

Одним з елементів сучасної технології навчання фундаментальних дисциплін є розробка, створення й застосування у навчальному процесі засобів навчання, які сприяють не лише трансформації навчальної інформації в знання і уміння студентів, але й інтенсифікації навчального процесу. Застосування цифрових освітніх ресурсів дозволяє підвищити ефективність й покращити якість підготовки студентів і піднести його на якісно високий рівень.

Висновки. У статі проаналізовано сутність природничо-наукової підготовки студентів в Україні при отриманні медичної освіти. Методи впровадження сучасних концепцій викладання в науку. Також слід відзначити, що жоден викладач не використовує ізольовано одну з інноваційних технологій. Елементи кожного з методів поєднує, експериментуючи, постійно навчається шляхом спроб і помилок, щоб усі його елементи були скоординовані й давали належний освітньо-виховний процес.

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Педагогічні науки

ENVIRONMENTAL EDUCATION IN THE ELEMENTARY SCHOOL

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Environmental problems are global in character and affect all mankind. In modern society the issue of environmental education is particularly acute. The main reason for this – total ecological irresponsibility. In this connection it is necessary to strengthen and pay more attention to environmental education in modern school since

the early years of parenting. Why is it necessary and what was the cause? Among the most exciting, of course, are the problems associated with pollution. All polluted air, water, soil. As a result of unsustainable land use is soil depletion. There is growing concern about our «neighbors on the planet» – plants and animals that are experiencing double oppression: first, pollution and destruction of habitats; Secondly, from the immediate influence of man. As a result, many species have disappeared from the face of the Earth. It is clear that to save the environment from degradation of humanity will subject each person the awareness of their citizenship, responsibility for the fate of their common home – the Earth.

The goal of environmental education – the formation of a responsible attitude to the environment, which is built on the basis of environmental awareness. This involves adherence to moral and legal principles of nature and propagation of ideas optimization, active in the study and conservation of their areas.

The goal of environmental education is achieved as the solution to the unity of the following tasks: education – forming a system of knowledge about environmental issues today and the ways of their permission; educational – forming motives, needs and habits environmentally appropriate behavior and activity, healthy lifestyle; developing – developing a system of intellectual and practical skills for the study, and improve assessment of its environmental areas; the pursuit of development activity on environmental protection, intellectual (the ability to analyze environmental situations), emotional (relationship to nature as universal values), moral (the will and perseverance, responsibility).

Learning Environment is the lessons of the world. Here, at an accessible level students are considered relationships between inanimate and living nature, between the various components of nature (plants, animals), between nature and man. A knowledge of these connections and relationships students study the world around them and this is also helping environmental communications. Their study allows students to acquire the foundations of dialectical materialist outlook, promotes logical thinking, memory, imagination and language. Particular sensitivity and emotionality primary school children create special conditions for the emergence of interest in itself, the people, their health, the state of the natural and social environment is a prerequisite for the effectiveness of environmental education at this age stage.

The ultimate goal of environmental education – a responsible attitude to the environment. Getting a system of knowledge in the classroom of the world, students can learn the rules and regulations of environmental behavior in nature, as well as through environmental education brought a responsible attitude to nature. But the norms and rules of behavior are poorly assimilated, if not take into account the conditions of the environmental education. The first essential condition – environmental education of students should be made in the system, using local regional material, given the continuity, the gradual deepening of the complexity and

some elements from 1 to 4 class. The second necessary condition – should actively involve young pupils in them feasible for practical case for the protection of local natural resources. Such cases are many: it is internal and external landscaping school, park, care for flower beds, patronage over the forest areas where the forest is located close to the school, collecting fruits and seeds of meadow and trees and shrubs, collecting firewood, health and feeding birds patronage over natural monuments in the study of native land and so on. Thus, education is based on the disclosure of specific environmental relations, help students assimilate the rules and norms of behavior in nature, to be conscious and meaningful convictions of each student. Severe provision of environmental education represents a regional component that we always use to work on environmental education of students

Working on the environmental education of children, use of modern directions: educational technology; Integrated tour; ethical conversation; environmental tale; teaching and role-playing games. With the formation of environmental awareness and behavior appropriate to use the lessons of the world ICT technology elements that form in children the skills of independent study and selection of material, contribute to the development of work skills book, electronic data carriers, develop computer skills, exercise creativity individual students. After all this work involves not only individual students, but the whole class. The problem of environmental education provides opportunities for development in children environmental awareness. On the lessons of the world try to give tasks to put the child in the position of the researcher, discoverer of natural relationships, secrets and mysteries.

It's no secret that 50% of young children in their statements demonstrate a pragmatic, utilitarian attitude towards nature. «Nature – our main wealth» For example, children expressed the following opinion: «Forest there is to it people could gather mushrooms and berries. And the trees to build houses, make furniture, rulers, pencils. River – so that it could catch fish. But bees – to bring more honey». These statements and other children at odds with the actual actions of the child in nature: he enjoyed playing with the cat or dog, climbing trees, enthusiastically swims in the river and was surprised beautiful flowers in a meadow.

An important aspect of environmental education and education we think parents of my students. This is primarily knowledge of the physiological characteristics of children: importance for development, growth and mental abilities useful baby food, exercise, training; ability to behave in nature carefully to her concerns. We conduct parent meetings on various environmental topics.

According to hygienists, 40% health, especially children depends on food, what people take in food, and how it does it. So we introduce children and their parents with the rules of supply (Valeologiya).

Familiarity with the value of food for growing children, their physical and mental development; diet of schoolchildren; the value of mineral products; dangers of

excessive sweets and bakery products; favor warm and liquid food; dangers of eating cold food. Getting to know the requirements of hygiene and rules of behavior at the table. Systematically spend with their children the lessons of health. Pay special attention to compliance with the NPT regime children at different times of the year. We try to convince children practical examples consciously monitor their health. Before the kids put a specific question: «What you have to do to be healthy? What you should not do to be healthy?» Interesting place in the classroom extracurricular activities aimed at environmental health. We try to hold interesting lessons, using interdisciplinary communication; practical experiments, creative work of children, environmental tours. Our school is located in close proximity to nature, which is a natural laboratory for environmental education. In autumn we go on a trip to the park, forest. Observe the changes in autumn nature in educational play games: «Find a tree for his signs». For example: «This tree trunk white with black markings, leaves with small teeth autumn yellow seeds – earrings». Spring find the first spring flowers – snowdrops. And here's the ant back in the sun heats the first bug crawling on leaf. Let them crawl, they have their own worries. In class math problem using the ecological theme. Work on these tasks not only makes mathematical ability, but also promotes environmental education.

Knowing myself, the child realizes, understands itself as a unique creation of nature. To know the baby can, drawing on their mental activity itself. We teach my students to listen, hear and understand themselves and the other; be attentive to himself and others; understand themselves as a unique creation of nature; interpret and evaluate their actions and the actions of another; understand your own emotional state and mood of another; able to withstand environmental hazards; be able to find out in unusual situations; improve themselves physically and mentally.

For me, school teacher, nature is an integral part of life and work. We want to convey to the minds of children not only pride in our rich nature, but also the pain of the river, the banks are often satisfied landfill; by meadows, grass which burned just for the sake of the game. Children need to feel the heart: do not preserve nature – will not be the motherland.

ФОРМУВАННЯ ЗДОРОВОГО СПОСОБУ ЖИТТЯ СТУДЕНТІВ ГУРТОЖИТКУ

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