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FORMATION OF REFLEXIOUS ACTIVITIES OF ADOLESCENTS ON LITERATURE PRESENTATIONS

Summary. *The article is devoted to one of the stages of educational activity in literature lessons - the formation of reflection. The main attention is focused on revealing the essence of the concept of "reflection" and its effectiveness. The forms and methods of reflection at different stages of employment are singled out. Reflection is aimed at understanding the path taken, in gathering information. Such activity stimulates the moral development of students, and this affects their selectivity regarding the content process of ethical knowledge, emotional and personal attitude to the forms and methods of its organization. Activating the ability to reflect allows teenagers more adequately and actively to know reality, to reveal in its phenomena general and special, to develop new knowledge. Conducting reflection in classes is a kind of monitoring where the teacher can and must see whether each student (student, student) has made certain knowledge, results, expectations, and the ability of participants in the learning process to evaluate themselves and the work of others. Reflection helps the teacher to see the learning process and find out at once what was clear, and what's left to refine. Reflection in the classroom is a joint activity of the students and the teacher, which allows to improve the educational process, focusing on the personality. At different stages, it has different functions: communicative, cognitive, motivational, corrective, and so on. Most psychologists and educators point out that written reflection is more important for the development of personality. One can distinguish several of the most well-known forms of written reflection: essay, free letter, mini-essay, on-board magazine. The realization of reflective activity in literature classes helps to more confident communication with peers and adults, reduce the level of unethical behavior of students, awareness of the acquired knowledge and skills, free expression of their feelings, development of the ability to reflect in real life, aware of their actions and to predict further steps, to compare their perception with thoughts, views, feelings of others, etc.*

Keywords: *innovative technologies; moral self-regulation; reflection; socialization; forms and techniques of reflection.*

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I. Tymchuk, S. Pohorila

CONCEPTUAL PRINCIPLES OF EDUCATION HUMANIZATION OF THE FUTURE ENVIRONMENTAL SPECIALISTS

The article substantiates conceptual principles of education humanization of ecology students in the process of their professional training, and determines its efficiency conditions, namely: formation of a higher education teacher personality, able to carry out training of future ecologists on a humanistic basis; ensuring the humanistic orientation of students' learning content; adherence by teachers to pedagogically advisable humanistic principles and application of "environmentally - directed" teaching methods; humanization of relationship between teachers and future ecologists. There was substantiated the requirements system to a higher education teacher, among which special place is given to common civil features, moral and pedagogical qualities, individual psychological peculiarities and professional competence.

The basic component of the teacher's personality structure is his humanistic orientation, which is manifested in relation to a student as the highest value, recognition of his right to freedom and happiness, free development and manifestation of abilities.

The authors proposed a provision on the example of teaching psychological cycle disciplines, based on ensuring humanistic orientation of the student learning content, aimed at the formation of a humanist-oriented personality of a specialist-ecologist with eco-centric type of ecological consciousness. There was carried out a characteristics of ecologically oriented teaching methods. They are the methods of forming ecological consciousness, thinking; education of ecological values; methods of forming subjective attitude to nature; methods of practical interaction with the natural world. Particular attention is paid to methods of

forming a subjective attitude to nature (ecological identification, ecological empathy, ecological reflection), methods of practical interaction with the world of nature (field practices), methods of objective reality cognition at the level of ecosystems (observation in nature, ecological paths), audio-visual methods and methods for predicting and demonstrating the possible consequences of destructive behavior. The authors pay attention to the application peculiarities of active forms of work and computer networks in the educational process, which will promote increased interest in learning, formation in students the independent work skills, will teach students to adapt to modern society requirements.

Keywords: *education humanization of ecology students; humanist-oriented personality; humanistic principles; humanistic orientation of the student learning content.*

Target setting. The professional training of future environmental specialists should be oriented towards the readiness to solve the global problem of the present – to promote the survival of a person as a form of *Homo sapiens*. They must understand the trends of science development, be able to comprehensively approach the study of each phenomenon in nature and society, must perfectly know the nature of their native land, which will contribute to the formation of a coherent person with a priority of universal values. And this is possible only on condition of humanization of education at a higher education establishment.

