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ECOLOGICAL BRINGING UP OF PUPILS BY MEANS OF FICTION LITERATURE

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Modern youth lives in the period of not only the rapid science and technique development but also of the negative consequences of scientific and technical revolution and demographic explosion. There are more and more cases of the pollution of atmosphere, hydrosphere and lithosphere, the accumulation of a great amount of human activity wastes while having a depletion of all kinds of natural resources led to the development of the ecological crisis. The humanity needs a new philosophy of life, high ecological culture and consciousness. The aim of the article is the elaboration of the sense of the statement «ecological education» and also of the system of the statements that sort with this category; the proving of the importance of using the means of fiction literature for ecological education of modern youth.

Key words: Ecological crisis, ecological culture, ecological consciousness, ecological bringing up, pieces literature, harmony of nature.

Formulation of the problem. The youth of today strides into the era of not only the rapid development of science and technology, but also of the negative effects of scientific and technological revolution and population explosion. More and more pollution of the atmosphere, hydrosphere and lithosphere, the accumulation of large amounts of waste products of human activities together with the simultaneous depletion of nearly all types of natural resources have led to the development of the ecological crisis. Humanity needs a new philosophy of life, high ecological culture and consciousness. Today in all developed countries of the world, ecological culture is becoming an integral part of functional literacy of the population.

Only the environmentally educated person can solve this problem. That is why the issue of forming ecological culture and environmental consciousness of preschool children, pupils and students, future teachers, is becoming of particular importance.

Analysis of the main studies and publications in which the solution of the problem is initiated. The indicated problem is the subject of research by many scientists. Thus, at the present stage of the development of

pedagogical science various aspects of ecoconsciousness are studied. Special attention is paid to the problems of defining, typology and interpretation of this phenomenon (M. H. Vasyl'yev, V. E. Vorobeyko, A. M. Halyeyeva, M. I. Drobnokhot, I. L. Kurok, S. V. Shmaley and others), the importance of ecological upbringing, culture and ecological consciousness in optimizing the relationship between society and nature (H. O. Bachyns'kyi, L. P. Voronina, O. O. Huseynov, I. V. Kushakova, H. P. Pustovit, L. D. Rudenko and others), definition of the levels of display of social life by ecoconsciousness, the connection of the investigated phenomenon with the ecological activities (E. R. Barbashyna, E. V. Hirusov, M. I. Drobnokhot, A. M. Kocherhin, F. Ya. Palinchak). The psychological foundations of ecological consciousness also have been studied (A. A. Aldesheva, D. F. Hleba, S. D. Deryabo, Yu. P. Ozhohov, S. V. Shaley, V. A. Yasvin). T. V. Hardashuk, V. V. Hlyebov, V. L. Derkach, M. M. Kysel'ov, H. Koval'chuk, L. Morozova, O. B. Plokhotnyuk, O. V. Fedyuk and others have considered the issues of the formation and development of ecoconsciousness of future teachers.

However, up nowadays it is poorly studied the nature of ecological consciousness, its structure, types and the system of ecological needs, which is the foundation of the formation and development of ecological culture.

The aim of this article is to clarify the essence of the concept of «ecological upbringing» and the system of the concepts that relate to this category, to prove the importance and necessity of the use of the means of fiction literature for ecological upbringing of today's youth.

The presentation of the main material. Ecological upbringing is a continuous pedagogical process that has no time limit. This process forms in a human being conscious perception of the environment, a sense of personal social responsibility for activities that one way or another is connected with the transformation of the environment, confidence in the necessary of respect for nature, rational use of its resources.

The contents of ecological upbringing are based on provisions that the world of nature is a human habitat; natural beauty contributes to the formation of moral senses of duty and responsibility for the preservation of nature, encourages to the environmental activities. For the organization of the process of ecological upbringing it is important to promote understanding the ecological effects, to form the skills to make conclusions regarding the state of nature, to make recommendations of reasonable interaction with it and to stimulate the process of understanding the consequences of certain actions of man in nature.

