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**FUTURE PRIMARY SCHOOL TEACHERS PREPARATION FOR  
ECOLOGICAL UPBRINGING OF STUDENTS AS A PEDAGOGICAL  
PROBLEM OF TODAY**

**ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ  
ДО ЕКОЛОГІЧНОГО ВИХОВАННЯ УЧНІВ ЯК ПЕДАГОГІЧНА  
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**ABSTRACT**

*The article identifies and characterizes the features of environmental upbringing of primary school students and the preparation of teachers for its implementation as a pedagogical problem of today. The authors research scientific papers on the peculiarities of environmental upbringing of primary school students and teacher training, as well as describe ways to achieve the goal of environmental upbringing in the case of solving a set of interrelated tasks that have educational,*

*upbringing, and value components. Environmental upbringing is one of the priority areas in the general system of education, aimed at the harmonious development of man, his civic consciousness. Therefore, it cannot be considered as a separate form of education. Although, of course, the relevance and specificity of environmental upbringing encourage us to perceive it as one of the important areas of the overall educational process. In the scientific and pedagogical literature, environmental upbringing and upbringing are interpreted as a psychological and pedagogical process of human impact in order to form knowledge of the scientific foundations of nature, the necessary beliefs and practical skills, a certain orientation and active social position in environmental protection, environmental management and reproduction of natural resources. Modern theory and methods of vocational education offers a concept of philosophical and psychological-pedagogical foundations of the process of professional environmental upbringing of future primary school teachers, emphasizing the role of methods and technologies by which it is possible to implement the content of environmental upbringing, implementing the highest ideals and standards of ecological educated personality of the teacher.*

*The authors argue that the actualization of the tasks of preparing future primary school teachers for environmental upbringing of primary school students is due to modern socio-cultural circumstances, which allows the formation of environmentally educated personalities capable of self-application of environmental knowledge and skills.*

**Key words:** *environmental upbringing, primary school student, teacher training.*

**Introduction.** The problem of the relationship between man and nature is reflected in the scientific, socio-cultural, and philosophical works of prominent thinkers Hippocrates, Herodotus, Homer, Aristotle, Plato, who paid special attention to the unity of the components of the system «nature-man». In ancient philosophy, the ecological perception was formulated under the influence of the ideas of a harmonious union of nature with human, based on the universal principles of social variability and structural unity. However, the concept of ecological knowledge was presented in social and abstract form, without taking into account the totality of knowledge about nature and man.

**Analysis of basic research and publications.** At the origins of environmental education and upbringing were A. Diesterweg, J. Comenius, I. Pestalozzi, K. Roulrier, J.-J. Rousseau and others. In particular, namely Rousseau first formulated the concept of *nature accordance* education, which takes into account the age of the child, takes place in the bosom of nature and emphasizes the crucial importance of nature as an educational factor. Diesterweg emphasized that nature is an essential component of real education, the way of moral and intellectual education. The outstanding Czech pedagogue Comenius made a significant contribution to the development of the question of the role of nature and ecological upbringing in children. A human, in his opinion, is part of nature and must develop according to the laws of nature. Proper upbringing, according to Comenius, should be built following the nature of the child, its capabilities. Later, M. Montessori, J. Korchak, K. Ushynsky, L. Tolstoy, V. Sukhomlynsky, S. Amonashvili, G. Kostyuk, and others continued this direction.

The process of education, including environmental upbringing, plays a significant role in the formation of human capital (Azhazha etc., 2015). Well-known Ukrainian scientist O. Dukhnovych, based on the principle of nature accordance, believed that in the process of teaching the younger generation should learn real knowledge.

The outstanding Ukrainian scientist-pedagogue V. Sukhomlynsky made a significant contribution to the theory and practice of ecological education and upbringing. He formulated the principles of pedagogical guidance of emotional and rational perception of nature. Sukhomlynsky attached great importance to nature as a way of physical, mental, ecological, moral and aesthetic education. Sukhomlynsky proved that a caring attitude to nature is best formed only when a child himself improves the environment with his work, and the beauty of native places should become the most precious for everyone. These highly humane ideas were implemented by the scientist-educator in the real «health garden» of Pavlysh school (Sukhomlynsky, 1960). V. Sukhomlynsky with his colleagues (like-minded people), in particular, primary school teachers, developed an interesting and original system of travel to the sources of thought and native language. These unusual classes were called *lessons of thinking in nature*. Each lesson had its purpose, provided a specific range of things and phenomena for observation (Sukhomlynsky, 1960).