The study of scientific literature and practice in the field of environmental education has revealed some *contradictions* that exist between: the complex and tense ecological situation in Ukraine, due to the lack of economy orientation on an environmentally safe environment, waste-free production, health of people and not quite objective a reflection in the system of professional environmental education; the needs of the labor market in competent, proactive, humanist oriented environmental guards, whose perspective thinking can simulate ways to save humanity from environmental crises and disasters, and the real state of training specialists in this field at the higher education establishment; the expectations of young people regarding the use in the system of ecological education of innovative pedagogical technologies, based on the principles of anthropocentrism, and the methodical conservatism of academics regarding the activity on the basis of subject-subject interaction with students.

The analysis of researches and publications in which the solution to this problem was begun. Different scholars and psychologists such as H.Ball, I.Bekh, S.Honcharenko, L.Danylenko, I.Ziazun, A.Kapska, B.Kossov, I.Kuznetsova, Yu.Malovanyi, N.Nychkalo, V.Semychenko, M. Drobnokhod and others like that devoted their works to the problem of humanization, in particular the educational process. Various aspects of personality orientation are reflected in the results of studies of such scholars as: S.L. Rubinshtein, A.N. Leontiev, B.H. Ananiev, S.D. Maksymenko, V.S. Loznytsia, S.S. Vitvytska, O.V. Skrypchen, V.O. Skrebets and others.

The purpose of this article is an attempt to theoretically substantiate the conceptual foundations of the process of training future specialists in ecology.

Paper's objective(s). The analysis and generalization of the results of theoretical and methodological research on the problem give an opportunity to substantiate the conceptual foundations of humanization of the future ecologists training, which may be effective: under the condition of the formation of a university professor personality, who is able to carry out the training of future ecologists on a humanistic basis; ensuring the humanistic orientation of students' learning content; adherence to pedagogically appropriate humanistic principles by the professors and the application of “environmentally-directed” teaching methods; the humanization of the relationship between professors and future environmentalists. Let's dwell on the characterization of the indicated components of this concept. 1. *Formation of the university professor personality who is capable of training future environmentalists on a humanistic basis.* The effectiveness of the process of humanizing education in higher education is determined by the peculiarities of the professor's teaching activity, which by its nature has a humanistic character. In a holistic pedagogical process, the university professor solves two main tasks – adaptation and humanization. Adaptive function is connected with the preparation of the student for a particular social situation, to specific demands of society, and humanistic – with the development of his personality and creative manner (Moiseiuk, 2003, p 131-132).

The humanistic attitude of Ukrainian educators is based on the following situation: education in Ukraine as a democratic state should be oriented not primarily to the needs of the economy, but to the needs of the people, taking into account, in this way, the problems of the economy (Ziazun, 1999, p 20).

It was discovered in the research process that one of the first scientists, who turned to the problem of the teacher's psychological and pedagogical characteristics, was O. Dukhnovych. He substantiated the system of requirements for the university professor: “The professor must be gifted with special qualities, in particular: one who wants to teach must have a true vocation to this service; must have good and proper knowledge about the

subject that he or she wants to teach to others; must be good-humored and virtuous; must be gentle, respectable, full-fledged person; must love one's students and deserve their love." (Hubko, 1994, p 45).

O. Moroz made his contribution to the systematization of the requirements for the personal qualities of the teachers. The scientist proposed such a model of a modern teacher of the national school: general-national features, moral and pedagogical qualities, individual psychological peculiarities, professional competence and special training (Moroz, Padalka, Yurchenko, 2003, p 32-34).

The effectiveness of humanization in higher education is determined by the formation of a university professor as a person. Modern requirements to the personality of the professor at the beginning of the twenty-first century are that: "A pedagogical worker should be a person with high moral qualities who has the appropriate pedagogical education, an appropriate level of professional training, carries out pedagogical activity, provides efficiency and quality of one's work, physical and the mental state of health allows him to perform professional duties in educational institutions" (Herasymova, 2002, p 412).

