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**ENVIRONMENTAL EDUCATION AND THE FORMATION OF ECOLOGICAL
CONSCIOUSNESS IN THE STRUCTURE OF PROFESSIONAL TRAINING: THEORETICAL
ASPECT**

Annotation. The article reveals the theoretical aspects of environmental education and environmental awareness in the structure of professional training. It is noted that the state of the environment and the ecological crisis actualize the need for the development of environmental awareness and culture through the prism of environmental education for modern Ukrainian society. The article also analyzes several interpretations of the concept of "ecological consciousness". As a result of this, it is concluded that the individual ecological consciousness is understood as the highest level of individual's reflection of the environment and reality, which ensures the harmonious coexistence and interaction of man and nature. The signs, structure, and main properties of the individual ecological consciousness are specified. It is indicated that its development takes place throughout a person's life, but in older youth, this process becomes especially intensive in connection with the acquisition of professional education, which sets personal worldview guidelines and principles of attitude to the environment. Environmental education plays an important role in the formation of a person's ecological consciousness. It is a complex process, that is designed to form a person's responsibility for the preservation and renewal of nature, to realize its vital value in practice. As a result of environmental education, environmental knowledge is transformed into environmental beliefs, the development of environmental skills, and environmental behavior. Education for sustainable development should contribute to the further spread of the teaching of the subject "Social ecology" in higher education institutions that train specialists in socioeconomic professions. In conclusion, it is determined that by forming an ecological worldview, we form an ecologically conscious and responsible personality of the future specialist, thereby providing a path to the sustainable development of our country.

Key words: *ecological consciousness, ecological education, ecological upbringing, professional education.*

Problem statement. For a person of the 21st century, the level of development of their ecological consciousness is fundamental. Today, this psychological construct becomes subject not only to education in biological and natural sciences but all areas of professional training. From now on, any education should provide not only knowledge of professional disciplines, but also a humanistic ecological worldview.

Nowadays, in the conditions of globalization, there are negative trends in the relationship between man and nature. The path of modern society development is oriented towards a constant increase in the production and consumption of natural resources, which causes a global environmental crisis. Nature is unable to cope with the anthropogenic load, as a result of which there is a deep disorder of relationships within the biological and ecological system and the "society and nature" system. From here, the problem of environmental responsibility for social, economic, political, technical, scientific, cultural, and other types of human activity is actualized. The formation of a new way of relations between man, technology, and nature is the primary task of modern civilization. The state of the environment and the ecological crisis actualize the need for environmental awareness and cultural development through the prism of environmental education for modern Ukrainian society.

Its essence lies in the process of raising human consciousness to the level of actual problems of the relationship between man and nature in modern conditions and outlines ways to solve these problems. In addition, a difficult task arises: to direct the personal consciousness and society's one as a whole to understand nature not as an object of activity, but as a bearer of the highest value – the value of life.

Previous research publications proves that a number of studies were conducted in Ukraine and abroad, devoted to the problem of the formation of environmental awareness. Thus, the emergence, formation, and significance of ecological consciousness in regulating the interaction of human society and nature are considered by such domestic philosophers and psychologists as Bekh I. D., Saunova Yu.O., Skrebets V.O., Shvalb Yu.M. et al. Nabochuk O. Yu., Skrebets V.O., Lovochkina A.M., Mameshyna O.S., Shvalb Yu.M. paid considerable attention to the psychological and pedagogical problems of the environmental awareness development. The theory and practice of the ecological awareness formation were considered in scientific research by Rudomino-Dusiatska O.V., Dubovyi V.I., Dubovyi O.V. and others.

The main material. Scientists note that in modern society there is an urgent need to create a new form of social consciousness – ecological – on a par with political, legal, moral, aesthetic, and ideological. At the same time, environmental awareness should be studied at a certain specific level – theoretical, everyday life, mass, etc. Thus, in the modern theoretical worldview, there is a kind of "greening" of most problems – their analysis is carried out through the prism of "man-nature" relations. In the everyday worldview, environmental problems have firmly taken the leading place among other global problems facing humanity. At the same time, Rudomino-Dusiatska O. V. notes that "all forms of social consciousness in one way or another turn out to be transformed under the influence of environmental contradictions" [6].