**The purpose of the article** is to determine the features of the preparation of future primary school teachers for environmental upbringing of students as a pedagogical problem of today.

**Results and discussions.** Continuing the analysis of modern approaches to the environmental upbringing of students, we will emphasize what is important for further coverage of the author's opinion. It is about the hierarchical relationship between environmental education and environmental upbringing. Currently, in the psychological and pedagogical literature, there are two approaches to this problem.

*According to the first approach*, there is a certain distinction between environmental education and environmental upbringing. In particular, his supporters insist that environmental education is related to the educational process and affects the field of rational thinking, while environmental upbringing is focused primarily on the emotional and sensory world of the person and contributes to the formation of his worldview. Ukrainian researchers V. Krysachenko and M. Khylo also emphasize that it is inexpedient to consider these processes as a whole in methodological terms. After all, the phenomenon of upbringing is not limited to education and is much more complex in its content. However, scientists warn against the other extreme. They point to the illegality of the perception of environmental upbringing as a completely separate form of education.

*According to the second approach*, environmental education and environmental upbringing are intertwined, complementary, and interdependent. They are aimed at achieving a common result – the formation of an ecologically educated personality. Thus, the process of environmental education and upbringing must be considered as a whole,

because the impact of social information, educational efforts occurs simultaneously on two channels, on two levels: rational and emotional.

Ukrainian scientists define the relationship between environmental education and upbringing as «inseparable parts of the comprehension of knowledge, traditions, the experience of a single whole, based on the principle of continuity, accompanying a person throughout his active life» (Vasyuta etc., 2003)

Further analysis of this contradiction showed «the falsity of the theoretical position, according to which the processes of education and upbringing are taken into account separately. It is expedient to speak about their unity», which in the context of ecological education and upbringing is realized through the system of relations «man-nature» and understanding of its general laws.

Environmental upbringing is one of the priority areas in the general system of education, aimed at the harmonious development of man, his civic consciousness. Therefore, it cannot be considered as a separate form of education. Although the relevance and specificity of environmental upbringing encourage us to perceive it as one of the most important areas of the overall educational process. In the scientific and pedagogical literature, environmental education and upbringing are interpreted as a psychological and pedagogical process of human impact in order to form knowledge of the scientific foundations of nature, the necessary beliefs and practical skills, a certain orientation, and active social position in environmental protection, environmental management, and reproduction of natural resources.

In the context of our study, A. Kurylovych's point of view on the functioning and development of environmental upbringing of primary school students in the second half of the twentieth century in modern Ukraine is interesting. The researcher believes that this process should be considered in two time periods: as part of the Soviet Union (1950-1980 years) and as part of the independent Ukrainian state (1990s). This division is due to different approaches to the process of education in general, environmental in particular in the analysed period (Kurylovych, 2014).

One of the most important features of upbringing, in particular in the sense of environmental upbringing, is its longevity, as each person is subject to changes in their own personality throughout life. Based on the theory of education, Polish scientists point out of the existence of four orientations that affect the essence and objectives of this process. There are a sociological, normative, psychological and eclectic orientations.

From the point of view of ecological upbringing of a society in which upbringing plays a dominant role, the most fundamental seems to be the sociological orientation of the theory of upbringing. It focuses researchers on the theory of educational society, in which the educational process is determined by the impact on the subject of the main micro-, meso- and macrostructures of society, upbringing environments, or social forces.

We agree with the opinion of the Belarusian scientist E. Rapatsevich that upbringing has a broad, social meaning. The upbringing is the function

of society in preparing the subordinate generation for life. Pedagogical meaning is a specially organized and controlled process of human formation, carried out by teachers in educational institutions and aimed at personal development, transmission of socio-historical experience to new generations to prepare them for social life and productive work.