In the process of ecological upbringing students are to acquire knowledge about the environment, the need to protect it in order to preserve harmony, beauty, to gain skills of nature conservation. Such knowledge, skills and abilities do not exist without understanding by the students the environmental phenomena and beauty of nature. Ecological upbringing provides the system of continuous multilevel ecological education [9].

Ecological education is a systematic pedagogical activity aimed at accumulation of conscious effective knowledge about the environment, continuous learning process by the students the knowledge, values and concepts aimed at understanding and assessment of relationships between people, inability of their violations, transition of knowledge in beliefs, formation of certain aesthetic and ecological regulations, formation of ecological consciousness and culture [2].

The objectives of ecological education are: forming the system of knowledge about the nature, understanding the relationships and interdependencies that exist in nature, creating a positive attitude to nature, norms of behavior in nature, the desire to preserve and protect nature, coexist in harmony with it.

Ecological education provides the gradual development of skills of adoption of ecologically appropriate solutions, and the formation of ecological consciousness. Ecological consciousness as a specific, independent form of social consciousness emerged in the 20th century as a result of the reflect of the threat of the global environmental catastrophe and the increase of the crisis events in relations between society and nature in general as a result of ecological education.

There are two types of ecological consciousness: anthropocentric and eccentric. Ecological consciousness of the anthropocentric type is such a system of representations of the world, according to which the highest value is a man, and nature has its value insofar as the person requires it. The aim of the interaction with nature is to meet human needs; the activity for the protection of the surrounding world is dictated by the need to preserve the environment in order it could be used by the future generations [5].

The eccentric type of ecological consciousness is a system of representations about the world, according to which the highest value is the harmonious development of man and nature, ethical norms and rules are equally applying to the interaction between people and the world of nature. At this stage of society development there is a need to form the eccentric type of ecological consciousness, according to which the activity of the

conservation of nature is dictated by the need to preserve it for its own sake [5].

In the system of secondary education forming ecological consciousness can be realized in a number of ways.

In schools, nature conservation education of pupils is performed in different ways: in the classroom, in classes of study groups, during the tours, in the process of socially useful work, scientific research work, etc. One subject teacher cannot cope with and teach nature protection education, this work is multifaceted. It is advisable to implement it as a complex involving primary school teachers and subject teachers. On the other hand, nature protection education must be carried out not only in the classroom. It is proved that it is effective to conduct ecological festivals, competitions of ecological posters, literary works, the Days of the forest, the Days of birds, to celebrate professional holidays. One's own work concerning the care for plants and animals, protection of natural objects (ponds, parks, flowerbeds, squares) increase the effectiveness of ecological upbringing of pupils, promote the transformation of knowledge on the ecological conviction [3].

Ecological upbringing should become the crosscutting pedagogical problem that should be solved through the implementation of educational programs for different subjects. Determining the potential of the educational material for the implementation of ecological education and upbringing, we should note that literary works are a powerful means concerning the above-mentioned [7].

In the formation of ecological consciousness the responsible role belongs to elementary school, which is one of the first links of becoming a human-citizen. The main personality traits are formed in early childhood, and the contact with nature in the upbringing of the child is of a paramount importance. «We think», wrote V. Sukhomlinskyi, «that school of the future should fully use for the harmonious development of man everything that nature provides, and what man can do for nature to serve him. Within this we must preserve and replenish natural resources, which we have» [11].

For successful ecological upbringing of primary school children it is necessary to single out the ecological potential of each academic subject. The main role here should be assigned to natural science, while studying which it is necessary to lay the scientific foundations for nature protection activities of children.

Great opportunities for the implementation the given objectives are laid down in the system of reading lessons.

In particular, the sections: «Beauty of Land, Beauty of Life», «Grow as Real People» contribute to the development of observation, bringing up compassion, empathy, provoke a need to provide assistance to those in need. Great role also play reading in out-of-school hours lessons. For example, the topic «In Different Seasons Land is Attractive» deepens pupils' knowledge of the seasons, enriches their understanding of beauty of nature and brings up protective attitude towards it [9].

