

R.T. Mussina, E.K. Keikin

*Ye.A. Buketov Karaganda State University, Kazakhstan  
(E-mail: erk-09@mail.ru)*

## **Purpose and content of comprehensive environmental education in schools**

The goal of environmental education is clearly defined and the development of the environmental culture of individuals is shown in the article. The curriculum of environmental education and pedagogical, didactic and methodological principles, which are determined on the basis of the level of education, are clearly indicated in the content of the structure. At the same time, there are several pedagogical laws that underline the theoretical foundations of education. The understanding of ecological aspects of natural sciences, the development of the integration of science into the system of natural sciences and humanities education is widely considered. In the article, pedagogical science shares the following levels of content: the general theoretical level; the level of educational subjects; level of educational material; pedagogical level.

*Keywords:* epistemology, ecology, cultural and intellectual principle, system, scientific principle, principle of fundamental principle, axiology.

The purpose of education depends on the universal ideal, national traditions, on the specific conditions of the education system. This determines the stages in the development of specific goals of ecological culture and ways.

Any educational content of the education, training and education system resulting from this process, the goal is a key strategic factor in the form of a set of social goals, political, social, scientific and pedagogical factors affect the development of knowledge.

Environmental education includes social goals and the goals of personality formation. Social and social goals are self-developing in their turn, form an education system, and also include the individual abilities of each person, self-education and professional work.

On the basis of environmental education, social relations are formed. Ecology should be considered as a source for creating a scientific approach to the development of knowledge, a scientific perspective and a liberal arts education among students.

The main goal of environmental education is the formation of society with the help of ecological culture between man and nature, combined with practical and spiritual experience. This goal is the formation of an individual in the development of this guide, and lives in harmony with the environment [1].

Ecological culture forms practical and spiritual experience entirely on the basis of social progress. The development of the ecological consciousness of the individual, that is, in order to achieve this goal, the main role is to understand the laws of nature «caused controversies arising from nature-society» system for determining the consequences. Traditionally, the goal of environmental education is divided into pedagogical (education), educational and developing.

The goal of teaching students environmental educations, environmental education, bring dexterity and skills to master the system. These include:

- Promote the relationship between the laws of nature, society and education on the problems of the modern ecological crisis in students;
- Understanding of environmental aspects of natural sciences, development of natural sciences and humanitarian development of science integration in the education system;
- Environmental education and environmental protection from the ecological knowledge system and skills development;

Ecological education of the individual enriches the knowledge base of students, teaches and assesses the values of natural resources.

Environmental education and educational goals include:

The nature of the relationship between and values and trends of the integrity, life and health of human values and its content;

- the nature of students in the development of cognitive, emotional and aesthetic views of acceptance;
- Students develop a sense of responsibility for protecting nature;
- the nature of knowledge and science, global approaches.

The objectives of the development of environmental education, the formation of intellectual abilities of students, their ecological style of thinking, one must have relations with nature, as well as the development of education and the ability to participate in scientific research.

Environmental education by developing environmental norms, the laws of nature, to preserve diversity and values, and this explains that the choice of method is approved by the personal and public properties of the student.

Acquired knowledge does not immediately turn into natural actions and behaviors. Therefore, it is necessary to pay attention to the most important ecological education. In the end, the influence of education between society and nature is governed by the practical actions of skills in protecting the environment [2].

The structure of environmental education, teacher education, services, creative services and experience, how the system shapes the emotional values of the environment. Environmental education is the restoration of the contents of an external source - this is the science of ecology. The internal source of psychological and environmental education among students is restorative sciences, psychology and pedagogy.

The content of pedagogy education is aimed at providing education often determines the pedagogical model of social order.

The system of ecological education (in theory, laws, concepts, facts) includes knowledge of the nature of the whole history of mankind. Identifies the relationship between dead and living natural systems. Environmental education determines the values of the environment. If you have much more opportunities and consistency of knowledge gained, the more his personal value system can include. Knowledge of ecological education in the content of its epistemological forms a component of the system.

Methods of environmental services in the content of education, individual and acquired skills and its knowledge and understanding of the scientific picture of the world, which prepares the preservation and revival of culture. Environmental actions in the content of education determine the types and methods of services.

The main content includes creative activity, depending on the level of development and development of a new level of service will be along the way. Stimulates the emotional value of social activity on the environment, contributes to the development of the content of other components. The axiological (meaning) component of environmental education, educational values, perception of the nature of content consists of rules and laws of the relationship between man and nature. Through the development of the content of environmental education, the student develops the ability to develop environmental education and students with a scientific approach and ecological culture. The root content of education is mastered by students in the educational process, and the formation of the content of rules based on analysis conducted by teachers and methodologists is realized.

