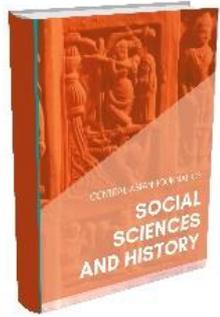




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The Role of Digital Technologies in Enhancing Environmental Education and Development

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Abstract:

The article is devoted to the analysis of the process of updating the theoretical foundations and the role of digital technologies in the design of environmental education at its various stages. Ecologization of education is considered as a system-forming element of environmental education, which will make it possible to fully use the environmental, pedagogical and psychological principles and patterns of the formation of environmental competence and the formation of environmental culture in modern and relevant sustainable development goals.

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In the age of scientific and technological progress, the influence of man on the natural environment has increased exorbitantly. The consequences that follow ill-conceived, hasty technological decisions raise the question of what nature will remain for future generations. In this regard, environmental education is becoming more and more relevant. In a non-special form, "environmental education" was already carried out in the ancient civilizations of the West and East. The ecological component was part of the general picture of the world of the founders of philosophy: Confucius, Lao Tzu, Democritus, Aristotle. In modern times, environmental education in a non-specialized form accompanied the emergence and development of environmental science. Even Pestalozzi, Montaigne and Rousseau argued that the goal of education is the development of sympathy for other people and love for nature. In the 21st century, the need for universal education in the field of environmental protection is due to the fact that overcoming the ecological crisis only by technical means turned out to be problematic. It is impossible to maintain a state of balance if society does not transform itself, its morality, mentality, but relies only

on technical knowledge and solutions. Mankind expects a long and difficult process of joint transformation of nature and society, and the formation of a civilization that meets the new needs of man, consistent with the new realities of the surrounding nature, will be of decisive importance in its activity.

Literature review.

Environmental education is an organic and priority part of the entire education system, giving it a new quality, forming a different attitude not only to nature, but also to society, to man (eco-humanism). Ecologization of education means the formation of a new worldview and a new approach to activity based on the formation of noospheric, humanitarian and environmental values.[1] Innovations in the professional training of specialists in environmental education and the essence of innovative methods is to organize the educational process in the form of a dialogue, which will help students learn to express their thoughts, analyze problem situations and find effective ways to solve them. Ecologization of the education system, as noted by N.M. Mamedov, is a characteristic of trends in the penetration of environmental ideas, concepts, principles, transitions to other disciplines, as well as the training of environmentally literate specialists of various profiles.[2] It is in our days that the greening of the entire system of education and upbringing is required. The final goal of this transformation is the penetration of modern environmental ideas and values into all spheres of society. Information on environmental issues is introduced into the main courses taking into account the specifics of each subject. This can be implemented in the course of theoretical and practical classes, at the end of the presentation of the topic (section), at the end of the study of the entire course. At the same time, the place in each section should be clearly defined for the environmental content. It is also necessary to carry out the relationship of ecological, environmental and educational aspects of the material being studied, to carefully consider the methodology for presenting the material.

Innovations, or innovations, are characteristic of any professional activity of a person and therefore, naturally, become the subject of study, analysis and implementation. Innovations do not arise by themselves, they are the result of scientific research, advanced pedagogical experience of individual teachers and entire teams. "Ready-made templates" are not suitable for him, it is important to constantly improve your own intellectual level.[3] A teacher who has got rid of "complexes", psychological barriers, is ready to become a full-fledged participant in innovation.

The dictionary of S. I. Ozhegov [4] gives the following definition of the new: new - first created or made, appeared or appeared recently, instead of the former, newly discovered, related to the near past or to the present, insufficiently familiar, little known. It should be noted that in the interpretation of the term nothing is said about progressiveness, about the effectiveness of the new. This direction is implemented through the inclusion in the curriculum of new subjects aimed at studying informatics and ICT. The experience of using ICT in schools has shown that: a) the information environment of an open school, which includes various forms of distance education, significantly increases the motivation of students to study subject disciplines, especially using the project method; b) informatization of education is attractive for the student in that the psychological stress of school communication is removed by moving from the subjective relationship "teacher-student" to the most objective relationship "student-computer-teacher", the efficiency of student work increases, the share of creative work increases, the opportunity in obtaining additional education in a subject within the walls of the school, and in the future, a purposeful choice of a university, a prestigious job is realized; c) the informatization of teaching is attractive to the teacher in that it allows to increase the productivity of his work, increases the general information culture of the teacher.[5]

Methodology.