To complete emotional school – school of bringing up good feelings the works by A. Drofan' «When It Is the Big Water», N. Zabala «The Crane», V. Sukhomlynskyi «Do Not Forget the Source» and others will help children. Working on the poetry by A. Koshetskyi «I Do Not Want To» we emphasize that everything alive has the right to life as well as people do («And no stalk, branch or blade of grass I will not offend: it is a terrible sin!»), and to protect nature is necessary for its own sake («I do not want to catch a butterfly, it is a flower of heaven, let it live!»). Using the abstracts from literary works a teacher may offer his pupils to solve this or that ecological problem. It is advisable to familiarize them with the rules ecologically literate behavior in nature not moralizing, but by giving them the right of choice of the variant of behavior and its motivation. For this purpose, a teacher can use the works by Ye. Hutsalo «Hares», V. Nosak «Unexpected Meeting», A. Kopylenko «Spring in the Woods», V. Kava «He Is Alive», A. Bortnyak «A Broken Branch» and others. With the help of these works one can create such pedagogical situations that have significant educational impact, promote the formation of a substructure of responsible attitude of children to nature, for without it this knowledge is only the «intellectual ballast». Finally, to be successful in forming ecological upbringing is possible only when the younger generation possesses strategies and technologies of interaction with nature, because consciousness is formed in the process of activities [8].

The analysis of the curricula of Ukrainian literature of secondary and high school indicates the presence of certain sections, some works, the contents of which provide studying pastoral poetry, imagining paintings of nature, which are observed in life, forming the abilities to think about the big world of nature and man in it, the development of skills of own observations of the surrounding world, upbringing love for nature, understanding of human existence on earth, the meaning of compassion, genuine concern about nature and harmonious unity with it. The source of human culture has always been the fact that man lived in harmony with nature, and that is why poets, writers widely lighten up the ecological issues in their works.

What should be done to help nature, the pupils learn from the works by Ostap Vishnya «Grateful Starlings», O. Levchenko «If We Help», O. Dovzhenko «Mum's Garden», V. Skurativskyi «Stork's Well» as well as works by Lina Kostenko, Oles' Honchar and others. And it is obligatory to attract children to within their age nature protection affairs, because without this the presence of even adequate ideas and concepts, formation of responsible attitude to nature does not provide the solution of ecological problems, because a human will be helpless when implementing his knowledge in practice.

At the lessons of Ukrainian Literature it is also carried out ecological upbringing. Pupils do exercises that contain the sentences of natural content, answer numerous questions using the pictures, write the works of their own observations and describe a particular season, animals and plants. At the lessons ecological dictations and retellings are often used. Using the creative work by Lesya Ukrainka we have decided to more fully consider the use of artistic word in ecological education of schoolchildren.

The subject of our careful analysis has become the creative work by Lesya Ukrainka, the tasks are determining the opportunity to conduct ecological education and upbringing of pupils on the material of poetry by the writer. The school course of Literature provides studying 15 works by Lesya Ukrainka (3 verses in the 6th form, 4 verses in the 8th form, 7 verses and the drama extravaganza «Forest Song» in the 10th form).

Implementing the given tasks, we pay attention to the following aspects of the analysis of the works: beauty and uniqueness of nature; perception of natural objects by man; role of nature in human life; awareness of one's own role in nature; interplay of nature and personality.

A human being of philosophical thought, with a sense of beauty, humanistic views, Lesya Ukrainka revealed her talent in various genres of fiction literature. Landscape was a specific form of lyrical world outlook for the writer. The originality of depicting by her beauty of nature lies in the fact that not only the definite corner of the native land is sung, but in her landscape poetry – all Ukraine. So, we should draw pupils' attention to the fact that L. Ukrainka sees natural surroundings globally as an environment in which there is a man as a perfect creature, full of beauty and harmony.

