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**THE INFLUENCE OF THE BIO (ECO) ETHICAL ACTIVITY OF A FUTURE
PRIMARY SCHOOL AND PRACTICAL PSYCHOLOGIST ON THE
EVALUATION OF OWN BEHAVIOR: THE PRACTICAL ORIENTIRS**

**ВПЛИВ БІО(ЕКО)ЕТИЧНОЇ ДІЯЛЬНОСТІ МАЙБУТНЬОГО ВЧИТЕЛЯ
ПОЧАТКОВОЇ ШКОЛИ ТА ПРАКТИЧНОГО ПСИХОЛОГА НА ОЦІНКУ
ВЛАСНОЇ ПОВЕДІНКИ: ПРАКТИЧНІ ОРІЄНТИРИ**

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ABSTRACT

Within the article it is determined that the biological ethics provides the achievement of the important practical goal: to save the life on the planet Earth in its cleanliness and integrity, to provide the optimal revival of the vital resources. Nowadays the humanity must form new ethical principles, rules of the behavior within the biosphere which would provide the global interests of the existing on the planet. That's why the special role of the educational institutions is in the formation of the biotic consciousness which requires the creation of new paradigm of the biological education and upbringing.

Within the work it is proposed the author's course "Bio(eco)ethical activity of the primary school teacher, practical psychologist" and the practical tasks for it. The subject of the discipline's learning is the methodical fundamentals of the formation of the readiness of Masters for the implementation of the technology of the bio(eco)ethical activity within the holistic educational process of the high educational institution.

It is mentioned that during the transferring and mastering bio(eco)ethical knowledge and appropriate notions. During the process of the educational lessons on the Natural Science it is appropriate to influence on the motivational sphere of the younger pupils (to arose the empathy because it is impossible to form the notion without the empathy), to find and to make arguments, to consider the mental condition of the younger pupils. While solving the educational tasks it is appropriate to use the whole arsenal of the methodical ways and means, different types and kinds of lessons. The priority should be given to the problematic lessons. The author underlines that it is necessary to help pupils to think and to understand the received knowledge, to systematize the received knowledge, to correlate them with the personal experience, transforming them into the stimulating motive to activity, because the motives provide the unity of the pupil's consciousness and behavior.

Key words: *bio(eco)ethical activity of the primary school teacher, bio(eco)ethics, future specialists of the primary school, younger pupils, practical psychologist, behavior of a younger student.*

Introduction. The modern society think more seriously about the problem of the ecological safety. The excessively comfortable life has negative results and reflection of the environment. Such cases of natural revenge remind about themselves more and more often, making us to reconsider own positions and attitude to the system “personality-environment”. That’s why the bio-ethics more and more permits the social fields.

The bio-ethical conception of the American doctor-oncologist V.R.Potter is directed on the combination of the ethical values and biological factors, on the reasoning and grounding of the subject, goals and tasks of the new science –Bio-ethics. He determines the Bioethics as the science with various directions: ethics of the planet Earth, ethics of alive nature, population ethics, ethics of consumption, urban ethics, geriatric ethics etc. All of them are included in the bioethics because the surviving of the whole ecosystem is the certain checking of our values. V.-R.Potter examined the ethical problems connected with the medicine: using of the methods of the genetic engineering, biotechnologies, moral aspects of the interconnection of the doctor and his patient etc. he tried to unite the principles and fundamentals of the anthropocentrism and biocentrism.

On the positions of the biocentrism it is based the radical direction of the ecological ethics – “liberation (rights) of animals”, which arose in the late 60’s of 20th century. It is oriented on the welfare of certain animals; and when the welfare of certain individuals conflicts with the welfare of their population, the adherents give preference to the welfare of particular, certain representatives. According to G. Filipchuk (2010), this movement supposes the liberation of animals form the cruel and senseless suffering and exploitation; it invokes to refuse from the using animals for the entertainment, to refuse from the animal products which requires the animals’ murder and experiments on them.

The biological ethics provides the achievement of the important practical goal: to save the life on the planet earth in cleanliness and unity, to provide the optimal revival of the vital resources. Nowadays the humankind must form new ethical principles, rules of the behavior within the biosphere, which would provide the global interests of the biota’s existence on the planet. That’s why the special role of the educational institutions is in the formation of the biotic consciousness which requires the creation of the new paradigm of the biological education and upbringing (T. Friedman (2002)).

Literature Review. Within the fundamentals of the eco-centrism there are research works made by V.Boreiko, D.Grodzinskiy, V.Grubinka, M.Kiselev, V.Krisachenko, T.Pavlova, V.Skrebetc, etc.within such works it was grounded that the conception of the eco0centrism is the basis for the understanding of the scientific picture of the world at this stage of the sciences’ development; it is revealed the essence of the ecological culture and consciousness, peculiarities of their formation.

