrity), *management capabilities* (it provides for planning, design process, vocational training, education, mastery of a healthy lifestyle), *efficiency* (modern educational technology exist in a competitive environment and shall be effective on the results and optimum cost and guarantee to achieve a certain standard of education) . Upgrade training is impossible without updating the issue of complete learning management, restoration of all educational activities correction learning process, operational feedback process to obtain warranty achieve planned results expressed in the actions of those who learn and consistent orientation to the teacher clearly defined learning objectives [11 , 12].

Analysis of current research.

The system of vocational education and training (VET) in Ukraine at present is at the intersection of the use of traditional technology and interactive teaching methods and techniques [2,3]. Education and prevention activities VET programs

should be aimed at creating environmental knowledge, skills young people about environmental consequences of behavior, develop healthy lifestyles, cultures and promote a positive attitude to health [6,7,9]. Solving the problem of future skilled workers requires a new level of improving the educational process by finding and implementing new methods of teaching not only the special subjects, but also the implementation of VET programs in environmental security and keephealth activity, as evidenced by the work of J. Boychuk, O.Gerasymchuk, O.Hurenkova, N.Velychko, I. Pavlenko, D.Kavtoradze, V. Kapustin, L. Lukyanova [6]. For example, in the writings of A. Balakireva, O.Vakulenko, L. Vashenko, L. Zhalilo, N. Komarova, R. Levin, S. Omelchenko, O.Yaremenko adapted to the Ukrainian context of the conceptual foundations of international health promotion as a theoretical basis for the formation healthy lifestyle. Domestic theorists and practice O.Bespalko , N.Zaveryko, N.Zymivets, O.Stojko, O.Pisotska, V.Orzhehovska, V.Petrovitch, L. Sushchenko, S.Ternytska proposed new social and educational technology of promoting healthy lifestyles for children and young people [9]. The problem of health is associated with an increase in the number of young chronic conditions specific to puberty. Formation of human life is particularly intense in adolescence and early adulthood. Preserving health of the younger generation is investment in the future of the country, because it reduces the manpower shortage. Implementation of healthy function of education should take place through the formation of evaluative attitude to their own health and the health of others.

The purpose of the paper is precisely to highlight the idea of ecological competence of graduates of vocational and technical education.

The main material.

The Law of Ukraine "On the vocational training" do not directly relate task of health or health-business and the formation of positive motivation for healthy lifestyle in students of vocational schools. However, the time required to make adjustments to complement a number of challenges for vocational education in the relevant laws of Ukraine, as in the system of VET falls on the active period of development and identity formation. Thus, vocational education, starting from

elementary-vocational, should also provide the function of protecting health, has recently gained significant public importance. The formation of values and competencies - rather complicated and lengthy process. Until the entry into vocational school, youth already has criteria of values, but the age of 15-17 years is fundamental and crucial for their development. The current value attitude to nature, health is one of the most important qualities of the internal structure of the individual can not appear by itself, it formed over time and are the result of education and the environment.

The problem of global impact of society on nature causes acute problem of introducing environmental organic components in a comprehensive process and significantly increase its didactic activity. These problems are possible solve only if there is a system of ecological education. Ecology as a field becomes intense spread significantly for entire education system, especially for reorientation purposes VET and secondary education as well as the quality of the training and retraining of specialists and designed to create a broad view of the world, humanity and nature. [8]

Development of clear conceptual and methodological guidelines, the definition of subject fields and outline the current status of the environment in the system of scientific knowledge will improve as the process of acquiring conscious of students, environmental awareness and improving efficiency. In the present context, there is a methodological commitment to create a unified environmental science [13], which will organize all environmental knowledge, to form ecological view of the world which is based on the principles of ecological approach. Environmental education - is not part of education, and a new meaning and purpose of modern educational process - a unique means of conservation and human development and continuation of human civilization, a process that is in constant development and is the result of reorientation and coordination of various disciplines. It also generates active citizenship. Greening education organically linked to the humanization of the education system as a whole. Currently, there are different points of view about goal-setting environmental education. In particularly, main goal of environmental

education (position of I.D.Zverev) considers the formation of ecological culture, which features postulated as follows:

- positive and enriching experience of human interaction and the social and natural environment;
- formation of a responsible attitude of the individual and society to nature, material and spiritual values;
- recognition of the priority of all life forms as a condition of human existence;
- ensure the full development of man, his abilities and creativity, welfare optimization in terms of nature-human [4].

