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INTEGRATION OF SCIENTIFIC DISCIPLINES FOR THE FORMATION ECOLOGICAL COMPETENCE OF STUDENTS OF VOCATIONAL SCHOOLS

*Слатвинская Е.А. Интегрирование учебных дисциплин в процессе
формирования экологической компетентности учеников ПТУЗ*

В данной работе рассматривается формирование экологической компетентности выпускника ПТУ посредством интеграции учебных дисциплин важнейшее задание современного общества. Существенным компонентом структуры личности, в котором фокусируется ее жизненный опыт, полученный человеком в процессе получения образования, профессиональной деятельности и путем взаимодействия с социальной средой является экологическая компетентность. Она в плоскости деятельности определяет прежде практические умения будущего специалиста, направленные на защиту окружающей среды, собственной и коллективной безопасности, соблюдение правовых норм, экологической этики и т.д.

Ключевые слова. Экологическая компетентность , ПТО, ПТУ.

Abstract.

In this paper we describe the use of the relationship between man and nature is presently the most urgent, difficult, hard solvable problem.

Contamination of the environment, which is constantly growing, can lead to unpredictable results, which may be the result of environmental disaster. The relationship of man and the environment should be based on education, ability to foresee the consequences of the formation of ecological competence of graduates of vocational schools by integrating the disciplines of modern society . Main objectives of modern society is formation ecological competence of students of vocational schools by integrating the disciplines. An essential component of personality structure, which focuses its experience during human education, professional activities and through interaction with the social environment is ecological competence . **Keywords.** *Environmental competence, vocational schools ,vocational education.*

Слатвінська О.А. Інтегрування учбових дисциплін в процесі формування екологічної компетентності учнів ПТНЗ

Анотація. *Формування екологічної компетентності випускника ПТНЗ шляхом інтеграції навчальних дисциплін найважливе завдання сучасного суспільства. Суттєвим компонентом структури особистості, в якому фокусується її життєвий досвід, здобутий людиною процесі отримання освіти, професійної діяльності та шляхом взаємодії зі соціальним середовищем є екологічна компетентність . Вона у площині діяльності визначає насамперед практичні вміння майбутнього фахівця, спрямовані на захист навколишнього природного середовища, на збереження довкілля, власної та колективної безпеки, дотримання правових норм, екологічної етики тощо.*

Ключові слова. *Екологічна компетентність , ПТНЗ, ПТО.*

Introduction

Environmental safety in all areas is one of the priorities of Ukraine on the path of integration with the EU . The preparation of a new generation of high-quality professionals is tightly associate with professional knowledge to solve problems and overcome local environmental crises, but also capable of productive international cooperation .

Statement of the problem.

A classics education expressed the ideas to improve learning through the integration of academic disciplines, their interdisciplinary communication (Comenius J., I. Herbart, John Locke, J. Pestalozzi, C. Ushinsky) [3]. Today, they were further developed in studies of Ukrainian and foreign scientists. Definitely methodological principles of the subject (B. Kanter, Y. Babanskii, Berulava M., B. Cooper, N. Burykska, M. Vashulenko, S. Goncharenko, K. Guz, R. Gurevich, I. Zyazyun, V. Il'chenko, and . Kozlovsky, S. riveting W. Flint, J. Maliovary, N. Nychkalo, G. Paveltsyh, A. Savchenko, A. Tarnopolsky, W. Urbánek, J. Schrader, B, Schuler) and process (M. Leshenko, R. Martynov, R. Vadger, J. Slark, Z. R. Dienes, S. Gass, J. T. Klein, W. Makki, M. Siguam, G.Wright) integration, which created conditions for combining in one study process of acquiring professional knowledge.

Analysis of current research.

The global problem of optimal entry future specialist in the social world and its productive adapt need for better, personally and socially integrated results of Professional Education (PO). The result of education combined motivational value, cognitive components in modern pedagogy is competence. It should be noted that in the scientific literature concept of competence include common body of knowledge, and the ability to predict the possible consequences of a particular mode of production activities and practical experience in the use of knowledge [5, 6]. N.Havrysh defines "competence" as a complex characteristics of the person, which certifies sufficient knowledge, craft, skill in a certain range of issues. Competence is a personal quality and competence - a range of issues on which the specified quality characteristics. Thus, competence, especially environmental, is an important component of personality structure, which focuses its experience gained in the individual educational, professional, and through interaction with the social environment.

