



METHODS OF DEVELOPING THE ENVIRONMENTAL CULTURE OF FUTURE MARINE AND RIVER TRANSPORT SPECIALISTS IN THE COLLEGE

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Abstract.

The relevance development of the ecological culture of future marine and river transport specialists in the colleges of Ukraine is determined by priority tasks of the post-war reconstruction state's economy and requirements of the renewed paradigm of domestic professional education; demands an urgent solution to the environmental problems caused by Russian Federation's war against Ukraine with involvement of all available technological, financial, scientific and legal resources; requires development of ecological culture and ecological worldview of the young generation for formation of responsibility and readiness of young professionals to participate in the protection and preservation environment.

Purpose: to justify and implement the method of development of ecological culture of future sea and river transport specialists in the educational environment of the college.

Methods: study of scientific sources, psychological-pedagogical and scientific-methodical literature, legislative acts and normative-legal documents – to find out degree of development of the problem; generalization and systematization – to generalize theoretical foundations of the researched problem, clarify content of the concept «ecological culture of the future sea and river transport specialist» and justify methodology of its development; definitive analysis – to clarify logical-semantic content of the research concepts «ecological culture», «methodology of developing ecological culture of future sea and river transport specialists in the college».

Results: the method of developing ecological culture of future sea and river transport specialists was substantiated and implemented in educational practice; it was found that an important role in the development ecological culture of these specialists is played by the use of innovative teaching methods, in particular interactive ones, which contribute to personal development, increase the quality of professional training of future specialists in sea and river transport, formation of their environmental knowledge, skills and abilities, is integral part of the future professional activity.

Conclusions: the implementation of the methodology for development of the ecological culture of future sea and river transport specialists in college will promote creative and analytical thinking, provide an opportunity to expand the ecological outlook of future specialists; will ensure high-quality assimilation of professional knowledge and their enrichment with knowledge about ecology and opportunities to contribute to the preservation of the natural environment in the process of performing professional duties.

Keywords: *ecological culture, college, methodology, professional training, sea and river transport specialist.*

Introduction. Today, when developing the development vectors of Ukrainian society, the most problematic issues are environmental protection, the rational use of natural resources, including water. For this purpose, modern educational science and practice are not limited to the biological aspect of the

concept of the "ecological culture of future specialists", one of the leading components of which is a complex of ecological knowledge, that is, ideas about the consequences of irrational use of natural resources, pollution of the environment, rivers, lakes, etc. The attention of researchers is aimed at

identifying the regular relations between society and nature, as well as the regulation of human behavior using norms and rules fixed in the public consciousness and reflecting sustainable development strategies. However, this does not always have a positive result, as it also depends on the formation of personal self-awareness and responsibility of students in college. Accordingly, it is necessary to form the ecological culture of future specialists, in our case - sea and river transport.

Sources. The relevance of the problem of forming the ecological culture of future specialists is considered in numerous documents of the legal and regulatory framework: the Law of Ukraine "On Vocational Pre-Higher Education" (2019), the National Doctrine of the Development of Education of Ukraine in the 21st Century (2002), the National Strategy for the Development of Education in Ukraine for 2012-2021 years (2014), the Law of Ukraine "On Environmental Protection" (new version - 2018), the Law of Ukraine "On the Basic Principles (Strategy) of the State Environmental Policy of Ukraine for the Period Until 2030" (2019), Concepts of Environmental Education of Ukraine (2001) etc., in which aspects of the modernization of the existing professional pre-higher education system of Ukraine are outlined. These legislative acts became decisive in the development of environmental education in Ukraine, in particular in the conditions of martial law, because its conceptual provisions, goals, content and methods in the field of environmental protection and reasonable natural use of available resources were determined.

In pedagogical science and practice, there are many developments in which the issue of environmental education is raised, in particular, the formation of an environmental culture of college students. V. Baranovska, O. Bondar, V. Honcharuk, G. Gulyk, S. Ivanenko, O. Krayniuk, Yu. Koval, L. Kurniak, L. Luk actively studied this education as one of the directions of the formation of ecological culture. Yanova, S. Lutkovska, O. Mateyuk, V. Melash, V. Molodychenko, V. Ovcharuk, O. Plahotnik, O. Prutsakova, G. Pustovit, T. Sayenko, S. Sovgira, A. Stepaniuk, O. Stolyarenko, H. Tarasenko, O. Trotska, etc., however, certain issues of the raised problem remain insufficiently covered.