The specificity of environmental education in accordance with this concept is manifested in the construction of the entire educational process from the standpoint of the formation in students of a certain system of values, behavioral skills that allow individual and collective decisions of a local and global nature to be made to improve the quality of life without a threat to the future of the planet. At the same time, an important role is given to the organization of life in the classroom, school, group in such a way that everyday actions correspond to the model of environmentally appropriate behavior. The best option for such education is its implementation not as a separate training course, but as an approach to designing and implementing this method. Such methods allow to raise the level of education, develop students, form skills and abilities that will be used by them in their future professional activities. Thus, lectures are held in the form of a lecture-conversation with elements of discussion, exchange of opinions, brainstorming, which allows students to be involved in a conversation, a collective study of the problem, and an exchange of views. The method of educational discussions is effective in the study of complex and voluminous material. A group of students can be divided into small subgroups (5-7 people each) and certain economic situations can be proposed for consideration. The advantages of the method of educational discussions are not only the consolidation of the material, the use of their own experience by students, the ability to transfer knowledge from one area to another, but also the development of communication skills, team spirit, and independent thinking. The basic concept of the following method is a case. A case is a description of a complex situation with accompanying facts, the understanding of which requires dividing it into separate relatively independent parts, and then analyzing each part and combining the conclusions to get a complete picture. The case study method allows you to solve certain problems: highlighting a set of problems in a particular situation; determination of its structure, factors that caused the emergence of this situation, its modeling; building a rating system; forecasting the future state, developing recommendations and a program of action to resolve the situation. The ecological culture of a young person implies that he has certain knowledge and beliefs, readiness for activity, as well as practical actions that are consistent with the requirements of respect for the natural environment. Ecological culture becomes an important indicator of social activity and consciousness of a young person. The formation and development of ecological culture is a complex process. It is provided by the coordinated influence of politics, law, science, industry, art and education. Mastering an ecological culture leads to a change in the individual needs of the student, because, "thinking eco-logically", a person will act eco-logically.

Analysis result.

Innovative technologies in education allow you to regulate learning, direct it in the right direction. People have always been frightened by everything unknown and new, they have a negative attitude to any changes. Stereotypes that exist in the mass consciousness, affecting the habitual way of life, lead to painful phenomena, hinder the renewal of all types of education. The reason for the reluctance of people to accept innovations in modern education lies in the blocking of vital needs for comfort, security, self-affirmation. Innovative behavior does not imply adaptation, it implies the formation of one's own individuality, self-development. The teacher must understand that innovative education is a way of educating a harmonious personality. The teacher must understand that innovative education is a way of educating a harmonious personality. "Ready-made templates" are not suitable for him, it is important to constantly improve your own intellectual level. A teacher who has got rid of "complexes",

psychological barriers, is ready to become a full-fledged participant in innovative transformations. One of the tasks of the modern school is to unlock the potential of all participants in the pedagogical process, to provide them with opportunities to display their creative abilities. The solution of these problems is impossible without the implementation of the variability of educational processes, in connection with which there are various innovative types and types of educational institutions that require deep scientific and practical understanding.

In relation to the pedagogical process, innovation means the introduction of something new in the goals, content, methods and forms of education and upbringing, the organization of joint activities of the teacher and the student. Pedagogical innovation - an innovation in pedagogical activity, changes in the content and technology of training and education, with the aim of increasing their effectiveness. The introduction of ICT into the content of the educational process implies the integration of various subject areas with informatics, which leads to the informatization of students' consciousness and their understanding of informatization processes in modern society (in its professional aspect). It is essential to realize the emerging trend in the process of informatization of the school: from the development by schoolchildren of initial information about computer science to the use of computer software for the study of general subjects, and then to the saturation of the structure and content of education with elements of computer science, the implementation of a radical restructuring of the entire educational process based on the use of information technologies. As a result, new information technologies appear in the school methodological system, and school graduates are prepared to master new information technologies in their future work.

Conclusions.

The current environmental situation is forming new canons of culture and education, which should become guidelines in the process of developing environmental competence and the formation of environmental culture among modern schoolchildren that correspond to the goals of sustainable development.

The role of digital technologies in enhancing environmental education is of great importance, since many teachers use modern technologies and innovative teaching methods at school to achieve learning outcomes. These methods include active and interactive forms used in teaching. Active ones provide for an active position of the student in relation to the teacher and to those who receive education with him. During lessons with their use, textbooks, notebooks, a computer are used, that is, individual tools used for teaching. Thanks to interactive methods, there is an effective assimilation of knowledge in cooperation with other students. These methods belong to collective forms of learning, during which a group of students work on the material being studied, while each of them is responsible for the work done. Also, the role of digital technologies in improving environmental education and education in general has a number of features, since today the trend is aimed at improving the effectiveness of education with integrated learning of technological methods and practices in general.

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