In order to restore the content of the theoretical foundations of educational learning models include the following:

- agreed with the social and pedagogical content;
- training and development of the block;
- Dependence of the structure of education, goals, objectives and content of education;
- in the content of education takes into account the age of students;
- block of knowledge contents structural components;
- theoretical and practical training in communication;
- development of the regularity of environmental education.

The general content of education is carried out at the expense of the state order, is determined by state educational standards [3].

Education content of science is divided into the following levels: at the theoretical level; Level of scientific disciplines; Level of educational material; Pedagogical level; Individual level.

General structure of the theoretical level of environmental education, creative activity and emotional integrity of the values of nature forms. The content of this epistemological levels of environmental education, figure, creative, axiological is a complete set of components.

Environmental education is a theoretical type of content, including environmental education and practical training curriculum is provided - a set of disciplines. This biology, geography, chemistry, physics, as well as history, literature, etc. Scientific disciplines. In this case, this is the the practice of school environmental education model.

(School component of the curriculum), «Ecology», were the subject of environmental education (for environmental education in subjects that are important for a particular model of the object).

The content of the structure for the restoration of the level of environmental education at the level of discipline is clearly indicated. Each textbook («Ecology») primarily, and at this level, including the nature of the environment and society in different periods and reflects their relationship in the historical development process. At the same time, each of the four components make up the content of discipline: education, sustainability, creative, emotional values.

Implementation of the educational content of the material on the basis of the level of textbooks on environmental education and educational media: Commenting on the data, in real terms, methods, values, principles, rules of action are implemented in the framework of environmental education programs. The subject of the educational material (for example, environmental education) contains contact with four different elements contained in the scope and content of the subject.

The above three levels of environmental knowledge in the education system are as a model of public order and learning. The real content of education in the teaching process is carried out at the level of teaching the truth. The pedagogical reality of environmental education is in various educational institutions (secondary schools, in-depth study of subjects is conducted in schools, secondary schools, vocational schools). The content of environmental education is to the extent that the individual is determined by the course of the relationship between the teacher and the student. The content of environmental education at different levels provides an individual analysis of the formation of social and pedagogical [4].

The curriculum Environmental education is based on pedagogical, didactic and methodological principles. Theoretical knowledge of the content of the principles of the standard model is considered as a general theoretical level. The content of environmental education based on these principles and other requirements is not required.

Environmental education is one of the most basic principle to restore the contents of all components consistent with the content of public order. In the repair market and today our government is focused on solving environmental problems.

Recent decisions from the public after the implementation of environmental education and training leave open the question of what was said.

Environmental education is the most important among them shaping the ecological culture of education, its love of the environment are considered.

Cultural and intellectual principles of environmental education after the formation of the system is necessary, taking into account the cultural values of the past and the future forms of environmental knowledge. The environment, education, culture and intellectual culture of the individual in the context of the principle of penetration, educational programs and materials of environmental education will become the basis of ecological culture and understanding. Environmental science and the components of environmental education is important to understand that as a culture. Students know the laws of nature, is an integral part of most modern people, as well as an environmental education that humanity needs to know, not that the owner of the specialty.

The principle of consistency of the content of ecological education of epistemology, functionality, creativity, axiological components of the system is determined by form. Environmental education in the content of education, activities and methods, with the values of close interconnection with each other, and they all provide the goals of environmental education.

The scientific principle of ecology, education and the environment for teaching modern scientific achievements are in this discipline of information. The study of environmental education (materials) experience at all levels of information content is not included.

The basic principle of the content of environmental education requires the introduction of methodological knowledge and skills. Methodological is as individual students of natural science education in the science of ecology, ecological research of its structure, characteristic for the formation of scientific, special methods and to consider the history of its formation.

The fundamental principle of education hinders the rapid flow of information. The content of environmental education is of fundamental scientific interest among students, scientific research and further choice of profession of professional interest.

Theoretical and practical content of the principle of environmental education in different levels of education and the implementation of environmental protection measures expands of the subject of experimental and practical work.

The principle of educational value is in the direction of not only the scientific consideration of the open hand, but also the relationship between human nature and moral values common to all mankind - the students

of interaction, and to ensure the development of a new concept of the moral principle. Increased attention to the content of the ecological value of its ecological, humanistic and moral enrichment ideas can achieve our goal. This means that the value of life, the value of nature, science and education, harm to wildlife and people are not allowed to use the results of research work.