In connection with this, the problem of forming the environmental culture of future sea and river transport specialists has become relevant within professional higher education.

The purpose of the article is to justify and implement the method of developing the ecological

culture of future sea and river transport specialists in the educational environment of the college.

Research methods: study of scientific sources, psychological-pedagogical and scientific-methodological literature, legislative acts and normative-legal documents - to find out the degree of development of the problem; generalization and systematization - to generalize the theoretical foundations of the researched problem, to clarify the content of the concepts: "ecological culture of the future sea and river transport specialist", to justify the methodology of its development; definitive analysis - to clarify the logical-semantic content of the basic research concepts "ecological culture", "methodology of developing the ecological culture of future sea and river transport specialists in the college".

Results and discussion. In the modern Ukrainian language, the term "methodology" means a set of "methods of learning something, as well as the science of learning methods. The methodology of a specific educational subject is a branch of pedagogical science that investigates the content of the educational subject and the nature of the educational process, which contributes to the acquisition by students of the necessary level of knowledge, abilities, and skills, the development of the thinking of future specialists, the formation of a worldview and the education of the qualities of a citizen of one's country" (Honcharenko, 2000).

Based on the study of the state of development of the problem and the logical generalization of the results of the theoretical analysis of legislative acts, regulatory and scientific literature, we have grounds to assert that the development of ecological culture (hereinafter referred to as DEC) is a complex multifunctional process, which involves the involvement of a future specialist in sea and river transport to the cultural experience of mankind about to with concerning an interaction with the environment (the natural world, urbanized, artificial and social environment), its socialization and inculturation as an individual, the formation of individual ecological culture, the result of which is the formation of a subject of ecologically appropriate behavior and nature conservation activities. Scientists emphasize the need to form ideas about the harmonization of relationships in the "man-nature" system, to review one's attitude to nature, which determines the nature of the goals of interaction with nature, its motives, the readiness to choose certain strategies of behavior; formation of a system of abilities, skills, and strategies of interaction with nature. We consider the position of scientists to be relevant, that environmental education

should focus on the transition from specific educational and game situations to generalizations and analysis at a higher level and the development of a personal attitude to environmental problems (Morozova, Bondarchuk, & Varuk, 2017).

Therefore, the main task in environmental education is the formation of a suitable worldview, ecological consciousness, which is formed in the process of relevant activities, and if students of professional pre-higher education are involved in cleaning coastal areas, conducting research on determining the state of water resources, implementing environmental projects, etc., then such actions and their activity, in general will contribute to the awareness of the importance of their participation in nature conservation activities, i.e. they are not just taught respect for the environment, but the formation of ecological consciousness takes place (Herliand, 2019).

The DEC methodology developed and implemented in the practice of the colleges provided for the implementation of the following principles: social activity, subjectivity, dialogic, continuity, openness, systematicity, integrity, unity of consciousness and behavior, conformity to nature, humanization, and democratization of educational and environmental work.

Also, the implementation of the methodology for the development of the ecological culture of future sea and river transport specialists in the college required compliance with the pedagogical conditions identified by us.

In the implementation of the first condition - *the formation of positive motivation of future sea and river transport specialists to acquire ecological knowledge* - it was taken into account that the formation of the ecological culture of the younger generation begins at school. First of all, it is an emotional and sensory perception of nature, the formation of a consciously correct attitude towards the natural environment; learning about nature in all its diversity, colorfulness, development, interrelationships, studying the basics of collective and independent practical activities to support the objects of the surrounding natural landscape; complex systemic ecocentric perception and knowledge of the world, formation of initial ecological knowledge, abilities and skills in the complex system "nature - society - man" management, resource management (Kurnyak, 2015; Plahotnik, Holovatyuk, 2004). In our case, the learner who is awarded the qualification must be able to use and apply the tools, equipment and systems that ensure the safety of shipping and the protection of the environment (Standard, 2018).

