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Formation of ecological and creative competence of future professionals in the period *Decade of education for sustainable development*

*Only individuals
reach the heights of knowledge, although many
close to them cheerfully and eagerly, some
reach these difficulties, shortness of breath, fatigue
and dizziness, all the time stumble, falling
and this happens not because the human spirit something is not
under force or unattainable, and what steps to the uncomfortable
knowledge available, damaged breach, threatened destruction,
that is what learning method mazy*

Yan Kamensky, Great Didactic

Education was and remains one of the priority areas of socio-economic progress in different periods of social transformation. In recent decades the process transition from an industrial to sustainable development with the acceleration of informatization, integration and globalization. Informatization associated with building a knowledge society and new approaches in education, that radical changes to its contents, forms, methods, means achieving a fundamentally new quality of training of high school students. The principles of sustainable development targeting all industries need to ensure mitigation of environmental pressures, slow reduction of natural resources and destroying the surrounding environment. International forums, to which Ukraine join, considered education *the foundation of sustainable development, the basic element of society's transformation towards sustainable development, as adopted in Vilnius (Lithuania) 2005 Strategy of UN Economic Commission for Europe of Education for Sustainable Development (UNECE of ESD)* set the task of the alliance members to 2014, ie during the Decade of Education for Sustainable Development, intensify efforts to implement the developed framework agreements with the intensification of practical action in line with defined goals and implementation of educational policy.

Thus, there were new opportunities for all education systems, including in Ukraine, which together with other members of the Bologna process competitive introduces a paradigm shift in teaching cognitive-oriented retaining creative approach and focus on the principles ecosafety, sustainable development [Beljavskiy 2008: 4–5].

Priorities are called for reforming higher education: the humanization, liberalization, fundamentalization, individualization, innovative character education, international integration, and no mention greening of higher education and education in general, although today, in time of global ecological crisis, it must be recognized the most important. Dramatic ecological realities of today's world, and especially Ukraine shows the hopelessness of social development without environmental thinking, consciousness, culture, so creating a modern system of environmental education, particularly higher for sustainable, balanced, harmonious, progress is not only a priority government project, and one of the important and complex conceptual approaches to the development of civilization and noosphere [Sayenko 2008].

Design ideas for ecological studies carried out from *Belgrad Charter UN 1975*, making Tbilisi Conference in 1977, the Declaration and the Agenda for the XXI Century *UN World Summit in Rio de Janeiro* in 1992. Much effort attached Statement *Education for sustainable development* at the 5th European Conference of Ministers of Environment in Kiev 2003 *Environment for Europe*, which states: *Environmental education is the main tool that provides environmental protection and sustainable development, and within the environmental education should focus more on range of issues included in the Agenda for the XXI Century.*

The Strategy UNECE of ESD indicated that a key element of its implementation must be local (state) Action Plan, taking into account the actual situation of the country developed and adopted the basic documents of ESD for all levels of education. These measures were identified as priorities for the Ministry of Education and Science and the Ministry of Environment Protection of Ukraine. Further thorough studies are included to strengthen the links between natural, economic, social and political sciences, their maximum greening to include sustainable development principles in the curriculum high school courses, special courses for teachers and large-scale interdisciplinary projects.

According to the Concept of Environmental Education of Ukraine, approved by the Ministry of Education and Science in 2001, the main tasks of environmental education (EE) should be the formation of ecological culture means the formal and informal education of all population groups, particularly leaders of different ranks, production managers, training specialists – for environmentalists without exception all sectors of the economy. EE aims to combine ecological knowledge, ecological thinking, ecological philosophy, environmental ethics, ecological awareness in accordance to a certain level of social maturity. The strategic objective of EE should be the development of scientific bases on the basis of the Doctrine of education in Ukraine in the XXI century. The State National Program *Education XXI century*. Laws of Ukraine *On Education, On Higher Education*, the Concept of balanced national development, acceptance of which is a matter of time and the will of legislators with the Law of Ukraine *On ecological education*, which held hearings in Parliament in 2002.

