
**THE ESSENCE AND CONTENT OF THE CONCEPT OF
ECOLOGICAL AND PEDAGOGICAL COMPETENCE OF FUTURE
TEACHERS OF PRESCHOOL EDUCATION**

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Annotation

The article analyzes the problem of the formation of ecological competence of future specialists of preschool educational institutions. Determine the environmental competence of the future experts as an important personal quality constituting their professional competence, determined by a combination of environmental knowledge, perceptions, attitudes, beliefs, ideals, moral student evaluations concerning the environment, nature in general, which are integrated into the personal system of ecological values of the future expert of preschool educational institution.

Key words: Future preschool specialist, environmental education, environmental expertise, preschool educational institution.

The system of environmental education in our region continues to be fragmented, unsystematic, conceptually weak, largely declarative, and, consequently, ineffective. It actually rests on enthusiasts who often they work without proper resource (information, instrumental, methodological and methodological) support. As a consequence, there is a discrepancy between the understanding that environmental education and environmental knowledge are the basic components components of the formation of environmental competence of future specialists, the state of their ecological culture.

In the context of the revolutionary development of the relationship between society and nature, it is important to educate, first of all, the younger generation to have a responsible attitude to the environment in all types of play, educational and educational activities based on knowledge of the laws of nature and awareness of its universal value. An important role in this belongs to the teacher, who must purposefully educate environmentally competent and cultured people. Accordingly, the teacher himself must have established ideas, views and beliefs on the harmonious unity of man and nature.

The analysis of the existing literature sources and the system of practical activities of DOW specialists indicates insufficient preparation for the formation of environmental competence of future DOW specialists (G. Glukova, M. Kolesnik, R. Melnichenko, G. Naumenko, etc.). A significant problem in the implementation of the tasks of the concept of continuous environmental education in Russia is the orientation of teachers to the formation and development of the system of environmental knowledge of preschoolers without reinforcement by practical experience of environmental activities and environmental work skills.

Analysis of previous studies. Studies aimed at developing theoretical aspects of environmental competence of a person, patterns and principles of its formation are defined in the works of V. Kolonkova, L.Lipova, V. Marshitskaya, R.Melnichenko, V. Prutsakov, L. Rudenko, V. Tanskaya, S. Shmaley, etc.

Most of the research in the field of environmental education is devoted to the problem of the formation of ecological culture of different age groups (N. Efimenko, N. Kostitskaya, N. Levchuk, L. Lukyanova, V. Marshitskaya, V. Prutsakova, A.Stepanyuk, G. Tarasenko, etc.).

A key figure in the formation of environmental competence of preschoolers is a teacher, in particular, an educator group. Therefore, the professional training of students - future specialists of the Preschool educational Institution, their environmental education, culture, readiness for environmental and ecological-naturalistic work with children, civic position and, finally, environmental competence is an important component of their professional training. The problem of training future DOW specialists in various aspects was dealt with by scientists: V. Bondarenko (formation of students' readiness for local history work with children) S.Ivanova (development of professional competence of preschool teachers in institutions of postgraduate education); V. Ivantsov (preparation of future preschool specialists for practical activities in the process of studying special disciplines); V. Ishchenko (preparation of future specialists of preschool educational institutions for self-educational activities); T. Kukharchuk (adaptation young educators to work in kindergarten), Ya. Logvinova (formation of ecological competence of a future teacher in the process of studying natural disciplines).

A significant part of scientific works is devoted to certain issues of environmental competence formation. However, a holistic study of the problem of preparing students of higher educational institutions, in particular, future pre-school specialists, for the formation of environmental competence of preschoolers still

remains without the attention of scientists and teachers, both in theoretical and methodological aspects.

The purpose of the article is to study the theoretical and methodological foundations of the formation of environmental competence of future DOW specialists in the process of studying at a university.

Presentation of the main material. Currently, the concept of "competence", "environmental competence", "professional competence" in scientific and psychological and pedagogical literature are interpreted in different ways. On the relationship between the concepts of competence and competence, we agree with A. Khutorsky, who argues that competence includes a set of interrelated personality qualities (knowledge, skills, skills, ways of activity), set in accordance with a certain range of subjects and processes necessary for high-quality productive activity on them. Competence is a person's possession of the relevant competence, including his personal attitude to it and to the subject of activity.

Modern environmental education is undergoing drastic changes aimed at the formation of personality qualities, which are based on the ability to consciously apply the acquired theoretical knowledge in practice. A generalized set of such qualities is defined by the concept of "competence". It is also important to emphasize the need to form an environmentally competent person with a system of environmental knowledge acquired in the learning process, in unity with the skills and abilities to act adequately in appropriate life situations, to anticipate and predict the consequences of their activities in the environment.

