

**EKOLOGICZNE WYCHOWYWANIE UCZNIÓW KLAS STARSZYCH ŚRODKAMI
PROFILOWEGO NAUCZANIA W WARUNKACH LICEUM-INTERNATU**

Iryna Lozovska

dyrektor Wołyńskiego liceum – internatu, Łuck, Ukraina

lozovska.happy@gmail.com

Petro Oleshko

oleshko@175gmail.com

rektor Wołyńskiego Instytutu Podyplomowego Kształcenia Pedagogicznego, Łuck, Ukraina

**ECOLOGICAL EDUCATION OF HIGH SCHOOL STUDENTS BY MEANS OF SPECIALIZED
TEACHING IN LYCEUM-BOARDING SCHOOL**

Iryna Lozovska

Director Volyn Lyceum boarding school, Lutsk, Ukraine

Petro Oleshko

rector of the Volyn Institute of Postgraduate Pedagogical Education, Lutsk, Ukraine

**ЕКОЛОГІЧНЕ ВИХОВАННЯ СТАРШОКЛАСНИКІВ ЗАСОБАМИ ПРОФІЛЬНОГО
НАВЧАННЯ В УМОВАХ ЛІЦЕЮ-ІНТЕРНАТУ**

Лозовська Ірина

директор Волинського ліцею-інтернату, Луцьк, Україна

Олешко Петро

ректор Волинського інституту післядипломної педагогічної освіти, Луцьк, Україна

Streszczenie. Przedstawia się priorytety wychowania ekologicznego uczniów klas starszych w procesie profilowego nauczania w liceum - internacie. Akcentuje się istotę utrzymania jednolitości i kompleksowości procesu oświatowo - wychowawczego w liceum - internacie w procesie nauczani profilowego, skierowanego, w pierwszej kolejności, na ekologizację uzyskanej, uświadomionej oraz przyswojonej wiedzy przez uczniów kas starszych, umiejętności, nawyków, co zapewnia efektywne kształtowanie ich ekologicznej kultury. Określono wiodące teoretyczne zasady doskonalenia ekologicznego wychowania uczniów klas starszych liceum - internetu w procesie nauczania profilowego.

Słowa kluczowe: wychowanie ekologiczne, kultura ekologiczna, kształcenie ekologiczne, liceum-internat, osobowość, nauczanie profilowe, uczniowe klas starszych.

Abstract. The priorities of ecological education of high school students in the process of specialized teaching in the lyceum-boarding school are highlighted. It is emphasized on the importance of observing the integrity and complexity of the educational process in the lyceum-boarding school in the process of specialized education, directed, first of all, to the ecologization of the knowledge and skills learned, acquired and mastered by senior pupils, which ensures the effective formation of their ecological culture. The leading theoretical principles of improvement of ecological education of high school students of the lyceum-boarding school in the process of specialized education are determined.

Keywords: ecological teaching, ecological culture, ecological education, lyceum-boarding school, individual, specialized education, high school students.

Анотація. Висвітлюються пріоритети екологічного виховання старшокласників у процесі профільного навчання в ліцеї-інтернаті. Акцентується на важливості дотримання цілісності та комплексності освітньо-виховного процесу в ліцеї-інтернаті у процесі профільного навчання, спрямованого, насамперед, на екологізацію здобутих й усвідомлених та засвоєних старшокласниками знань, умінь, навичок, що забезпечує ефективне формування їхньої екологічної культури. Визначено провідні теоретичні засади вдосконалення екологічного виховання старшокласників ліцею-інтернату у процесі профільного навчання.

Ключові слова: екологічне виховання, екологічна культура, екологічна освіта, ліцей-інтернат, особистість, профільне навчання, старшокласники.

Problem statement. The needs of today determine the main mission of the school in the professional definition of high school students - to create conditions for the holistic development of a person who can work and study effectively throughout his life. At the same time, the organization of specialized education through the prism of the main normative documents, which legislatively establishes the main strategic objectives of reforming the system of education and the sphere of general secondary education, new approaches to the organization of education (National State Program "Education. Ukraine in XXI Century", the national doctrine of education development, the concept of specialized training in high school), was recognized as an urgent and timely way of developing a national high school. The significance of the above tasks is enhanced by the globalization of relations in the system of "nature - man - society", the realities of modern socio-cultural and socio-natural space, associated with the development and introduction of a new content of environmental education and upbringing of educational institutions in the educational process of educational institutions. This will undoubtedly help to raise awareness among high school students of the laws and concepts of functioning of the biosphere, the assimilation of values and moral norms of society in relation to nature, which are aimed at shaping the intellectual skills necessary for understanding and assessing the personality of interrelationships between a person, its culture and environment; assimilation of rules of conduct in the environment; to develop a sense of ownership and responsibility for any actions in the environment, and therefore - to develop the ability to make environmentally sound solutions for the study and protection of the environment, which, obviously, ensures the formation of an ecologically educated person.