The basic component of the personality structure of such a professor is the humanistic orientation of one's personality, which manifests itself in relation to the student as the highest value, recognition of his right to freedom and happiness, free development and manifestation of abilities. Professionally significant qualities of professor capable of humanizing students' education are: love for students, responsiveness and ability to respect their dignity; intelligence (high level of development of intelligence, education in the field of teaching discipline, high culture of behavior); demanding and fair. These properties are basic for the formation of the professor's ability to personally oriented pedagogical communication, which is especially significant in the direction of humanization of higher education.

Professors with a humanistic orientation of the personality are characterized by professionalism and formed skills in the implementation of individual and differentiated approaches to student learning. Professionalism involves the availability of professional knowledge (social, psychological, pedagogical, subject-matter), applied skills and abilities. This is knowledge of the discipline, methods of teaching it, knowledge of pedagogy and psychology. The humanist lecturer must have developed a special type of thinking – humanistic.

2. *Ensuring the humanistic orientation of students' learning content.* The above provision is substantiated by the example of teaching the disciplines of the psychological cycle. Such a choice is due to the scientific potential of these courses, the significance of their content in the direction of the formation of a humanist oriented personality. Course content "Psychology", which is taught to students of the specialty "Ecology, environmental protection and sustainable use of nature", designed to realize the task of humanization education. The program of discipline is unified, and it is natural, since the discipline is normative from the cycle of social and humanitarian courses. However, we believe that, in order to specify the content of professional training to future ecologists, to deepen professional motivation, to assimilate their conceptual goals of ecological activity in the modern conditions, it is appropriate to deepen the content of discipline in the direction of its humanistic orientation. "Ecological psychology" is a professionally oriented discipline. Its content in the research course was aimed at the formation of a humanist-oriented ecologist with ecocentric type of consciousness.

3. *Adherence by professors of pedagogically advisable humanistic principles and the application of environmentally-directed teaching methods.* Humanization of learning involves the selection of content, forms and methods of training, which ensure the effective development of individuality – its cognitive processes, personal qualities; creating such conditions in which a student can and wants to study and he or she is personally interested in perceiving educational influences.

The main function of learning is not the formation of a high level of intelligence, but the formation of a developed person with high, socially significant goals and ideals. S. Bondar believes that the essence of the education humanization lies in that fact that we must transform education in one that creates the best conditions for the self-development of all psychological, physical, moral capabilities of the student, the formation of humanist personality. He relates it to solving three main tasks, which are: democratization of education system; transformation of interaction of the lecturer and students into the process of creative self-development of the latter; creation of conditions for the formation in students and lecturers of the personality of humanist, democrat, creator (Bondar, 2001, p 8).

To humanize the educational process means to create the natural conditions for the training of the individual. The creation of these conditions for students of institutions of higher education is based on certain principles of education humanization in higher education: the formation of a personal style of the relationship between a student and his peers in study and with a lecturer. Communication and interaction are the main mechanism for the transfer of social experience, and the personal character of relationships most closely corresponds to the tasks of humanization of teaching and education; active interaction with peers and mutual enrichment; inclusion of students in creative activity and development of creative abilities. Creative activity is a means of intensive development of intellectual abilities and personal qualities of a student (Borys, 2001, p 74).

This is also facilitated by the following principles: natural compliance and feasibility; providing high level of students' spirituality; self-organizing creativity of future professionals, "the principle of subjectivity and consciousness", the principle of complementarity, "subjective control", the principle of education flexibility.

In accordance with the purpose of our research and the results of scientific research of A.M. Levochkina, S.D. Derebo and V.A. Yasvin, we tried to characterize ecologically oriented teaching methods.

They are methods of forming the ecological consciousness, thinking; education of ecological values; methods of forming a subjective attitude to nature; methods of practical interaction with the natural world.

Formation of ecological consciousness, development of ecological thinking, education of ecological values are effective when in the process of professional training *active teaching methods* are appropriately used. A. Levochkina proposes to use such teaching methods as a demonstration experiment, a round table, a business game, "brainstorming".