The theoretical fundamentals of the ethical education of pupils were developed by the classical pedagogues (G. Vashchenko, A. Makarenko, V. Sukhomlynsky, K. Ushinsky, etc) and by moderna scientists (I. Bekh, V. Bilousova, O. Vishnevsky, V. Galuzinsky, V. Pokas, M. Stelmakhovich, M. Fitcula, Ya. Fruktova, etc). They’ve grounded the goal, the values’ vector, the

content of the ethical education, they have developed the methodic of diagnostics of the moral education of the student and pupil. The scientists proved that the ethical education is not formed spontaneously; it is the result of the purposeful and systematic work (A. Kramarenko, O. Horbenko, I Syladii (2017)).

Discussion. The western researchers link the emergence of the Biotic especially during the second half of the 20th century with one of the most crisis period of the history of the Western-European and American societies; with the considering of the danger which appears during the interaction of the human and nature at the developed stages of the scientific-technical progress; with the aggravation of the ecological problems; with the arising of the evolutionary, synergetic and systematic approaches within the cognition (Trotska O., Nazarko I., Stepaniuk I. (2012)).

The analysis of the mentioned definitions proves that within opinions of different authors there is no common point of view on the problem of the Bioethics state but these opinions are not contradictive. We understand the bio(eco)ethics, sharing the position of O.Trotskaya, I.Nazarko, A.Stepanyuk as the new scientific and ethical direction which deals with the formulation and solving of the certain ethical problems which are connected with the manipulating with the life at all stages of its organization. We refer certain problems to such range of issues: 1) rapport of the personality with the alive nature; 2) interaction of people (influence of one subjects on the another, on the social systems of different levels of organization).

The scientifically grounded solution of the mentioned problems determines the rethinking of goals and tasks of the bio(eco)ethical education of pupils in general and particularly, the education of younger pupils; it also the development of the organizational-methodical work oriented on the formation of the responsible attitude of pupils to the objects of the wildlife.

According to this goal we propose the course for the Masters of the primary school "Bio(eco) ethical activity of the teacher of primary school", which is oriented on the solution of the mentioned problems. It was also developed the textbook with the same title which was created for the applicants for the high education (A. Kramarenko (2017)).

The subject of the discipline's teaching is the methodical fundamentals of the formation of Masters' readiness to implement the technology of the bio(eco)ethical activity into the integral educational process at the high educational institution.

The author's course provides the consideration of such topics: Bio(eco)ethics as the conceptual basis of the ethical education of pupils; the problem of formation of ecological values of future teachers of primary school as the components of the bio(eco)ethical education in modern research works; Formation of bio(eco)ethically oriented younger pupil during the Natural science's lessons; Formation of the bio(eco)ethical skills of primary school pupils during the "Lessons of the stable development. The school of planet's friends " (1st -2nd grades of school) та "My happy planet" (3rd -4th grades of the school); The bio(eco)ethical education of younger pupils during the Natural science's lessons; Nature-therapy as the technology within the bio(eco)ethically oriented pedagogical process of the primary school and practical psychologist; Training of future teachers of primary school on the fundamentals of the bio(eco)ethics.

During the pedagogical practice future specialists of the primary education

realized the conditions of the effective and successful organization of the process of education younger pupils, considering the fundamentals of the bio (eco)ethics (subjectification of the wildlife's objects; axiologicalization of the life's forms; combination of ideas of the natural-scientific picture of the world with the ethno-culture; combination of the emotional and rational perception of the wildlife) provide the formation of the bio-ethically educated pupil's personality. G. Taranenko (2010) underlines that within such conditions the cognitive and educational goal of the lesson could be re-oriented from the anthropocentric outlook on the bio-centric one; from the pupils' pragmatic activity on the non-pragmatic one.

It should be mentioned that subjectification of the wildlife's objects includes the subjective perception and the subjective attitude (E.Toffler, (1999)). The main methods of the subjectification are: empathy, identification, reflection. At first stages of work these methods are realized with the help of different ways. For example, during the description of the animal it should be given the task to pretend themselves in its image (appearance), to try to imagine its feelings, to analyze the peculiarities of its behavior.

The axiologicalization of the life forms through the recognition of the self-value of each living being is not only the necessary condition for the formation of the ethical attitude to the alive on the basis of the bio(eco)ethics but also it is the condition of the saving life of these organisms. For example during the narration about the animals-predators it should be mentioned their role in the nature and their role for another living beings; it should be made the stress on their behavior.