The analysis of researches confirms certain achievements in theoretical generalization and practical decision for questions on formation of ecological personality development, namely: historical and pedagogical researches of ecological education and teaching in Ukraine (I. Kostycka, N. Shokina, etc.); theoretical foundations of ecological education and upbringing (A. Zahlebnyj, I. Zvereva, I. Suravegina, etc.); the role of education and upbringing in shaping the ecological consciousness and personality culture (O. Didkov); practical aspects of environmental education in the conditions of the school and out-of-school educational process (V. Brovdij, H. Biliavskyj, A. Volkova, G. Kovalchuk, N. Levchuk, G. Pustovit, N. Pustovit, O.Plachotnik, etc.); ecological education of boarding school students (R. Naumenko), etc. However, despite a very wide range of researched areas, the issue for formation of ecological education of pupils in boarding schools in the conditions of specialized education requires a thorough study.

Purpose of the article: to highlight the priorities of ecological education of high school students in the process of specialized education in the lyceum-boarding school.

Presentation of the main research material. First of all, we would like to note that the priorities in organizing the ecological education of high school students in the process of specialized education are given to the following theoretical positions:

- the goal of ecological education is the formation of a system of ecologically oriented knowledge, an ecological worldview, a responsible attitude towards nature as a component of the ecological culture of the individual, manifested in the system of its attitudes towards society, people and the environment;

- prerequisite for the formation of an ecological culture of the personality is the formation of his or hers valuable environmental-oriented attitudes towards the environment or to certain objects that function in its actions, deeds and activities in the environment on the basis of perceived social requirements regarding the preservation of the environment and relevant beliefs;

- the effectiveness of environmental education of high school students in the process of specialized education can be achieved by providing a systematic study of the laws and regularities of the functioning of natural systems, due to direct interaction with wildlife through active educational, cognitive and research activities and socially meaningful socially useful or nature-protective work aimed at studying and protecting the environment.

The attention of the scientists (I. Zverev, I. Suravegina, etc.) focuses on the importance of adhering to the integrity and complexity of the educational process, the purpose of which is the formation of such components of the personality, which include awareness of nature as a national and social heritage, the ability to perceive the laws of nature as the supreme imperative of being, the readiness of the individual to take active action on the harmonization of relations with the environment.

We are in agreement with the opinion of R. Naumenko that, in its educational orientation, the content of ecological education is "focused on the development of intellectual, labor, moral, aesthetic, physical and volitional personality of the student Formation of the ecologically educated personality of the student is a promising result of environmental education, and indicator of responsible attitude to the environment is the readiness of the student's personality to implement in the behavior and activities of legal, moral, technological principles and norms of nature management "[1, p. 68].

Therefore, we updated the idea that ecological education and education of high school students in the lyceum-boarding school in the process of specialized education are directed, first of all, to the ecologization of the acquired and conscious and learned by them knowledge, skills which ensures the effective formation of their ecological culture. At the same time, the profile of the senior school creates great opportunities for differentiated learning, taking into account the individual features of the development of high school students, their educational needs and interests.

It should be noted that in the context of the study, the theoretical foundations of the specialized teaching of high school students in the boarding school are determined and justified by us as providing the conditions for taking into account the educational needs of the growing person, the requests of the parents, the staffing capabilities and the material and technical base of the new institution, the requirements of the socio-cultural environment education and upbringing of high school students, prospects of further education by graduates. Therefore, the process of modernizing the content of environmental education and education of senior pupils is considered by us as an evolutionary one, based on the already acquired positive experience of the boarding school and at the same time, involves significant changes due to modern tendencies of social development. These approaches involve a qualitative updating of the educational content in accordance with the priorities of the modern national education system:

- cover the integral development of the individuals through the growth of their mental, ethical, aesthetic, emotional, physical and social potential;
- preparation of high school students for work, an active role in the economic and social life of society, successful activity in the conditions of transient socio-cultural and technological changes;
- developing the skills of scientific thinking, critical thinking and problem-solving skills.

We note that the theoretical basis for the selection and design of educational content in the lyceum-boarding school is the consideration of universal, spiritual and national values, concentration on actual and perspective interests, educational requests of the student. The fundamental of the educational content constructed on such bases is the fundamentalization, scientific and systematic knowledge that high school students need to acquire in the process of specialized education in the boarding school, their value for the social formation of a growing personality, humanization and democratization of the processes of interaction between students and teachers collectives and parents of students, the ideas of multiculturalism, mutual respect between nations and peoples, the secular nature of the school. Important is also availability, scholarly, continuity and promising content, the practical value and potential of it for the general cultural development of the individual, as well as the individualization and differentiation of learning.

