

**FORMATION OF ECOLOGICAL VALUES OF FUTURE PRIMARY SCHOOL TEACHERS IN THE CONDITIONS OF ECOLOGICALLY GROUNDED DEVELOPMENT OF SOCIETY**

**Annotation.** In the article the question of forming of ecological values of future teachers of initial school is considered in the conditions of ecological society.

**Key words:** ecological values, ecologically-oriented teacher of the primary school, society.

**Formulation of the problem.** The modern tendency of globalization of all spheres of life of society needs from the countries to harmonize and synchronize their national strategies with global processes. It is related to the ecological and economic ranges of problems.

**Analysis of recent studies and publications.** The problems of forming ecologically integral personality in the conditions of fleeting changes in society actualized during the last decades. Methodical basis of forming ecological culture of future teacher is reflected in scientific literature (J. Boychuk, N. Lysenko, L. Lukyanov, V. Smikal, G. Tarasenko, N. Yasinska etc.). These works also describe his\her ecological outlook in the process of ecological education and upbringing (G. Bilyavsky, O. Golovko, G. Pustovit, S. Sovgira, J. Saunova, A. Fedoruk, S. Shmaley etc.), strengthening of role of ecological dominant in the educational-upbringing process of general schools and higher educational establishments (O. Bida, A. Korol, A. Kudryavtseva, I. Suravyehina etc.). Problem of the valued attitude toward an environment in the process of professional training of future specialists of primary education it is considered also in researches of N. Borisenko, N. Kazanishevoyi, J. Maliszewski, M. Hrolenko etc.

**The purpose of the article** is to reveal the problem of formation of ecological values of future primary school teachers in the conditions of ecologically grounded development of society.

**The main material.** The relationship between man and nature takes place according to the stages of the society development, and their understanding enables the development and implementation the strategies from the ecological and economic crises. Classification and understanding of these processes and their corresponding key principles of an ecology-economic sphere gives us such opportunities. Therefore, it is appropriate to consider the following sequence: traditional society (preindustrial) – industrial – postindustrial –information society.

In traditional society, with the development material production nature increasingly driven appeared to a man only as a means to achieve social goals, so exit strategy with an ecology-economic crisis by methods traditional society are not sufficiently effective.

The next stage of development of humanity is industrial society. The term «industrial society» was introduced into scientific circulation by C. Saint-Simon [10]. He began the theoretical line that continued A. Thierry, O. Conte etc. Note that in the present stage of development of the social the impact on the environment and the individual, and society in general. Unlike traditional (industrial) society, a «mediator» appears as a system of technical equipments and technologies. It is thanks to him that the person can produce their own benefit of the environment, creating an inadequate system of reproduction and restoration of natural resources.

In industrial society attitude toward nature has public character and comes forward as the mediated state of production of dominating relations in society. For this reason already within the limits of certain society there are irreversible changes in attitude toward nature. Indisputably, industrial civilization extremely sharpened the conflict of man and nature.

In pre-industrial society, says Harvard sociologist D. Bell, a human practice carried as «play people against nature», in industrial – as a «game people against

technology» (the artificially created nature), in post-industrial – as «a game between people» Basis of the first is presented by «raw materials of nature» second technician and power engineering specialist, third is information [1, p. 116]. Based on the fact that modern industrial society develops spontaneously, and this quality extends to the relationship to nature, becoming uncontrollable process because a society can not offer an effective exit strategy from the ecological and economic crises, but only deepens it.

The next stage of development is the informative society – state within the limits of that due to information revolution the main factor of development are education and information production. It is possible to establish, that conception of informative society is the variety of theory of postindustrial society, or post-capitalist society (by P. Drucker) The information revolution has gained importance of global social and cultural phenomenon, since combined all the significant measurement of society and therefore has cultural roots. In these conditions knowledge, not capital and labor are the main means of production and strategic resource for social development.