According to many contemporary scholars, in contemporary environmental education emphasis should be not on the assessment of knowledge of the laws of the environment, but at the level ecological knowledge, environmental responsibility of students. Thus, S. Shmalyey describes main aim and result of modern ecological education [14] for the formation of ecological competence of students. The researcher interprets as an integral personal development of the student, combining normative, cognitive, emotional, motivational and practical components and provides the ability to isolate, understand, evaluate modern ecological processes designed to ensure ecological balance and environmental management. Environmentalizing educational process spends for all blocks curricula, introduce new environmental regulations and specialized courses to create a profile of ecological and natural educational institutions at various levels, in-depth study of several subjects. This approach, according to scientists, will transform declarative environmental consciousness to one that meets the specific attitude to the environment, as the effect of moral appeals, episodic information is mostly temporary.

Environmental education in vocational education must be holistic system of coordinated processes of training, education and personal development based on ecological, aimed at forming moral and ethical attitude to the environment in the course of professional fulfillment and everyday life. The development of innovative educational environment necessitates the formation of objects and subjects of study as basic and professional skills, as well as updates such as school life, which in turn

provides more efficient use of information resources in management education, significant changes in the organization of information support innovation teaching staff, information management, database development, application, implementation of which will improve the quality of management of innovation processes in educational institutions.

Innovative technologies in the educational process of vocational schools by V. Parzhnytsky found that quality training competitive workforce requires creative engineering teachers of vocational schools to choose content, forms, methods and means of education, the highest the achievements of modern pedagogy, new educational technologies. Upgrade training is impossible without updating the issue of complete learning management, restoration of all educational activities correction learning process, operational feedback process to obtain warranty achieve planned results expressed in the actions of those who learn and consistent orientation to the teacher clearly defined learning objectives [10].

In turn, Z. Snisar highlights major approaches to research excellence and teaching innovation: *diagnostic* (interview, observation, computer polls, surveys, testing, teaching consultation to identify the educational level of teachers, their theoretical and methodological, socio-cultural, general, psycho-pedagogical training), *analytical* (deep analysis of the structure of the educational process, vocational, organizational, educational activities, educational level of teachers, identifying difficulties in the implementation of educational work, the study of social and cultural opportunities of the environment, identify the level of teacher commitment staff to work on the Charter approved VET), *method of structural diagnosis and prediction* (preparation and completion of diagnostic cards to determine the level of readiness for creativity, creation of organizational and functional structure and system of teacher and student groups). Innovative ways of implementing the system in practice are identifying vocational education and training, development of criteria for assessing managerial, educational and work experience, forming a model of best pedagogical practices (innovations) staff guidance, psychological and scientific information services [11].

The educational process of innovative learning technologies require methodological support. The focus of scientific and technical work has determined the present and prospects of vocational schools that have consistently proved correct contents, determine the forms and methods of educational activities to develop and test new didactic of teaching, new advanced learning technologies [1-3]. The successful management of the modernization of vocational training should be based on the specifics of this activity, which brings to man the following requirements: competence, dignity and responsibility, a sense of new and ability to take risks, sensitivity and mobility, high efficiency, the ability to intelligently manage information. Educational technologies will change the structure and content of VET management in optimal conditions: motivational, personnel, logistical, financial, scientific, methodological, organizational, informational, legal.

Despite sporadic study these problems, scientifically sound basis remains of ecological competence of skilled workers in vocational schools enough not yet. The modern pace of life makes primarily addressed these pressing issues of our time.

CONCLUSIONS

There is a need to raise public environmental expertise, positive motivation for a healthy lifestyle in their students through the use of innovative learning technologies in standards of professional education. The concept of competency contains a set of knowledge, skills and attitudes that allow the individual to operate effectively and perform certain functions to achieve certain standards in the professional field. It is necessary to find methods of ecological competence of vocational graduates . It is an urgent task for teachers of all vocational schools.

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