The content of the educational material was formed on the basis of the defined blocks of knowledge, abilities and skills related to professional-practical and fundamental training of students, in particular environmental and professional. The main source of training content in the developed methodology is: training programs for junior specialists in the field of training 070104 "Maritime and river transport", training programs for the disciplines "Fundamentals of ecology", "Life safety", "Occupational safety", training manuals, methodological instructions, through the program for the development of students' ecological culture for the entire period of study at the College of Sea and River Transport.

At the same time, the development of the ecological culture of future maritime and river transport specialists involved not only the acquisition of knowledge, skills and abilities. It is impossible without the mechanism of transformation of scientific knowledge into certain human relations, which, in turn, act as a motive and purpose of activity, a conscious correlation of social and personal relations. The motivation of future sea and river transport specialists to develop ecological culture is to create conditions for the manifestation of internal motivations, awareness of the need for further self-development.

The complex of motives for environmental activity (motivation) is the foundation of the ecological culture of future water transport specialists, which must be identified in a timely manner and, if necessary, corrected. A conscious motive, as well as motivations for knowledge and self-development should be leading in the motivation of students' environmental activities. It is the stability of these motives over time, their interrelationship and compatibility with each other in different situations that determines the high level of development of ecological culture. The development of the environmental culture of college students take place during the direct implementation of environmental activities based on a combination of environmental knowledge, skills, and motivation to preserve the natural environment.

The second pedagogical condition - *environmentalization of the content of the professional training of future sea and river transport specialists* - was realized in the process of clarifying the goals and objectives, principles and content of training for the formation of ecological thinking, building the pedagogical technology of the DEC. The results of the work show that the process of development of ecological culture is quite complex and is based on the principles of systematicity, continuity, interdisciplinary, connection of theory with practical activity.

An important role in the development of the environmental culture of marine and river transport specialists is played by the use of innovative teaching methods, in particular interactive ones, which contribute to personal development, increase the quality of their professional training, the formation of environmental knowledge, skills and values, value orientations, beliefs that are integral part of future professional activity (Motorna, 2008).

In the implementation of the third pedagogical condition - *the use of interactive learning technologies in the mastery of environmental disciplines* - preference was given to methods of personal and individualized learning, technologies of collective learning methods, cooperation (teamwork, group work), Internet technologies (promotions for teachers and students, Internet newsletters, placement of useful materials on the official website of the college, creation of creative products on the Internet, individual consultations in online mode, correspondence (by e-mail), which contributed to increasing the effectiveness of the process of developing environmental culture among future specialists of sea and river transport in the conditions of the college

The methodology for the development of ecological culture has a multifaceted nature, uniting with a common goal - the development of future sea and river transport specialists a sense of the unity of man and nature, the formation of the need to preserve and further increase its wealth.

Within the framework of the research search, we identified three stages in the learning process: search-motivational, cognitive-active and reflective-evaluative, which are shown in the table. 1.

For each stage of the methodology for the development of ecological culture, a certain goal and task were determined, the achievement of which was ensured by the use of appropriate forms and methods. For example, the implementation of the search and motivational stage involves students' awareness of the content of the courses "Fundamentals of Ecology" and "Ecology and Environmental Protection", which directly contribute to the development of ecological culture, "Life Safety", the special course "Ecological Culture of Sea and River Transport Specialist" and professional disciplines - practical cycle. At this stage, students learn basic ecological concepts, in particular the concept of the noosphere, environmental factors, and their interrelationship, the main processes of ensuring the safety and environmental friendliness of cargo transportation by sea and river transport, the formation of multifunctional port hubs, as well as the presence of modern, energy-

efficient and ecological "green » cargo fleet, the degree of influence of these processes on the surrounding natural environment, realize the essence of the idea of global unity, joint development of nature and society, establish a connection between environment and scientific and technological progress of society.