However, this state of society acquires new features, and, as noted by famous Japanese futurist Y. Masuda [9, p. 33], the spirit of the time in the «information society» becomes «globalism», which is characterized by three ideas: a sense of the oneness of mankind, the peace symbiosis between mankind and nature of «global information space» that does not know the regional and national borders. With the continuous growth of the threat of anthropogenic global environmental crisis of traditional worldview problems of human interaction with nature and acquire specific characteristics are practical problems choosing a strategy for survival and future of mankind. That's why we can talk about the emergence of the new trends in the post-industrial paradigm, which is identified with the concepts of the knowledge society, in which knowledge takes on new significance, including strategic.

Another perspective of evolution presented by American sociologist and futurologist A. Toffler in his book «The Third Wave», that for comfort describes

human development the model of three «technological waves» [5]. For the emergence of the first wave, by A. Toffler, needed millennium, but it ultimately has enabled most of humanity to move from tribal stage to advanced the agrarian-feudal civilizations. To some extent it can be argued that this stage of development coincides with the state of traditional society. The second wave was much quicker – a few centuries it has turned almost all of humanity from agrarian-feudal economy into an industrial-market. The mentioned wave of human development coincides with the industrial stage.

A. Toffler indicates that the third wave («information explosion», «post-industrial economy» etc.) continues to gain strength and will reach climax after only a few decades. To some extent it coincides with the post-industrial stage of development and the actual state of the information society. Because the future comes with great acceleration, we can talk about «futurological shock» (by A. Toffler), which undergoes humanity. To define modality and limits of Future Shock, a scientist used a huge social forecasting resource, based on interpolation and prediction. The fact that studied in schools and universities, he called «hopeless anachronism». All establishments of education, according to his opinion, move heels forward, to the system, that itself already fully got rid, their energy is sent to preparation of Industrial People – people, engaged for a survival in the system, that will leave off to exist before, than they.

A. Toffler notes that the acceleration of processes of the world history leads to the gap between past and future reinforces social collision between rejection of the past and condemnation and distrust of the future. This situation encourages ecological calamity and therefore their negative impact on the environment and human health [5].

So, becomes important the fact that replacing the modern paradigm of social existence, according to which society has kept and developed himself by continuous changes in the environment, comes the new: a means to preserve society in modern borders is not focus on a total change in the nature, how to ensure mix it all areas of human activity.

In this sense, ecologization the system of education is the main element of the further advancement of mankind. Analysis of the methodological aspects of the implementation of ecological education indicates that its purpose in modern conditions is a change in the attitude of people to their own health and «health» of the environment, forming a deep ecological consciousness, high environmental literacy and responsibility for the environment. Environmental education aims to promote the restructuring of human activity, its relationship with the environment, to determine the most effective and the most appropriate means.

Most researchers globalization believe that ethno-cultural diversity will eventually be narrowed or reduced by global homogenization of culture. What is happening today, thanks to globalization, says American journalist T. Friedman – a turbo evolution, in which almost no sense. In his book «The Lexus and the Olive Tree. Understand globalization», which became an international bestseller, provides striking association of interaction ecologically identical and technogenic-homogeneous factors [7]. The world's troubles today, an author marks, it is possible to explain as co-operate between new, as a web site in the internet, and old, and old, as branched olive tree on the banks of the Jordan. The latter is a symbol of our roots, identity – family, community, native land, and ecological niche that provides us with family warmth, confidence and social and ecological safety.

T. Friedman argues that the ethnic and cultural fragmentation and modernistic homogenization are two opposite not factors of present, but identically fundamental signs of modern community development, consolidating aspects of global reality.

Fully dividing the above-mentioned position, L. Yurchenko defines the concept of «ecological globalization» as a multidimensional process in which simultaneously occurring as homogenization and heterogenization of eco-cultural spaces as destruction and stabilization. However, prevailing of the first or second, a philosopher specifies, all anymore depends on consciousness environmental humanity values. It requires from education intensive humanization preparation of

the young generation to life in the «global dwelling», preservation of its national natural identity, combining traditional ecological culture with modern [8].

Violating the issue of globalization, V. Kremen provides a definition study definitions, namely "globalization" – is «sharpened competition between states and nations» actually «as this global competitive nature of involvement of all spheres of social activity». The scientist claims that «only that state take its rightful place in this world that will work effectively in today's social life with new technology, but because" it is necessary to develop education and science in society»[2, p. 6-7].