The system of poetic images for identification of key themes and concepts in the works by Lesya Ukrainka is surprisingly stable and expressive. In her works man is often a part of nature; a lyrical hero perceives himself identifying with natural objects. The poetess aims to become a song to freely fly around the world, she calls her song to become a

swift seagull which is not afraid to die in the sea, she listens to spring, she is ready to be alone to go out into the open field and to measure her power with the storm, to feel that in her soul spring vigor plays (poems «I would Like to Be a Song», «Stood I and Listened to Spring», «Pre-dawn fire»).

Elucidating the role of nature in human life, L. Ukrainka proves that man does not exist in isolation. In the experiences and attitudes of her lyrical hero we see harmony with nature. Her descriptions of nature are full of rich and vibrant range of colors. Nature is always changeable, full of strange sounds, colors, smells. The descriptions of the various seasons, representation of the sea, the starlit sky, angry elements cause the subtlest movements of the soul of both the writer and lyrical heroes of her works («Silence of the Sea», «Old Spring»).

Crucial high word of coexistence of man with nature is the drama extravaganza «Forest Song». After brilliantly rethinking the images Ukrainian folklore, summarizing all the impressions of the natural environment, L. Ukrainka created an anthem to life, nature, the whole humane what is in a person.

The work is to be analyzed in the 10th form when senior teenagers already know the peculiarities of Lesya Ukrainka's pastoral poetry, understand and realize the moral, social and philosophical content of the ecological problems. While analyzing the drama it is necessary to draw attention on the theme of man and nature.

In particular, analyzing the composition, we should emphasize the delicate interlacing of fantasy with the real world, a special role of nature in the action development. The role of nature is expressed, depending on its condition, feelings and relationships of the characters. Their harmony is felt already in the prologue, in the first description of the scene of the action. Nature wakes from sleep, forest spirits come to life – love is born and blooms; nature fades, beauty wilts – human feelings die. Equally important are the descriptions of nature; the characteristics of gentle and wistful beauty is complemented by the harmony of colors, richness of rhythms; the landscape acts as a protagonist.

In the analysis of the images of «Forest Song» every pupil has an opportunity to determine his level of ecological knowledge, and the teacher – to assess the quality of ecological education and the level of civility of pupils. The key aspects of the image analysis of the work within the studied problem are the following: a man cannot live without nature (the image of Lukash); who knows nature, he can use it, be its master (Uncle Lev – an expert of forest secrets, a spirit of the forest world, a guard of the wealth of

the country); everything in nature is interconnected, one may have power and wisely control the phenomena of nature, fire, water, plants and animals (forest mythical creatures); unity and opposition of the light and dark forces of nature and man (one that sits in the rock, one that breaks dams, Kuts); life cannot be killed, as no one can destroy the human desire for beauty, freedom, harmony (the image of Mavka).

While analyzing the conflicts it is necessary to pay attention to different opinions, stated by literary criticism. In particular, it is appropriate to offer the pupils the polemical questions of ecological content: «Can anyone who knows nature, be its master?»; «Can man rationally use nature for his own purposes?», "What helps man to understand the beauty of his own soul, the essence of life, the depth of feelings?».

In the system of the range of problems of the work we should highlight the philosophically reinterpreted issue of the connection of man and nature, their unity. The author warns every man who encroaches on the pristine harmony of nature, destroys a tree, gnaws its juice: «Do not cut me, do not kill!». For the first time in native literature in the creative work by Lesya Ukrainka this warning, which today has become a global problem of the planet, transparently sounded.

Analyzing the ideological orientation of the work it should be emphasized that the main message of «Forest Song» is embedded in the mouth of Mavka by the author. Her farewell monologue is imbued with the affirming idea of eternity and full victory of being, human greatness and continuity of values. Man is majestic only when he lives harmonious life with nature. It is necessary to live in such a way that it will be ashamed neither of contemporaries nor of posterity.

Making a start from these statements, a teacher should convince senior pupils that life is a spiral; that we should multiply the wealth of nature, that one can catch up the lost, restore harmony in nature, it is necessary to seek the optimal solutions of the ecological problems.