The main form of interaction of the participants of the educational process at the operational-cognitive stage is an end-to-end thematic combination of various forms (lecture discussion, analysis of the situation in the process, and discussion of projects of decisions regarding the preservation of the environment in the process of operating water transport and a business game), in which the main ways are outlined disclosure of the content and essence of the educational material and independent activity of students (Ponomarenko, 2020). This, in turn, determines their need for independent acquisition of both theoretical and practical knowledge. At this stage, training is aimed at mastering the main eco-technologies used in the operation of sea and river transport, the study of which is aimed at consolidating the skills and abilities to process various information, as well as increasing interest in independent work (Karpenko, 2019). Attention is focused on the rational use of nature and issues of a socio-ecological nature related to global problems, as well as special professional orientation environmental training is carried out, which must be integrated with the chosen professional activity. The variety of forms of development of ecological culture in the conditions of the college is provided by situations of subject-subject interaction, where communication is enriched through the world of feelings and thoughts of fellow students and the curator.

The development of ecological culture at the activity stage involved the use of game forms of learning and education. Ecological games are aimed at the development of various types of personal activity: physical, mental and intellectual (Fedoryk, & Moskalyk, 2009). The main goal of ecological games: to develop the need for communication with nature, to master the norms of ecologically competent behavior, to realize the multifaceted value of nature, to form the need for nature conservation activities, to feel a part of nature.

The DEC method can be more successfully practiced on the material of the course "Fundamentals of ecology and environmental protection", as well as in the use of programs of the integrated discipline "Policy of shipping companies in the field of safety and environmental protection" and the special course "Prevention of environmental pollution", organization of ecological and educational work teachers

Stages of development of ecological culture of future sea and river transport specialists in colleges

Stages	Target instructions and tasks	Forms and methods
search and motivational	<p>The formation of a moral and ethical attitude towards the natural environment, the results of human activity on the example of local and regional environmental problems; awareness of the dependence of human health on the state of the environment. Formation of ecological and value orientations. Acquiring integrative knowledge of ecology, mastering theoretical information and factual information about the state of water resources. Motivation of ecological behavior, which reflects the level of formation of ecological competence and ecological culture of future sea and river transport specialists.</p>	<p>Lecture with discussion elements; methods: "research search and design", "situational modeling", testing; performance of individual research and problem-solving tasks.</p>
cognitive and active	<p>Deepening of ecological knowledge, development of ecological erudition; assimilation of methods and directions of nature conservation activities.</p> <p>Education of environmental beliefs, desire and need for active environmental protection activities. Formation of a sense of responsibility for the state of the natural environment.</p> <p>Development of the ability to think ecologically using analysis, synthesis, abstraction, scientific forecasting, in particular to identify sources of threat; cognitive mobilization of mental resources based on understanding information about risks and dangers; environmental goal-setting, making environmentally appropriate decisions, taking into account and forecasting the consequences of the decisions made.</p>	<p>Business and simulation role-playing games, discussion method, project method, ecological and psychological training</p>
reflective and evaluative	<p>Formation of environmental beliefs, awareness of the need for environmental protection and ecologically safe nature use, striving to take an active position in matters of nature protection and rational nature use. Stimulation of independence, initiative, creative approach in solving environmental problems. Development of individual and personal qualities that ensure the active and integral inclusion of an individual in nature conservation activities; mastering the mechanisms of reflection, self-actualization and activation of the development of ecological culture, assessment of the development of ecocentric consciousness; formation of the ability to understand personal achievements, skills of system analysis and self-assessment of individual and personal qualities and results of preparation for nature conservation activities in the technosphere.</p>	<p>environmental monitoring; the method of "ecological forecasting"; analysis of situations; discussion of alternative solutions</p>

aimed at the development of the ecological culture of future sea and river transport specialists.

The environmental and development methodology of the DEK has a general didactic character and can be implemented in the process of studying courses in geography, chemistry, physics, "Biology and ecology", "Economic and social geography of the world", "Meteorology and oceanography", "Life safety", "Maintenance and repair of ship technical equipment", "Technologies of the use of working substances", etc. Each discipline may have its own specific characteristics, which enable a variety of application methods and technologies for the development of ecological culture within the above-mentioned courses, but all of them acquire a systematized character if they are coordinated in the teaching of the special course "Ecological culture of a sea and river transport specialist". Integrated socio-ecological courses act as a form of fixation of the content of socio-ecological knowledge, skills, experience of creative activity in the environment and emotional and valuable attitude towards it.