12-13 April 2012 in Paris, the V Civilization Forum «Long term strategy of dialogue and partnership of civilizations in the areas of science, education and culture», in which scientists came to the conclusion that only the triad «science – education – culture» in a position to provide humanity that experiencing extraordinary shock from the perception of the challenges of the new millennium («futurshok» by A. Toffler) keys to overcome the avalanche of crises and enter the trajectory of sustainable future of civilization. However, the researchers stress generated on the basis of long-term triad strategy can be successfully implemented on the basis of dialogue and partnership of civilizations, innovative partnerships science, education, government and business in response to the challenges of the XXI century.

Discussion of these problems was the continuation of the report of the international team of scientists to United Nations Conference on Sustainable Development «Rio 20» (which took place on 20-23 June 2012 in Rio de Janeiro, Brazil, almost twenty years after the historic summit «Planet Earth» 1992, which declared the principles of sustainable development) on «Basics long-term strategy of global sustainable development based on partnership of civilizations» [3]. This report was prepared based on the global outlook «The Future of Civilization» until 2050, which was presented at the Round table «The Future of Civilizations and Civilizationally Strategy Partnership» within the 64th session of the UN General Assembly (New York headquarters UN Headquarters, 27 October 2009) and the

IV Civilization Forum within the framework EXPO 2010 (Shanghai, 12-14 October 2010).

The drive global ecological catastrophe, says the introduction of the report, which warned V. Vernadsky, N. Moiseev and another scientists with confidence becoming a reality. At the beginning of the XXI century, the planet has covered energy and environmental crisis. Ecological imperative is emphasized in the report, is the transition to the no sphere civilization in order to provide harmonious co-evolution of society and nature, and this requires a radical changes not only in the production and geopolitical relationships, but in the mind of every family, every individual. Only thus emphasize the representatives of the global scientific community may provide the conditions for sustainable development and global, and national and regional scales [3, p. 91].

Thus, scientists from Russia (B. Kuzyk, V. Popov, S. Stokov, M. Titarenko, U. Yakovets, etc.) and other countries (Zhang Shaohua, J. Stiglitz, M. Hirooki, etc.) that are representative of six local civilizations, offered to global political elite their vision the world of radical transformation and formulate recommendations for the removal of barriers by applying the energy dialogue and partnership of civilizations.

The fact that education is the foundation of development was discussed at a summit in Rio de Janeiro (1992). Later this idea was confirmed at the summit in Johannesburg (2002), namely paragraph 121 Johannesburg Plan of Implementation of the World Summit on Sustainable Development highlighted the need to "integrate sustainable development into the education system at all levels in order to promote the formation of as a key factors of change". Yes, education is defined as entry element of transformation of society towards sustainable development, which will provide for the needs of mankind in their capacity to implement their ideas about this development a reality. It should not only provide scientific and technical knowledge, but also to provide appropriate incentives to explain and implement social support for the formation of skills and use them.

In addition to the above summits, the role of education in ensuring sustainable development was emphasized at other meetings. In particular, the provisions of the Bologna Declaration, adopted on the basis of UNESCO World Conference on Education for Sustainable Development (Bonn, Germany, 31 March-2 April 2009) noted that education for Sustainable Development sets new benchmarks necessary for effective response current and future challenges.

At the said conference, United Nations Conference on Sustainable Development ! «Rio 20», V. Civilization Forum «Long-term strategy of dialogue and partnership of civilizations in the areas of science and education and culture» (2012) the attention of the academic community has also focused on the key task of education in the twenty-first century development thinking-oriented sustainable future.

At present there is an intensive search for new models of education that would meet the needs of future generations of mankind to solve the problem of their survival and preservation of the environment in times of economic crisis. In March 2005, the Director General of UNESCO K. Matsuura gave the official start of the program «Decade of Education for Sustainable Development», which will continue until 2014.

Importantly, the United Nations Conference on Sustainable Development "Rio 20" by our scientists the Ministry of Education and Science, Youth and Sports of Ukraine have initiated the roster of the United Nations Voluntary commitments – «Ecologization of Education: the contribution of Ukraine», according to which 70 Ukrainian universities implementing the requirement of ecologization of training programs to training specialists in 2014 – the year of the completion of this program.