So, we consider competence as a personal characteristic that combines knowledge, skills, skills and attitudes that allow a person to perform certain functions aimed at achieving a goal in a specific activity. It is worth noting that along with the concept of "ecological competence", scientists use similar or similar concepts, for example: ecological education, ecological culture, ecological consciousness, ecological worldview, etc.

For example, environmental education is a complex property of a person, which is characterized by the presence and level of formation of her ecological worldview, positive motivation for non-pragmatic interaction with the natural world, as well as the ability to evaluate and analyze the consequences of certain human actions in nature.

Ecological culture is understood by G. Glukova as a complex category integrating a complex of personality qualities that are in an appropriate ratio and transformed through axiological beliefs into active future nature-reproducible activity.

The ecological worldview is considered in the study of L.D. Rudenko as a set of knowledge, ideas, views, beliefs, ideals, moral assessments regarding the environment, nature in general, which are integrated into the personal system of environmental values that determine the direction of life and activity of the individual.

Environmental competence is a component of professional competence, the level of which is expressed in the way of being of a person created on the basis of a personal attitude to the world through professional and everyday activities, when the acquired environmental knowledge, skills, experience, values are actualized in the ability to make decisions and perform adequate actions, realizing their consequences for the environment [8].

L. Rudenko associates ecological competence not only with a person's preparedness and ability to solve practical environmental problems, but also with the presence of a number of personal qualities in it, combined with the necessary stock of knowledge and skills to act effectively in problematic situations.

L.V. Yumasheva considers the signs of environmental competence of the future specialist to be:

- professional and personal qualities (motivated striving for self-improvement, ability and ability to determine the impact and systematically see the consequences of professional activity on the environment),
- professional activity behavior (conscious decision-making in the conditions of professional activity that ensure the safety of people and the safety of the environment);
- ability to professional reflection;
- the presence of moral values and priorities (readiness for empathy, tolerance, responsibility) .Environmental competence, according to N. Oleynik, is an integrated result of students' educational activities, which is formed primarily due to the dominance of the content of environmental-oriented subjects and the acquisition of experience in using environmental knowledge in the process of studying subjects of special and professional cycles . M Kolesnik understands environmental competence as a systemic integral education of a person, combining normative, cognitive, emotional-motivational and practical components that are interrelated and determine the development of environmental-positive activities. Scientists have proved that environmental competence provides the ability to identify, understand, and evaluate modern environmental processes aimed at ensuring ecological balance and rational use of natural resources.

The analysis of the practice of modern environmental education of students in universities has revealed a certain contradiction, the essence of which is that the formation of environmental competence has a general pedagogical, socio-cultural status and requires an integrated approach in an educational institution, whereas in fact the implementation of the tasks of environmental education of university students is narrowed to a subject-centered format within the course of ecology, is limited to theoretical training, divorced from practically professional, specific environmental activities in the professional sphere and everyday life. As the analysis of practice shows, insufficient attention is paid to the preparation of future pre-school specialists for the formation of environmental competence at the university.

The formation of environmental competence of university students - future specialists of preschool institutions, is a continuous process of their constant inclusion in environmental activities by gaining experience in practical matters of preserving and improving the state of the environment, developing environmentally significant personal qualities such as humanity, empathy, thrift based on the use of active learning technology.

The training of future specialists of preschool educational institutions to implement the tasks of environmental education and upbringing should be carried out taking into account the principles of effective and personality-oriented assimilation of knowledge, because it is important not only to have a certain amount of environmental knowledge, skills and abilities, but also to be able to pass them on to preschoolers in the future. Thus, only through deep reflection and awareness on personal experience of the content of environmental education, future specialists can be morally and psychologically ready for its implementation.

The formation of environmental competence of future specialists is carried out through the greening of the content of academic subjects and the organization of extracurricular work of an environmental orientation, the use of modern active and interactive learning technologies and innovative forms and methods of organizing educational and cognitive activities of students at the university.

Conclusions. Based on the analysis of the scientific literature on the research problem, it can be concluded that the environmental competence of future DOW specialists is an important personal quality, a component of their professional competence. It includes a set of environmental knowledge, ideas, views, beliefs, ideals, moral assessments of students regarding the environment, nature in general, which are integrated into a personal system of environmental values that

determine the direction of life and activities of the future specialist of preschool educational institutions.

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