In the modern scientific paradigm, there are many interpretations of the concept of ecological consciousness. Let's consider them.

Reimers M.F. defines ecological awareness as a deep, automatic understanding of the inseparable connection between man and nature, the dependence of human well-being on the integrity and relative stability (immutability) of the natural environment.

Great attention is paid to the structure of the individual ecological consciousness by Boreiko V.Ie. The scientist defines ecological awareness as a set of ecological and nature protection ideas, worldview positions, and strategies of practical activity aimed at preserving natural objects.

Yanytskyi O.M. believes that ecological consciousness should be understood as the population's mass concern about the state of the environment. It would be more correct to call ecological awareness "awareness" or "understanding" of the ecological situation, which leads to the emergence of a triune process of "perception - understanding - action", each element of which is socially, politically, and culturally mediated, the scientist notes. [5].

Fenchak L.M. claims that ecological consciousness is the highest form of reflection of the real ecological situation, which is responsible for a holistic vision of ecological problems, awareness of the unity of people and the environment, understanding an internal "self-regulator" presence of ecologically civilized behavior, a sense of responsibility, a healthy lifestyle, active environmental protection activities, which, in turn, are largely determined by a person's attitude to the world in general [1].

In A.M. Lovochkina's definition ecological consciousness is interpreted as a higher level of mental reflection of the natural, artificial, and social environment and one's inner world; the reflection of a person's place and role in the ecological world, as well as self-regulation of this reflection [2].

A similar opinion is expressed by Mameshyna O.S., according to whom ecological consciousness is the highest level of mental reflection of the natural and artificial environment, the individual inner world, reflection on the place and role of man in the world of Nature, self-regulation of the defined reflection, etc. [3].

Skrypnyk S. gives the most complete and broad definition of ecological consciousness: "it is a form of social consciousness that is in the stage of formation and includes a set of ideas, theories, views, motivations that reflect the ecological side of social life, such as the real practice of relations between people and the environment where they live, between society and nature, including a set of regulatory principles and norms of behavior aimed at achieving the optimal state of the "society and nature" system [10].

So, under the individual ecological consciousness, we will understand the highest level of personal reflection of the environment and reality, which ensures the harmonious coexistence and interaction between man and nature. The formed ecological consciousness of the subject allows him to perceive the world and himself in this world as an element of a single ecosystem, and the goal of interaction with nature is the maximum satisfaction of both human needs and the requirements of the entire surrounding space.

Ecological consciousness ensures a person's understanding of the individual and nature development as a process of co-evolution, beneficial for both sides of a harmonious union [4].

Taking into account the signs of environmental awareness, Skrebets V.O. distinguishes between individual and social environmental consciousness. The scientist refers to the structure of individual ecological consciousness as values, attitudes, social stereotypes, desires, and aspirations, i.e., the whole variety of mental processes, personal properties, and states. In his opinion, the structure of social-ecological consciousness contains generalized judgments, ideas, and stereotypes that reflect the attitude of large social groups or society as a whole to certain phenomena and problems of ecology. The author considers the main properties of ecological consciousness as the social character of ecological consciousness, determined by the norms, values, and traditions adopted in a particular society; mediation by symbols, and signs, including verbal means of human perception of the natural world; self-reflexivity; internal dialogism, etc [9].

Some researchers do not single out components or structural elements of ecological consciousness, but so-called aspects. In particular, analyzing the content of environmental education in Ukrainian society, Sovhira S. V. singles out those that are reflected in the formation of the individual ecological consciousness, namely: the assimilation of natural scientific, social, and technical knowledge about the interaction of society and nature; forming a valuable attitude towards the world of people and nature; the development of the need for communication with nature, the manifestation of an active attitude towards it, concern for its condition both now and in the future [11].

Ecological consciousness development occurs throughout a person's life, but in older youth, this process becomes especially intensive in connection with the acquisition of professional education, which sets personal worldview guidelines and principles of attitude to the environment. An important role in the person's ecological consciousness formation will be played by ecological education, which is designed to form a person's responsibility for the preservation and renewal of nature, to realize its vital value in practice.