The combination of the natural-scientific picture of the world with the ethno-culture links the formation of the child's outlook with the ethno-culture. Tales, foretokens, customs which are kept by the nation (people) in the world's model; they lead the correction of the behavior which is oriented against the people or against the nature. The criterion of the chosen type of behavior are values which are the component of the personality's worldview.

The organic combination of the rational and emotional within the bio (eco)ethical education means that the form of the material's presentation must be characterized by the emotionality. It has to direct the child on the positive emotions. The influence on the emotions is caused by the age features of the pupils who better perceive the emotional information than the rational one, though in each case emotions are consolidated by the rational arguments.

The child's positive emotions could be formed if it would be revealed the self-value of each living being. For example, it should be described the animal's ability to think, to feel the pain and joy; it should be made the stress on its beauty, high organization of the behavior, on the complexity of its emotions and mental activity, during the description of the animal we should show pupils big color photos with its depiction or we should show the colored clay figurine, making stress on the perfection of the animal's form. The narration should be finished with the help of the home task: to make the animal's figurine from the paper, clay or plasticine according to the body's symmetry.

With the aim of the consolidation of the young pupils' positive emotional attitude to the animals it should be useful to implement games and conversations during the class surveys. Games on the given topic are mainly used for the repeat

and further consolidation of the material, also for revealing of the additional aspects of the topic. They add the important diversity to the lessons conducting; they invoke the positive emotional reaction of children and help to memorize and to keep in mind the material (A. Kramarenko (2016)).

The effective formation of the ethical attitude to the living beings is provided by the influence on child's emotions and. Within the school practice the scarce attention is given to the sound, touch and smell because for the familiarization with the environment the personality usually uses the organs of vision. That's why the influence on the senses stimulates the development of different child's feelings; it allows to share with the life experience; it also reveals the new opportunities for the creativity. For example, try to feel and to draw the tree which is growing; try to feel and draw the life which rages according to the swash; try to draw your feeling which you receive during the smelling the flowers; describe the animal, touching it in your mind.

The task "Animal's feelings" requires to pretend that you are this animal and to describe its feelings and emotions when it is fed, called, touched, teased. This provides the understanding of the animal's state and feelings; it also provides the empathic attitude to the animal, stimulates to analyze own feelings and to compare them with the animal's feelings. When the interest to the animal would be evoked, the attention should be paid to the ethical side of the attitude to this animal, to evoke the humane feelings within the children. For example, during the studying of the animal (which evoke antipathy, repugnance, fear) it should be shown its attractiveness.

During the transferring and mastering bio(eco)ethical knowledge and appropriate beliefs, during the educational lessons of the Nature science we should make stress on the motivational sphere (to evoke the empathy which is necessary for the formation of the persuasions), to give the necessary arguments, to consider the mental state of the younger pupils. During the solving of the educational tasks we should implement the whole arsenal of the methodical ways and means, different types and kinds of lessons. The priority must be given to the problematic lessons. It is necessary to help pupils to rethink deeply the received knowledge, to systematize the received knowledge, to correlate with the personal experience, transforming the knowledge into the incentive motive for the action. Thus, to obtain the status of the persuasion. The motives provide the unity of the pupils' consciousness and behavior.

On the one hand, the child's attitude to the alive nature is the result of the purposeful activity of pedagogues and on the other hand it is the inclusion of children in such types of activity, which require the manifestation of this attitude (evaluative and charity activity, situations of the moral choice), which provides the installation of the stable relationships and conscious behavior. The formed personality's features prove such educational result.

The content and sequence of the influence on the personality's spheres caused the choice of methods, methodical ways and means which are used for the formation of the pupils' bio(eco)ethical education. The proposed methodic provides the realization of the traditional methods: verbal (conversation, narration, discussion, communication with the living beings,

moral persuasion, method of the teacher's personal experience); practical (observations, exercises) and specific methods – eco-psychological (empathy, identification, reflection); playing (staging, creative games); interactive (brainstorm, method of choice of the alternative decisions).

The special attention must be paid to the dialogical interaction of the teacher and pupils; to the creation of the positive atmosphere (during the lesson and during the extracurricular time); to the creation of the situations within which the pupils could reveal their moral features. The teacher must create the atmosphere of the interest, oriented on the animal for the letting the pupil to feel his sincerity. The sequence of the material's presentation depends on the teacher's choice, depends on the character of the student. When it is appropriate it is advisable to start the information's presentation from the description of the animal's appearance, its aesthetic attractiveness, from the description of the peculiarities of its life and body's structure.

The method of communication with the living beings, considering them as objects and subjects, is the effective method of communication. Within this method the teacher must be prepared as the practical psychologist; he has to ways and means of such communication.