The methodology for the development of the ecological culture of future sea and river transport specialists through the implementation of pedagogical forms and methods with the aim of creating a favorable pedagogical environment and the formation of an ecologically oriented professional position was implemented by introducing the author's integrative educational and methodological complex into the educational practice of colleges. The integrative educational and methodological complex consisted of the Program "Development of ecological culture" (special course); improved program "Ecological ba-

sis of nature management"; integrated practice programs; production practice programs with in-depth coverage of environmental issues; programs of scientific and research work of students with ecological, industrial and ecological topics; methodological recommendations "Continuous development of environmental awareness of future sea and river transport specialists".

Conclusions. The DEC method of future sea and river transport specialists, developed and implemented in the educational practice of colleges, is aimed at the formation of a personality with an ecological outlook on compliance with the norms of ecologically competent behavior and the implementation of practical actions to protect one's own health, the natural environment, and involves the mastery of scientific knowledge (imagination, concepts, regularities), which reflect the philosophical, natural-scientific, legal and moral-ethical, socio-economic, technical and professional aspects of the development of ecological culture, which should take place on the basis of the synthesis of the forms and methods of the development of ecological culture developed in the theory and practice of ecological education, modern ecological ideas, a new attitude to nature and new strategies and technologies of interaction with nature.

Prospective scientific investigations include the study of the system of formation of the environmental culture of education seekers; further development of methods of formation of environmental culture of students of pre-higher and higher education institutions.

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МЕТОДИКА РОЗВИТКУ ЕКОЛОГІЧНОЇ КУЛЬТУРИ МАЙБУТНІХ ФАХІВЦІВ МОРСЬКОГО І РІЧКОВОГО ТРАНСПОРТУ В КОЛЕДЖІ

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Реферат.

Актуальність розвитку екологічної культури майбутніх фахівців морського та річкового транспорту в коледжах України визначається пріоритетними завданнями повоєнної відбудови економіки держави й вимогами оновленої парадигми вітчизняної професійної освіти; вимагає нагального розв'язання викликаних війною рф проти України екологічних проблем із залученням усіх наявних технологічних, фінансових, наукових і правових ресурсів; потребує розвитку екологічної культури й екологічного світогляду молодого покоління для формування відповідальності й готовності молодих фахівців брати участь у захисті та збереженні довкілля.

Мета: обґрунтувати та впровадити методику розвитку екологічної культури майбутніх фахівців морського і річкового транспорту в освітньому середовищі коледжу.

Методи: вивчення наукових джерел, психолого-педагогічної та науково-методичної літератури, законодавчих актів і нормативно-правових документів – для з'ясування ступеня розробленості проблеми; узагальнення й систематизація – для узагальнення теоретичних основ досліджуваної проблеми, уточнення змісту поняття «екологічна культура майбутнього фахівця морського і річкового транспорту» й обґрунтування методики її розвитку; дефінітивний аналіз – для уточнення логіко-семантичного змісту понять дослідження «екологічна культура», «методика розвитку екологічної культури майбутніх фахівців морського і річкового транспорту в коледжі».

Результати: обґрунтовано та впроваджено в освітню практику методику розвитку екологічної культури майбутніх фахівців морського та річкового транспорту; виявлено, що важливу роль у розвитку екологічної культури цих фахівців відіграє використання інноваційних методів навчання, зокрема інтерактивних, що сприяють особистісному розвитку, підвищують якість професійної підготовки майбутніх фахівців з морського і річкового транспорту, формуванню їхніх екологічних знань, умінь і навичок, є невід'ємною частиною майбутньої професійної діяльності.

Висновки: впровадження методики розвитку екологічної культури майбутніх фахівців морського і річкового транспорту в коледжі сприятиме творчому й аналітичному мисленню, надасть можливість розширити екологічний світогляд майбутніх фахівців; забезпечить якісне засвоєння професійних знань та збагачення їх знаннями про екологію і можливості в процесі виконання професійних обов'язків сприяти збереженню природного середовища.

Ключові слова: екологічна культура, коледж, методика, професійна підготовка, фахівець морського і річкового транспорту.

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