The demonstration experiment (for example, the game "Nuts") is to demonstrate to students the relevance of environmental education, as well as the formation of environmental consciousness. The use of the round table method as an active method of studying ecological psychology provides the creation of conditions for discussing the psychological problems of interaction and interaction of man and the environment. "Brainstorming", unlike the previous method, is a heuristic conversation, the subject of which is the problem situation. The main goals of the business game are the formation of ecological consciousness and ecological thinking, stimulating a high level of motivation, interest and emotional inclusion (Levochkina, 2003, p 236–240).

The methods of forming a subjective attitude to nature are: environmental identification, environmental empathy, environmental reflection, developed by the founders of ecological psychology S. Derebo and V. Yasvin.

The method of environmental identification is to create the conditions in which a person needs to put himself in the position of some natural object, resulting in the formation of appropriate behavior in relation to natural objects. The method of ecological empathy is to actualize the empathy of the personality of natural objects, as well as sympathy for them. The subjection of natural objects is formed because of the emotional sphere of personality. The method of ecological reflection involves self-analysis of the personality of their actions and actions aimed at the nature world, in terms of their environmental feasibility (Derebo, Yasvin, 1996, p 336-345).

The important task of high education establishment is to teach students environmentalists to understand the integrity of the nature of the Earth, the unity of its processes, the relationship between man and nature. Taking into account all these issues, the methods use of practical interaction with the natural world is relevant. One of them is field practice, during which the educational goal and tasks are solved with the obligatory component of environmental education and environmental activities. Field practice is one combination example of education and upbringing, the purpose of which is to enhance students' contact with nature. During field practice of biological disciplines, students consolidate the theoretical knowledge gained during the lecture, form the ability to observe not only natural objects and phenomena, but also the relationship between man and nature; evaluate the methods of nature use, participate in the protection of nature (Melnychenko, 1988, p 71-74).

An important and effective method of understanding the objective reality at the ecosystem level is *observation in nature*. When applying this method, students develop a sense of belonging to nature, a sense of their inspiration that will not allow a person to treat nature inhumanly. Observation in nature (and this is direct communication with nature) raises the mood, heals, relieves fatigue, stress, enriches the spiritual world of the student, and therefore is extremely necessary for the work of the future ecologist-humanist.

The binary method of environmental humanistic training is the organization of a network of environmental paths. They can be the most diverse in scientific direction - botanical, zoological, geological, historical, as well as complex landscape-ecological and are carried out as pedestrians, skiers, canoes, tourists and can be calculated both for adults and children (Didukh, Yermolenko, Kryzhanivska, 2000, p 88).

In addition to the above teaching methods of environmental psychology, we consider expedient the use of *audio-visual methods*. They can deepen, familiarize themselves with the subject, reproduce experience, convey reality or create a problem. The most common educational audiovisual means are films, computer games.

O. Rudomino-Dusiatska notes that for the purpose of forming environmentally appropriate behavior, specialists use *the method of forecasting and demonstrating the possible consequences of destructive behavior* in a not-too-distant future. For example, in recent years, cinematographers have created a number of so-called film-disasters, which show the consequences of the careless attitude of people to the problems of the environment. Inconsolable futurological predictions provided by environmental scientists are also widely

published, because the appeal to scientific authority is no less effective means of influencing the consciousness than the artistic display of catastrophic events (Rudomino-Dusiatska, 2003, p 327–330).

Popular is the use of *computer games* at classes. Students can create game stories themselves according to the subject of the lesson; analyze the game; develop criteria for evaluating the game (criteria are developed in order for others to learn to evaluate the content, structure, experience or educational character of the game) (Hendricks, 2000, p 166–177).

During the last decade, students are actively using the Internet in the process of learning, therefore, an interesting audio-visual method of teaching is an open discussion on the Internet - a newsgroup. News - these are short texts (point of view, document, discussion article), which can read all users and everyone can leave a comment (Gьnther, 1997, p 164–185). We agree with T. Plachynda, who emphasizes the importance of implementing the Moodle platform in the educational process. During the organization of independent work of students using the platform Moodle implemented methodological approaches: - differential, which allows to expand the availability of learning, there is an improvement in the quality of training, the introduction of innovative technologies, the use of additional educational resources, which leads to an increase in the role of independent work of students; - a system that characterizes the active use of information technology as effective methods that provide not only systematic, but also structural and functional communication of educational material. Innovative educational technologies, in particular the Moodle platform, aim at increasing the interest in learning, developing students' skills in self-employment, being competent and mobile, adapting to the requirements of modern society (Plachynda, 2017, 3.pdf).