The positive example of the teacher provides the planned influence on the pupil's consciousness and behavior. The method of the teacher's personal example provides the ethical behavior of the teacher, which is oriented on the value orientations. These orientations are projected on the pupils consciously or non-consciously. The authority of the pedagogue plays the important role. For example, during the communication with the animals, during the description of their life the teacher demonstrates his attitude to the certain objects, informs about their meaning within the personality's life.

Eco-psychological methods of the empathy, identification, reflection provide the better understanding of the living beings. They are used not only independently but also along with the implementation of another methods. The child's identification of himself with the animal allows the child to be on the being's place, to understand the animal's feelings better and to perceive animal's problems as the own problems. Thus basing on own, personal feelings pupils are able to know more about the problems of the living beings and to find the optimal ways of decision for these problems.

The role-games are interesting and educational method. For example, during the game "Web" it is possible to model the interconnection and inter-dependencies of living beings and people. Children should stay in the circle, one of the keeps the tangle of threads and starts the game: "I am the oak, the squirrel lives on me ". the child keeps the end of the thread and he throws the tangle to another participant of the game – to the "squirrel". This child should continue "I like nuts, cobnuts". During the game the tangle continues its way among the game's participants till the moment when all the pupils would be tied, they could be connected even some times. During the process of the games we should make the questions: "What will happen if you'll cut the oak-tree? Would you eliminate the worms?". In the end of the game when all are connected with the threads, the participants pull the treads of the web. During this moment they feel their unity and interconnection.

The stimulus of the formation of the pupils' value attitude to animals is the solution of exercises which suggest pupils the situation of the alternative choice. Such exercises have such stages of the solution: I – situation's diagnostics (determination and analysis of the conditions which provide the emerge and development of the situation), II – projecting of stages of the solution of contradictions (planning of the solution and planning of the opportunities for its realization); III – analysis of results and consequences of the made solution.

Thus the situations gain the problematic character. The solving of the problems is realized according to the didactic sequence of the logical research and provides the effective mastering of the moral principles and norms. The contradiction is in the basis of the problem. Within the sphere on the bio-ethical education the contradictions are determined in the non-appropriateness of conditions which are necessary for the subject's moral activity and in the lack of the adequate choice of the action depending on the level of the bio-(eco)ethical education. that's why one of the main tasks of the bioethical education is to teach pupils to make the moral choice within the conditions of the moral conflict.

Thus the proposed for the Masters of the primary education the author's course "The bio(eco)ethical activity of the primary school teacher and practical psychologist", which is oriented on the methodical fundamentals of the formation of the Masters readiness for the implementation of the technology of bio(eco)ethical activity into the integral educational process at high educational institution, provided the formation of the nature-appropriate behavior of the younger pupils during the students' practice.

Conclusions and perspectives for future research problems. We plan to develop tasks (which must be done during the pedagogical practice) for the improvement of the effectiveness of the bio(eco)ethical activity of the future primary school teacher and practical psychologist.

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АНОТАЦІЯ

У статті зазначається, що біологічна етика сприяє досягненню важливої практичної мети: зберегти життя на планеті Земля в чистоті і цілісності, забезпечити оптимальне відродження життєвих ресурсів. Сьогодні людство повинно сформувати нові етичні принципи, правила поведінки у біосфері, які б сприяли глобальним інтересам існування біоти на планеті. Саме тому особлива роль закладів освіти полягає у формуванні біосвітної свідомості, яка потребує створення нової парадигми біологічної освіти та виховання.

У роботі пропонується авторський курс "Біо(eko)етична діяльність учителя початкової школи та практичного психолога" й практичні завдання до них. Предметом вивчення дисципліни є методичні засади формування готовності магістрантів до впровадження у цілісний освітній процес ЗВО технології біо(eko)етичної діяльності.

Зазначається, що під час передачі і засвоєння біо(eko)етичних знань та відповідних переконань у процесі навчальних занять з природознавства доцільно впливати на мотиваційну сферу молодших школярів (викликати співпереживання, без яких не може формуватись переконання), наводити необхідні аргументи, враховувати психічний стан молодших школярів. Вирішуючи виховні завдання, використовувати весь арсенал методичних прийомів і засобів, різні типи і види уроків. При цьому пріоритет повинен бути відданий проблемним урокам. Автор підкреслює, що необхідно допомогти учням з боку вчителів початкової школи та практичних психологів глибоко осмислити отримані знання, систематизувати їх, співвіднести з особистим досвідом, перетворивши їх в спонукальний мотив до дії, тобто набутти статус переконань, оскільки мотиви забезпечують єдність свідомості та поведінки учнів.

Ключові слова: біо(eko)етична діяльність учителя початкової школи, біо(eko)етика, майбутні фахівці початкової освіти, молодші школярі, практичний психолог, поведінка молодшого школяра.