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 relationship between man and nature are presently the most urgent, difficult, hard solvable problem. Contamination of the environment, which is constantly growing, can lead to unpredictable results. The accumulation of dirt can cause qualitative changes in the environment and their environmental consequences can be catastrophic. Prejudice environmental disaster in different regions, improving the current state of the environment is possible only with increased environmental competence of the population, especially the younger generation. The relationship of man and the environment should be based on her education, ability to foresee the consequences of their activities. [6]

Practical work, research and educational activities - the key to progress in solving the problems of environmental protection. If the practice is not based on the predictions of science, natural laws, it may cause damage to nature, and consequently affect human welfare. Research and education in the field of environmental protection should development of scientific bases of relationships between man and nature. The scientific and technological progress with environmental education, training and educational activities can not make the necessary practical measures to protect the environment. The experience of mankind solve this problem on a global scale, shows that any action to protect the environment has only a temporary effect and will not solve the problem itself. It is clear that the origins of the ecological crisis are those structures of human existence that cover the philosophical system, human values and norms and culture in general. Therefore, researchers stress the need for modern ecological thinking and educating generations of ecological culture of the population. Environmental education as a human development values L.Bilyk study, M.Boycheva, S.Hlazachev, M.Drobnohod, I.Maksymova et al. Environmental education, in their opinion - is the formation of respect for nature and all living things on Earth, the development of an understanding of the value of permanent nature, willingness to

environmental management, to participate in the preservation of natural resources and life in general. [8]

Essence of "ecological expertise" and its relationship to other concepts such as the "ecological culture" and "environmental consciousness" based on the analysis of scientific papers of ecological competence of the individual . Analysis of sources of scientific evidence that environmental competence of the individual is seen in two dimensions - external and internal, which is systemotvirnym factor activity. Business associates moral and ethical values of the individual, the ability to use knowledge and a field of activity. Environmental competence in the plane of the first practical ability to determine future specialist to protect the environment, the preservation of the environment, self and collective security, legal compliance, environmental ethics and so on. It is by combining these concepts may improve learning through the integration of academic disciplines. An integral part of ensuring the integrity of the educational process, learning outcomes are consistent theoretical and practical steps in learning teaching material, regularity and continuity in the content, organizational forms, methods, techniques and technology training. Apply online, projective technology in vocational schools can solve a series of educational objectives [2,4]:

- engaging each student in active learning process, not passive mastery of knowledge and active cognitive activity, the use of obtained knowledge in practice and a clear understanding of where, how, and for what purpose such knowledge can be used;
- gaining experience in cooperation in solving diverse problems in which the need to identify communication skills;
- enable participants to debate doing theoretical generalizations based on specific cases and applying for the analysis of theoretical knowledge;

- develop skills for the formation of personal and independent, but reasoned opinions on a particular problem, the possibility of comprehensive and independent research;
- providing students opportunities direct test their intellectual, physical, moral strength to determine the validity of emerging problems, the ability to solve them together;
- skills acquisition consideration the longer term any actions and decisions;
- Formation of problem-search, research skills self-control self-reflection;
- enable the professional orientation of the study a number of subjects in vocational schools;
- mastering skills with a variety of information;
- developing students' responsibility, commitment in relation to education;
- basing relationships between students and teachers on the basis of and because cooperation.

The use of new educational technologies at present impossible without the widespread use of modern information technology in the first place - computer so you can integrate within a single training session several types of learning activities [1,7]. Each educational technology is characterized by two initial factors - the presence of a particular purpose and outcome, as summarized purpose of environmental education is to develop ecological thinking, ecological culture, which can be defined as a rather idealized aspirations, then the process of diagnosis is quite difficult. In this regard, to present the position of scientists in the field for which training is very difficult to determine purpose. "Man - a multifactorial structure, which is characterized by psychological and personal qualities. No detailed description or to build pedagogical processes that are able to generate these qualities at the required level education today is unable to "[6]. Out of this situation is seen by us in the creation of environmental education, environmental

studies where it acquires the features of the systems, and each system component designed to perform a certain task, joint achievements which are aimed at achieving the end result. Active work on the formation of ecological culture of students is carried out by enthusiasts of the case. In Ukraine, one of the first activities in this area began by V.O. Suhomlinskiy. As part of its educational system, it has been educating nature through nature. Ukrainian scientists V.S. Medyna, N.M. Yena, A.S. Volkova, M.P. Otkalenko investigated the possibility of school geography course in tackling the challenge of environmental education. V.S. Medyna one of the first emphasizes the need for integration of environmental protection not only to programs on natural science subjects, but in the course content of literature, history, mathematics, creating ecological conditions following whole learning process.

The problem of environmental education is very important in the vocational complex. The issue of ecological educational process in which it is included, although for these institutions socio-economic aspect of the problem is crucial.

CONCLUSIONS

Ecological competence by means of integrating academic disciplines in vocation schools skilled workers to mobilize and accumulate knowledge, skills, emotions, feelings. They got to teach a number of items, use their personal abilities in solving educational tasks under the requirements of state educational standards and curricula.

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