The complexity of environmental problems in conditions of turbulence in the economy and society requires to ensure conditions for increasing the level of environmental safety (Suchikova, Nestorenko, etc., 2018) and, accordingly, to consider comprehensive environmental upbringing as one of the most important factors in surviving Ukrainian society. It is necessary to move from declarations of its priority to filling it with real state-political, socio-economic, and scientific-technological content. Under these conditions, the formation of the ideology of national-state revival should include the greening of public opinion as a factor in the consolidation of society, the implementation of profound reforms. And to neglect this is unacceptable.

We are impressed by the general opinion of researchers that education should be considered not as a political, but primarily as a cultural and historical value, where it is given a priority role in the socialization of the individual, as well as in the development of its individuality and identity. Subject-subject relations are decisive in this process (Марпланова, 2008). It is in this context that S. Goncharenko defines upbringing. In particular, in the Ukrainian pedagogical dictionary education is defined as a process of purposeful, systematic formation of personality, due to the laws of social development, the action of many objective and subjective factors. In a broad sense, it is the whole sum of influences on the human psyche, aimed at preparing it for active participation in the production, social, and cultural life of society (Goncharenko, 1997).

One of the central problems in creating the psychological foundations of modern environmental upbringing is the problem of studying the psychological mechanisms of human interaction with the natural world. According to L. Vygotsky «the only educator who can cause new reactions in the body is the personal experience of the body. Only that connection remains valid for him, which was in his personal experience. That is why personal experience becomes the base of work» (Vygotsky, 1982).

Interaction with natural objects can stimulate a person to analyze their characteristics, emotional reactions, behavior concerning this natural object. Such a reflexive analysis as a consequence of interaction with nature determines the moral self-control of the individual, i.e. conscience. «Ecological conscience», as V. Yasvin calls it, forces a person to form moral obligations for himself about the objects of nature, to demand their fulfillment, and to make a self-assessment of actions.

Analyzing the views of specialists in environmental upbringing, we can conclude that the purpose and intentions of the individual with the development of personality begin to be determined by accepted and developed values, moral beliefs, principles, ideals, worldview. Instruments of «deep ecology» can help at this stage of personality development – by

involving them in the educational process. That is, there is a clearly expressed anthropocentric position. I. Zverev held the same point of view. He criticized the content of school education, in particular approaches to the coverage of human activities in nature, mainly only on the positive side. The school, in his opinion, practically doesn't acquaint pupils with negative activity of the person to the nature. As a result, yesterday's students are not psychologically prepared for a critical analysis of their actions in the natural environment. We find the same opinion in A. Zakhlebny. Thus, the scientist emphasizes the lack of coverage of the relationship between man and society with nature. The impact of human activities on the natural environment is unilaterally revealed, which creates difficulties for rational and emotional substantiation of the need for environmental activities, weakly expressed or no critical assessments of the state of the environment or individual human actions (Zakhlebny, 1981).

We believe that this approach deepens the existing contradictions between the constantly changing reality and reproductive-declarative methods of environmental upbringing; increased volumes of environmental information and outdated methods of its processing; actively implemented modern pedagogical technologies and the lack of their methodological support in the process of environmental upbringing.

At the same time, achieving the goal of environmental upbringing is possible in solving a set of interrelated tasks that have educational, edifying, and value components: educational (formation of a system of knowledge about the interaction and relationship of components of the system «man-nature-society» and ways to optimization); edifying (formation of motives, needs, and skills of ecologically expedient behaviour, a healthy way of life); valuable (formation of attitude to nature as a universal, self-sufficient value; the desire for responsibility for its preservation).

The essence of environmental upbringing in primary school students has highlighted the features of this process: the development of environmental consciousness and feelings; formation of ecological activity; instilling behavioural skills in nature; overcoming the consumer attitude to nature. All these features are prolonged in time. They have a complex meaning, require personal activity.

In the context of our study, a primary school continues, started in preschool, the purposeful formation of the ecological culture of the child, which is based primarily on the principles of continuity. According to M. Drobnokhod, this is the period of entry of a small inquisitive traveller to the «Temple of Science» to meet the need for knowledge of the natural world. It is important, that the outlook and worldview of the primary school student are based on the defining concepts of «ME», «WORLD OF NATURE», «ANOTHER PERSON (world of people)», «HEALTH» through the establishment of direct, feedback and indirect connections between them. Based on established and self-conscious connections, each student should form his/her imperatives of environmentally sound behaviour. An essential moment in the development of the ecological consciousness of an primary

school students is the self-awareness of these connections, their self-discovery, and the obligatory perception through the prism of one's own «Me», i.e. personal significance.