We came to the understanding that the transition of society to stable development is a reorientation of values and, first of all, education, it is a humanistic transition. The historical practice of humanity, and its scientific achievements have proven that the humanistic transition is not reduced to the satisfaction of human physical needs. Although today's society suffers from consumerist ideals, the ideal of quality of life developed by mankind is based on a humanistic attitude to nature. At the same time, unlike the former enlightened materialists and today's consumerist materialists, this humanistic ideal sees in nature the absolute value of life.

According to the Ukrainian scientist Marynovych M., such an approach to nature based on external expediency excludes from the ideal of man and society ecological and humanistic goal-setting, which in the conditions of worldwide globalization almost led humanity to the apocalypse. But the whole point is that the immeasurable destruction of nature, for example, the cutting down of Carpathian forests, the destruction of green areas in Kyiv, the predatory use of minerals, the destruction by artificial seas of the natural currents of the Dnipro and other rivers not only destroys the conditions of a decent life for the majority of Ukrainians but in general deprives opportunities to live in normal conditions for representatives of future generations. The main task of environmental education for sustainable development requires not only learning to protect nature and teach others about it but also being guided in one's attitude towards it by understanding the absolute value of nature as the value of life itself.

This idea means that priority should be given to ecological factors in both - human consciousness and human activity, and ecological knowledge should be transformed into ecological education. For the Ukrainian people, it has always been the case that personal education begins precisely with involvement in ecological values.

Ecological upbringing, as a part of the educational process, consists of a single, consistent system. As a result of environmental education, environmental knowledge transforms into environmental beliefs, environmental skills, and environmental behavior. A two-year-old kid, mesmerized by watching ducks, feeding a squirrel, receives something from nature that will help them live. Ecological education orients and attracts the child to ecological values, which in the process of practical activity are transformed into an experience, which in turn is consolidated by ecological beliefs, ecological behavior habits, and, as a result, turn into ecological consciousness and ecological actions.

A child who listens to the singing of birds cares about animals, and simply contemplates nature, develops such values in himself that will not allow him to commit negative actions in relation to both people and nature in the future. Such a child will protect nature and see its absolute value because this is the value of life: "Life is not only the number of inhalations and exhalations but also the number of moments that

take one's breath away. Nature is such a miracle" [8]. In order for a child to be ecologically educated, he must go through the path of ecological upbringing.

Education for sustainable development should contribute to the further spread of the subject "Social ecology" teaching in higher education institutions, which train specialists in socio-economic professions. For example, at the Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, students majoring in 231 Social Work study the specified discipline. This contributes to the formation of a caring attitude towards nature, ecological culture development, ecological awareness, understanding of the environment and their place in it in future professionals.

Sukhomlynsky V. A. repeatedly emphasized that "great patriotic power is kept in the beauty of the native land" [12]. Therefore, patriotic upbringing and respect for the past is the primary task of education for sustainable development. Therefore, it is clear that education belongs to one of the first places among national priorities since in the modern world only the level of its development determines the nation competitiveness.

Ecology is mentioned from case to case, but it should permeate all aspects of life. Environmentalism should be the main thing and be realized not in words, but in practice. Man's transformation of nature, which is based on technological advances that destroy the biosphere, raised questions for science and education about the need to abandon anthropocentrism, and with it the so-called humanization of nature.

The goal of Ukraine's transition to sustainable development is primarily to ensure a high quality of life for people with the help of the state's socio-economic development, rational use of natural resources, preservation of the natural environment, social security of people, and health care. The task now is that education should not only learn to preserve nature but also in relation with it to be guided by the understanding of the absolute value of nature as the value of life itself.

Conclusions. The ecological aspects should find their place in any sphere of human activity and consciousness. In turn, environmental knowledge contained in any sciences and types of practice must necessarily be transformed into environmental education and upbringing. Thus, by forming an ecological worldview, we form an ecologically aware and responsible personality of the future specialist, thereby providing a path to the sustainable development of our country.

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