Enrichment of the importance of the principle in the form of knowledge, experience-oriented environmental education and the life of every person, the scientific discoveries of modern society and scientists, as well as their contribution to the development of science, environmental science related to the content of the educational requires the prosecuted profession.

Environmental education is a mandatory requirement of the principle of local categories of content selection. These requirements for training, teaching materials and pedagogical subjects of teachers' actions - the real action is directed to the preparation of the objects of the region and the level of the native land.

All these content principles are determined by choosing the theoretical foundations of environmental education. These are general theoretical ideas, teaching materials, educational activities and the development of an individual level [5].

The applied form of ecological knowledge allows pupils to perceive ecology as a scientific basis for all forms of human activity in nature, industry, agriculture and forestry.

Information about the environmental situation in the region and the reasons for its change, environmental and environmental problems in the region, structural, production and technological factors of the environmental situation were introduced in accordance with the principles of regional studies. Discipline includes environmental problems of the city and the region (as an example): the ecological and demographic situation in the city and the region, the state of urban and regional transport, utilization and disinfection ; radiation in the city. Urbanization is improving.

The group of methodological knowledge conducts methodological measures to obtain environmental education for students. They provide information about the nature of the sample and laboratory methods of environmental research, environmental monitoring, methods of data collection, processing and reporting, modeling and forecasting the environmental situations. Discipline includes methodological knowledge, such as subject description, environmental monitoring, mapping, monitoring, analysis and evaluation. Monitoring is considered as a method and form of studying the state of the environment at the regional, national and global levels

The idea of standardizing the education system was adopted by the state authorities, and all actively participate, even if they are unique and the main focus of the school is to help the child to discover and further realize this difference. The implementation of educational standards is widely supported by the public, as they give each student the need and guarantee of acquiring knowledge and skills in any field of knowledge. Standardization by country is a commitment to its quality. The state educational standard includes the unity of the educational field. The stages of training are vertical (from general education to higher educational institutions), horizontal communication between higher educational institutions.

Education standards require standardization of the final result, taking into account the state of the social environment, the state standard. In addition, the standard is based on the reader's burden of recovery [6].

Thus, the main goal of environmental education for individuals, strengthening through the formation of ecological culture, is in harmony with nature. The curriculum of ecological education and pedagogical, didactic and methodological principles are on the basis of formation. Nature will not become a novelty on the basis of ecological education, training, in order to improve one's love for the motherland. Today, importance of environmental education is increased. In XXI century, the principles of protecting environment and nature should be the main goal.

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## Жалпы білім беретін мектептердегі экологиялық білім берудің мақсаты мен мазмұны

Мақалада экологиялық білім берудің мақсаты нақты анықталып, жеке тұлғаның бойында экологиялық мәдениетті дамыту көрсетілген. Экологиялық білім берудің мазмұны педагогикалық, дидактикалық және әдістемелік қағидалары негізінде анықталып, білім деңгейін қалыптастыратын құрылымның мазмұны анық көрсетілген. Сонымен қатар теориялық білім беру негізінің мазмұнын қалыптастыратын бірнеше педагогикалық заңдылықтар, жаратылыстану ғылымдарының экологиялық аспектілерін түсіну, жаратылыстану мен гуманитарлық білім беру жүйесінде ғылымтану интеграциясын дамыту мәселесі де кеңірек қарастырылған. Мақалада педагогикалық ғылымда мазмұнының келесі деңгейлеріне аса назар аударылған: жалпы теориялық деңгей, оқу пәндерінің деңгейі, оқу материалының деңгейі, педагогикалық деңгей, тұлға деңгейі.

*Кілт сөздер:* гносеология, экология, мәдени-зеректік қағидасы, жүйелілік қағидасы, ғылыми қағида, іргелі қағида, аксиология.

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## Цели и содержание преподавания экологического знания в общеобразовательных школах

В статье определена цель экологического образования и показано развитие экологической культуры в индивидууме. Содержание экологического образования определено на основе педагогических, дидактических и методических принципов, и показано содержание структуры построения уровня знания. Вместе с этим выделены несколько педагогических закономерностей, которые формируют содержание основы теоретического образования. Заострено внимание на осмыслении экологических аспектов естествознания. Выделена проблема развития интеграции науковедения в системе естествознания и гуманитарного образования. В статье отдельно рассмотрены следующие уровни в содержании педагогической науки: общетеоретический уровень; уровень учебных предметов; уровень учебных материалов; педагогический уровень; уровень личности.

*Ключевые слова:* гносеология, экология, культурно-осмысленный уровень, принцип систематичности, научный принцип, фундаментальный принцип, аксиология.

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