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Didactic foundations of formation of value-sense attitudes of schoolboys in the system of additional ecological education

In the article there are presented stages of formation of value-sense attitudes of schoolboys in the system of additional ecological education.

Key words: *ecology, value-sense attitude, nature protection activity.*

Ecological education in the modern psychological-pedagogical literature is considered as the major priority of activity of modern society (D.V. Vladishevsky, S.D. Deryabo, I.G. Suravegina, etc.). It should be directed on formation of the ecologically focused value-sense attitudes of schoolboys.

Necessity of creation of new, innovative system of ecological education is proved by a number of modern scientists (S.D. Deryabo, I.D. Zverev, R.S. Nemov, D.L. Teplov, D. Hassard, etc.); however there is a deficiency of scientific-methodical elaborations on this problem (both within the limits of the general education, and within the limits of the system of additional education of schoolboys).

We should consider main approaches to definition of the concepts «Attitude» and «Attitude in educational process». Attitude is defined as a psychological condition of the subject's predisposition to certain activity in a certain situation [3]. Attitude causes readiness for fulfillment of certain action.

Value-sense attitude expresses the person's relation to those objects which have personal sense that is shown in his activity.

Unlike the target and operational attitudes, changing during education under influence of speech influences, instructions, change of value-sense attitudes is always caused by change of the subject's activity [1, 2, 4].

Value-sense attitude in ecological education can be defined as fixed in the person's experience predisposition to perceive and estimate ecological conditions through the ecologically focused practical activities, and also as readiness of the person for certain actions focused on decision of ecological problems.

Value-sense attitude is actualized by a motive of ecologically focused activity and represents the form of expression of personal sense in the form of readiness for fulfillment of definitely directed ecologically focused activity.

Value-sense attitude in the system of additional ecological education can be developed being based on following algorithm: from the analysis of a real ecological problem, through correction of behavior taking into account motives and primary attitudes of schoolboys to decision-making and formation of the ecologically-focused attitudes of behavior expressed in a concrete nature protection activity of pupils.

Development of value-sense attitudes of schoolboys in the system of additional ecological education can be realized by: changes of value-sense sphere of the school-



boy; carrying out of regular classes on specially developed program; use of a complex of modern educational technologies for creation of the ecologically-focused educational environment; training of schoolboys in effective strategies of interaction with people and with environment.

The research purpose is to study stages of formation of value-sense attitudes of schoolboys in the system of additional ecological education.

The system of ecological education has been developed on the basis of the program «City of our dream» of the city ecological League of the Palace of creativity of children and youth and approved by the author on the basis of the association «My city» of the Palace of creativity of children and youth of Rostov-on-Don and on the basis of ecological center MEE SS # 86 during seven years.

Great place in organization of work of the system of ecological education is occupied by the practice focused ecological and nature protection actions and projects: subbotniks, ecological projects, actions for environment protection, competitions, sociological inquiries, ecological evenings, talk-show, KVN, ecological quizzes, exhibitions of drawings, posters, hand-made articles from natural materials, etc.

Experimental group in our research was formed of pupils of the ecological center MEE SS № 86 and of the association «My city» of the Palace of creativity of children and youth of Rostov-on-Don. In the research there have taken part 251 persons, 37 % boys and 63 % girls, at the age of 14–17 years. In the experimental group work was spent in frameworks of the system of ecological education developed by us, during three years (two times a week for 2 hours per the first year of education and two times a week for 3 hours per the second and third year of education).

By the results of the spent questioning, which was spent before and after the experiment, it is possible to notice that among the most part of children (merely 89 %) before forming experiment there prevailed value-sense attitudes of anthropocentric character. After realization of the system of ecological formation, 73 % of pupils of the experimental group chose answers which assumed presence of value-sense attitudes of ecocentric character among schoolboys (fig. 1).

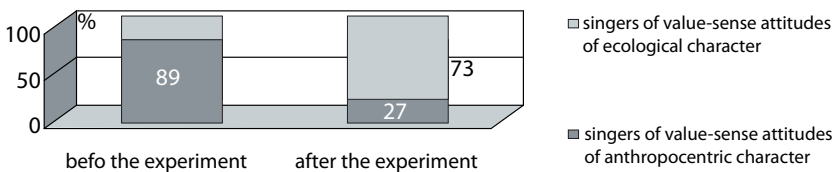


Fig. 1. Correlation of indexes of development of value-sense attitudes of anthropocentric and ecological character before and after the experiment

The attitude of ecologically focused nature protection activity is formed if the pupil:
– periodically joins in the corresponding ecologically focused practical activity;



- receives information of ecological contents from various sources (books, words of the teacher, mass media, film- and photo documentary, Internet, etc.);
- joins in prestigious, significant activity for him group (ecological association) in which there are used various mechanisms for formation of ecologically focused attitudes (co-optation).

Thus, value-sense attitude of schoolboys in the system of additional ecological education is fixed in personality's experience predisposition to perceive and estimate ecological conditions through ecologically focused practical activities. Its development assumes readiness of the schoolboy for certain actions focused on decision of ecological problems, namely: participation in ecological actions, carrying out of ecological subbotniks, realization of design activity of ecological character, etc.

Creation of ecologically focused environment in the additional education system allows to: project individual trajectories of development of value-sense attitudes of schoolboys, to realize mechanisms of deducing of practical nature protection activity on the level of personal senses of pupils through realization of ecological projects, competitions, ecological-psychological training.

Realization of the system of ecologically focused education constructed on the basis of module-rating system of education with use of the complex of modern educational technologies of developing type allows to generate steady value-sense attitudes of teenagers to classes of ecological orientation in the system of additional education and promotes development of ecological consciousness, ecological erudition and ecological competences of modern schoolboys.

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