Conclusions. On investigated the problem of school of ecological education and upbringing, we believe that the basic conditions for its successful solving are the following: deep analysis of the content of the curriculum of the subjects; extraction the potential for forming ecological consciousness; system and systematic viewpoint of work; practical orientation of training, forming life competence of pupils; taking into account the age characteristics of pupils in determining the objectives of education and upbringing. Compliance with these conditions will ensure the

positive dynamics of the level of civility and ecological consciousness of pupils [6].

Thus, we can conclude that the need for enhancing the impact on the spiritual sphere of any personality, the formation of the ethical component of ecological culture and consciousness are a prerequisite condition for ecological upbringing of youth. Overcoming the ecological crisis depends on the moral perfection of a human, his culture and relationships with nature and other people, if in the near future people do not learn to care for nature, they will destroy themselves. To prevent this, it is necessary to form ecological culture and ecological responsibility. The ecological problems of today demand from the system of education pay more attention to forming ecological consciousness, understanding the surrounding world and a man's place in it. Upbringing of ecological culture of the younger generation will help to restore the lost balance and harmony in the relationships «man – nature». This is possible thanks to the means of program fiction literature.

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ЕКОЛОГІЧНЕ ВИХОВАННЯ ШКОЛЯРІВ ЗАСОБАМИ ХУДОЖНЬОЇ ЛІТЕРАТУРИ

І. Ю. Курільченко, І. В. Кушакова

Авторами уточнена сутність поняття «екологічне виховання» та системи понять, що співвідносяться з цією категорією; доведена важливість і необхідність використання засобів художньої літератури для екологічного виховання сучасної молоді. Проаналізовані навчальні програми з української літератури середньої і старшої школи. Предметом більш ретельного аналізу стала творчість Лесі Українки, дослідниками доведена можливість здійснювати екологічну освіту й виховання школярів на матеріалах поетичних творів письменниці.

Ключові слова: екологічна криза, екологічна культура, екологічна свідомість, екологічне виховання, літературні твори, гармонія природи.

ЭКОЛОГИЧЕСКОЕ ВОСПИТАНИЕ ШКОЛЬНИКОВ СРЕДСТВАМИ ХУДОЖЕСТВЕННОЙ ЛИТЕРАТУРЫ

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Авторами уточнено содержание понятия «экологическое воспитание» и системы понятий, которые соотносятся с этой категорией; доказана важность и необходимость использования средств художественной литературы для экологического воспитания современной молодежи. Проанализированы учебные программы по украинской литературе средней и старшей школы. Выделены разделы, названы произведения, содержание которых предусматривает воспитание любви к природе, осмысление места человека на земле, значения милосердия, истинной заботы о природе, гармоничного взаимодействия с ней.

Ключевые слова: экологический кризис, экологическая культура, экологическое сознание, экологическое воспитание, литературные произведения, гармония природы.

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ДУХОВНО-КУЛЬТУРНА СПРЯМОВАНІСТЬ ВИХОВНОГО ПРОЦЕСУ У ВИЩОМУ ТЕХНІЧНОМУ НАВЧАЛЬНОМУ ЗАКЛАДІ

О. П. Лучанінова

Автор розкриває особливості виховного простору вищого технічного навчального закладу та його духовно-культурну спрямованість, характеризує виховний простір навчального закладу як простір культури, що впливає на розвиток особистості студента.

Ключові слова: виховний простір, духовно-культурна спрямованість, цінності життя, виховання студентів, зміст виховання та освіти.

Постановка проблеми в загальному вигляді та її зв'язок з важливими науковими і практичними завданнями. Головна мета української освіти згідно з Національною доктриною розвитку освіти України у XXI столітті – «створити умови для особистісного розвитку і творчої самореалізації кожного громадянина України, формувати покоління, здатні навчатися впродовж життя, створювати й розвивати цінності громадянського суспільства; сприяти консолідації української нації, інтеграції України в європейський і світовий простір як конкурентоспроможної і процвітаючої держави» [7]. Духовно-