Therefore, one of the main directions of qualitative restructuring of the teaching and educational system in the boarding school is, in our opinion, the transition from the paradigm of the supporter to the paradigm of advanced teaching, and above all the education focused on the formation of a person with a high level of intellectual, spiritual, moral and physical development, ready in the future to solve various vital problems and effective professional activity. The theoretical concept of these processes is the activation in the educational-teaching process in the lyceum-boarding school of the creative possibilities of a growing personality, its abilities for independent learning and cognitive and practical actions in acquiring new knowledge, skills and abilities, development of modern methods of obtaining, systematization, accumulation and classification of information and its practical application in solving various personal or collective problems, spiritual growth through morally determined acts and actions in society.

An extremely relevant point in this regard is the opinion of V. Suhomlynsky that "a teenager becomes a real person only when he is able to look closely at not only the world around him, but also himself, when he seeks to know not only things and phenomena around him, and also his inner world, when the powers of the soul are aimed at making himself better, more perfect "[2, p. 229].

Thus, we can state that in the diversity of the dynamic processes of development and formation of the personality of the teenagers in the educational process of the lyceum-boarding school during the specialized education, the most important is the activation of his or hers personal potential associated with changing the ways of perceiving their own inner world, the influence of external factors on them the socio-cultural environment and the direct educational effects of the student's educational staff, parents and the community they are members of.

Through the prism of the above, we consider it expedient to distinguish the priority goals of environmental education of high school students in the lyceum- boarding school in the process of specialized education:

- ensuring the advanced development of the entire system of educational, cognitive and socially important and useful or environmental work aimed at solving the problems of intellectual, spiritual and physical development of teenagers, the formation of their system of values in relation to the environment, and as a result - the formation of the ecological culture of the individual;
- activation of the humane and creative principle in the educational content, creation of prerequisites for the comprehensive development and self-development of the individual, individualization and differentiation of education, the transition to personally oriented pedagogical technologies;
- formation of communicative skills, ability to cooperate in a team, to be responsible for individual and collective decisions, to adhere to them and defend their own point of view on vital issues;
- introduction of humanistic-oriented methods of innovative and developmental training based on the use of promising information technologies.

On the basis of the analysis above we have identified the leading theoretical foundations for improving the ecological education of high school students in the process of specialized education:

1. Changing the relation between pragmatic and general cultural components of educational content in their logical unity, continuity and scientific. Priority should be given to the problems of the development of the general culture of the high school teachers on the basis of the formation of their scientific system thinking, the system of value orientations, creative social active attitude to reality and their place in the environment.

2. Improvement of the content and organizational and pedagogical conditions for the implementation of the educational process of the boarding school, which envisages in-depth study of the fundamental laws of nature and society, the creation of fundamentally new training courses (special courses, electives), oriented towards the formation of holistic representations about the scientific picture of the world and the system of value orientations on the formation of skills of environmentally friendly actions, actions and activities in the environment.

3. Implementation of the triad "ecological education - environmental education - environment protection work", all elements of which are interconnected and are the basis for forming the ecological culture of the personality of the high school student in the educational process of the lyceum-boarding school in the process of specialized education.

Thus, summarizing the above, it can be stated that the achievement of the ultimate goal of ecological education is possible providing that the entire educational process of the boarding school is ecologically oriented, the introduction of new normative and specialized environmental courses, the creation of specialized environmental and natural educational institutions of various levels, and the in-depth study of a number of subjects. We are convinced that such an approach will promote the transformation of declarative ecological consciousness into a specific response to the environment, since, according to scientists, ecological education can influence awareness of its own involvement in environmental problems, taking into account the consequences in professional, social and everyday activities. The impact on the environment and thus is aimed at the formation of an environmentally competent person [3].

References:

1. Naumenko R.A. Ecological education of 5-8 forms pupils in boarding schools in extra time / Naumenko RAS: Dis ... Cand. ped.nauc - 13.00.07. – K., 1994. – 203s.
2. Sukhomlinsky V.O. Selected Works: in 5 t. / Vasily A. Sukhomlynsky. – T. 5: Articles. –

K.: Glad. Shk., 1977. – 639 p.

3. Deryabo S. D. Ecological Pedagogy and Psychology [Text] / S. D. Deryabo, V. A. Yasvin. – Rostov N / A: Phoenix, 1996. – 480 p.