4. *Humanization of the relationship between teachers and future ecologists.* Humanization of relationships is the humiliation of relationships, the elevation of personal dignity of a person: the perception and attitude towards it as the highest vital value. This is the protection of the person, the recognition of each of its own uniqueness and originality. And the teacher himself has a high responsibility for the formation of human being in every man. He must create a culture of humane relationships. So, teacher should realize his duty in front of society, students. The basic components of a humane relationship with students is the teacher's tolerance and democracy, his pedagogical tact.

An individualized, subjective approach to future environmentalists will contribute to the formation of a holistic person, a person with a humanistic worldview, free in his choice, assessments and actions, correct, tolerant to another's thoughts and behaviors (Baranovska, 2012).

Conclusions. To sum up the aforementioned, it can be noted that the professors on the basis of the proposed concept of humanization training of future environmentalists in the process of professional training are designed to prevent or limit the penetration of anti-humanist tendencies in the educational process of educational institutions, to identify their failure to achieve positive results in the future professional activities, to convince future professionals to perceive themselves as the highest value.

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КОНЦЕПТУАЛЬНІ ЗАСАДИ ПРОЦЕСУ ГУМАНІЗАЦІЇ НАВЧАННЯ МАЙБУТНІХ ФАХІВЦІВ З ОХОРОНИ ДОВКІЛЛЯ

***Резюме.** У статті обґрунтовано концептуальні засади гуманізації навчання майбутніх екологів у процесі їх професійної підготовки, та визначено умови її ефективності, а саме: сформованість особистості викладача вищої школи, здатного здійснювати навчання майбутніх екологів на гуманістичних засадах; забезпечення гуманістичної орієнтованості змісту навчання студентів; дотримання викладачами педагогічно доцільних гуманістичних принципів та застосування «екологічно спрямованих» методів навчання; гуманізація взаємовідносин між викладачами та майбутніми екологами. Обґрунтовано систему вимог до викладача вищої школи, серед яких загальногромадянським рисам, морально-педагогічним якостям, індивідуально-психологічним особливостям та фаховій компетентності відводиться особливе місце.*

Базовим компонентом структури особистості викладача визначено гуманістичну спрямованість його особистості, що виявляється у ставленні до студента як до найвищої цінності, визнанні його права на свободу і щастя, вільний розвиток і прояв здібностей.

На прикладі викладання дисциплін психологічного циклу авторами запропоновано положення, в основі якого лежить забезпечення гуманістичної орієнтованості змісту навчання студентів, яке направлено на формування гуманістично спрямованої особистості фахівця-еколога з екоцентричним типом екологічної свідомості. Здійснено характеристику екологічно спрямованих методів навчання. Ними є методи формування екологічної свідомості, мислення; виховання екологічних цінностей; методи формування суб'єктивного ставлення до природи; методи практичної взаємодії зі світом природи. Особливу увагу приділено методам формування суб'єктивного ставлення до природи (екологічна ідентифікація, екологічна емпатія, екологічна рефлексія), методам практичної взаємодії із світом природи (польові практики), методам пізнання об'єктивної дійсності на рівні екосистем (спостереження у природі, екологічні стежки), аудіо-візуальним методам та методам прогнозування та демонстрації можливих наслідків руйнівної поведінки. Автори звертають увагу на особливості використання активних форм роботи та комп'ютерних мереж в освітньому процесі, які сприятимуть підвищенню інтересу до навчання, формуванню у студентів навичок самостійної роботи, вчать студентів адаптуватися до вимог сучасного суспільства.

***Ключові слова:** гуманізація навчання; гуманізація вищої екологічної освіти; гуманістично спрямована особистість майбутнього еколога; екологічна свідомість.*

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