Therefore, there is an essential need to maintain and implement two strategic functions of higher pedagogical education – professional and ideological, their combination will enable the creation of such ecocentric future specialist primary education, when, on the one hand, acquire the environmental knowledge, skills,



practical skills, and on the other – is ecologization of thinking and behavior laid ethics in dealing with the natural environment. The importance of moral and ethical side ecologization should always be combined with scientific ideas, as there is an increasing trend of global and regional threats.

So the semantic core of environmental education is values, especially awareness of the need environmental and solving real environmental problems.

Effectiveness in practice, these provisions G. Filipchuk sees of one the implementation of the main priorities – reorientation in the educational sphere for Human Development (human centrism) and major changes man's relationship to nature (nature centrism) [6, p. 146]. From the perspective of the formation of anti-crisis programs that involve the paradigm of sustainable development, said the scientist, logic would be: a return to the philosophy of Vernadsky's noosphere, focus on the global environment and decision optimization system global and national collective decisions. Quite is a sensible idea scientist on what environmental and social problems in this dimension must be considered in the light of solving all essential problems of global and local character.

Therefore, the prospect of as a development and security is that the person can not be removed from the ecosystem, and the ecosystem can not be deprived of the presence in it of man. Knowing that she can not live outside the biosphere, eco-minded person can better analyze, evaluate, predict interactions and mutual influence in the life of society and nature.

In order to not become a future specialist professional who ignores its natural essence, necessary cultivate the sense of oneness with life, respect it in all its forms and the desire to more fully understand the nature. The latter must be regarded as a full subject of relations with society. It is obvious that not learning to protect nature and the environment competently interact with it, we are doomed to inevitable destruction.

No doubt, the old paradigm of limitless possibilities of human impact on nature, and the more submission-domination outlived itself. A new co-evolutionary, in which it is important to know the extent and limits of human

exposure, which provides for calculation of undesirable human activities and the creation of «protective systems» against adverse effects has not yet arisen.

Because of this, points Taranenko G., important task of professional teacher education raises the need for the formation of a new philosophical view of nature, and thinking about a new style of understanding of relations "man - nature," which involves understanding the new attitude and to create a new image of natural philosophy, based not on the opposition of man and nature, indifferent, objective relation of man to the natural world (which is constantly rotated will rule over it), and the inclusion of the individual in nature (which implies a general philosophy of life) [4, p. 45].

It is important, in our opinion, to educators at all levels skillfully shaped the realization that it's time to live by different rules – environmental, that man – just a part of nature and the cosmos, and the laws by which it is to disagree. In elementary school teacher relies very important task – to bring to mind the following truth: do not rule over nature, and to cooperate with it, be "king of nature" and its essential element, able to consistently operate in a complex that has been established for millennia complex system and so on.

We believe that the future specialist of primary education XXI century has become a man with a new environmental philosophy, with high environmental values and start the process of forming the ecological footprint as a necessary imperative determinants of human co-evolutionary project that can organize the balanced development of the system "man - environment".

In this context, highlighting the problem of theoretical and methodological principles of formation of environmental values of primary school teachers in numerous publications, we suggested that the efficiency of formation of future professionals of primary education depends on the environmental values of integrity, agility, flexibility university educational process in which the changes occur in relation to the students themselves, in which students themselves become carriers of ecological values. However, we note that significant results in the

formation of environmental values of future specialists of primary education can be achieved through:

- Special teacher training of pedagogical institutions;
- Creating a portrait of the individual primary school teacher, the carrier ecological values; extensive system of acquiring knowledge and socio-professional experience of active personal self-expression, internal commitment to their implementation;
- Improvement of the educational process (of teaching, educational influence, direction of research work, teaching, training and field and other practices) by filling its component ecological sense, a combination of traditional and innovative methods and tools in the classroom and extracurricular specific forms, studies of social and natural content and training of primary school teachers.

**Conclusions** for future research problems. Based on the foregoing material we made an attempt to uncover issues shaping environmental values of primary school teachers in strengthening the environmental challenges of globalization and economic crises of society.

The following scientific exploration we will consider the problem outlined in the practical aspect.

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