Modern theory and methods of vocational education offers a concept of philosophical and psychological-pedagogical foundations of the process of professional environmental upbringing of future primary school teachers, emphasizing the role of methods and technologies by which it is possible to implement the content of environmental upbringing, implementing the highest ideals and standards of educated personality of a teacher.

In developing the analysis of the essence of environmental upbringing and the content of its components, we cannot ignore its deep valuable meaning. According to M. Kagan's theory of values, value is a form of manifestation of a certain type of relationship between subject and object, the specificity of which lies in the procedure of establishing relations that occur not with another object (natural, social), but with the subject that freely chooses its behaviour.

In the philosophical encyclopaedic dictionary, the term «values» is defined as appropriate and desirable, as opposed to real and existent. Values act as a basis for action, directing individual and collective action and activity.

S. Lebid emphasizes that through the individual's awareness of the value of the object, its evaluation, a special value attitude is formed, the characteristics of which are selflessness, spiritual desire, and voluntary free choice associated with a sense of satisfaction. The values have a bipolar structure because in terms of values, the subject's view of the object is determined by its importance in the life of the subject (Lebid, 2001).

The essence of the upbringing process, including environmental, is primarily in the formation of a system of values, without excluding other aspects of upbringing. Education of value categories of schoolchildren is conditioned by the following factors: social (axiosphere of society, family, and school), activity (teacher's purposeful activity and pupils' value-oriented activity), biological (sex, age, and physical condition). The insufficient attention to these factors significantly reduces the effectiveness of the teacher in educating the value orientations of students in the process of environmental upbringing.

It should be emphasized that the modern school occupies a leading position in the formation of ecological culture, ecological consciousness of students. But despite all efforts, this task remains unsolved. Students are often dominated by consumer attitudes to nature. They are characterized by a low level of values to nature, poorly developed personal need for practical participation in real environmental activities.

**Conclusions.** Given the above, we can state that the actualization of the tasks of preparing future primary school teachers for environmental upbringing of primary school students due to modern socio-cultural circumstances, which allows the formation of ecologically educated personality capable of self-application of environmental knowledge and skills.

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#### **АНОТАЦІЯ**

У статті визначено та схарактеризовано особливості екологічного виховання учнів початкової школи та підготовки вчителів до його здійснення як педагогічну проблему сьогодення. Здійснено аналіз наукових праць, присвячених цій проблемі, а також описані шляхи досягнення мети екологічного виховання у разі вирішення сукупності взаємопов'язаних завдань, що мають освітню, виховну та ціннісну складові. Екологічне виховання є одним із пріоритетних напрямів у загальній системі виховання, спрямованим на гармонійний розвиток людини, її громадянської свідомості. Тому його не можна розглядати як виокремлену форму виховання. Хоча, безумовно, актуальність і специфічність екологічного виховання спонукають сприймати його як один з найбільш важливих напрямів загального виховного процесу. У науково-педагогічній літературі екологічна освіта та виховання трактуються як психолого-педагогічний процес впливу на людину з метою формування в неї знань наукових основ природокористування, необхідних переконань і практичних навичок, певної орієнтації та активної соціальної позиції в галузі охорони довкілля, раціонального природокористування й відтворення природних ресурсів. Сучасна теорія та методика професійного навчання пропонує певну концепцію філософських та психолого-педагогічних основ організації процесу професійного екологічного виховання майбутніх учителів початкових класів, акцентуючи увагу на ролі методик та технологій, за допомогою яких можливо реалізувати зміст екологічного виховання, утілюючи в життя найвищі ідеали й еталони екологічно вихованої особистості вчителя. З огляду на викладене, можемо констатувати, що актуалізація завдань підготовки майбутніх учителів початкових класів до екологічного виховання молодших школярів зумовлена сучасними соціокультурними обставинами, за яких уможливлується формування екологічно вихованої особистості, здатної до самостійного застосування отриманих упродовж навчання екологічних знань і вмінь.

**Ключові слова:** екологічного виховання, учні початкової школи, підготовка вчителів.