However, theoretical and methodological principles of environmental education in higher education institutions (HEIs) with training to address urgent problems requiring professional pedagogical understanding of theoretical and methodological foundations of the modern ecologist, specialist of any industry as a new type of personality, ready to solve practical problems Environment, armed with environmental thinking, consciousness, understanding the place of Man in Nature, which is the highest holiness and unsurpassed Creation, to live in a harmonious and has the right personality wise, capable of providing a balanced development, ecosafety society.

National education system reflects the current tragic state of Ukrainian society, which should be overcome as soon as possible. In keeping with the enforcement of international summits and conferences in the state should join the adoption of the concept of sustainable development and effective implementation of defined objectives, including the education is of paramount importance. To resolve it is enough existing capacity of the education system to be activated in the Concept of Environmental Education of Ukraine and its adjusted plan implementation.

National system of environmental education is inadequately educational management and administration to match current requirements. It gradually loses its former advantages in the field through formal imitation of foreign schemes of study. Not sufficiently processed remains informal educational activity, which is difficult to overestimate the importance of achieving success of the objectives of education for sustainable information society. New telecommunications technology has not found wide application in the educational processes of most state universities, which casts doubt on the practical implementation of key provisions of the *Agenda for the XXI Century*.

The role of education in overcoming the ecological crisis, sustainable development of society is extremely high, as only it can create the conditions for formation of the governing elite, which is able to implement strong national capabilities for the benefit of its people, European and world communities. National education system needs a deep, not storied ecological content on which you can spend a gradual, rather than battering the transition to education for sustainable development, which provides a higher degree of consciousness, spirituality, ecological culture. West mod consumption society we oppose alternative in the form of highly spiritual, educated nation, rich in what has, and so, what does not need.

Comprehensive assessment of national ecological potential shows to move to a balanced policy of ecological and economic progress. State needs a stable and highly professional management structures at all levels, especially those that are the basis of sustainable development, permanent civil servants' training, evaluation and review them and ekominimum, knowledge on the basics of harmonizing economic, social and ecological balance. It should resolve to intensify their own environmental problems and to offer the world achievements in solving global, regional and local difficulties.

Ecology, in its modern sense, to be the basic educational sector, with its own issues, methodology, range of vital scientific problems. One of the main tasks ecological education is the formation of ecological culture of each person and ethnicity as a whole, efficient development which can be realized through holistic education system on the basis of a new environmental-educational model. Time clearly defined subjects passed. The current education would contribute to the full understanding of the unity of the world, a person is ready to refine and improve the unconditional observance of environmental laws.

Understanding how environmental education teaching only biological, geographical or other natural sciences is flawed because the educational content of environmental education should cultivate the culture of environmental values that educate the young generation at all stages of life, especially during formal and informal education, which some current controversy largely responsible for the ecological state of society.

Environmental education should acquire the status of strategic, large-scale, critical, priority areas, extended and updated content, form and methods of training in information society. Urgent is the need to organize its monitoring of formal and informal components, implementation certification training management personnel, compliance officers, deputies, their ecominimumes standardization, implementation ecomanagement and ecoaudyt in all sectors of the economy, especially in the education system in continuous processing perspectives environmental education in the state. Today should not ask questions about the development and improvement of environmental education, and a new status and role in the development of education for sustainable society, a decade of active implementation of which defined the UNECE since 2005.

At the present stage of education reform should establish a new position in relation to environmental education as a tool of socialization individual, his adaptation to life in the urban environment in the development of civil, information, sustainable society. This approach to understanding environmental education to submit it as a new educational branch of overrelationships features aimed at the formation of values related to the Human Environment: the natural and transformed by human activities, artificial, and the inner world of man himself, his health, spiritual and material needs.

Environmental education system needs significant improvement, i.e. a proper operational feedback to identify weaknesses, appropriate sensitive management decisions that may be realized through implementation of effective auditing and implementation indicators. Last widely used to monitor progress on the intensity of sustainable development of many countries in the world. Indicators recognized real tool monitoring performance leading authorities on the implementation of the goals. Their analysis may be correct goals, tasks, long-term target programs.

Environmental training in higher education is closely linked with a major university, which trains specialists for certain areas. If the national agricultural sector

receives government support in areas of modern research, the students receive training from their active involvement in this process, demonstrating the effective combination of theoretical and practical components in the formation of a high level of environmental culture. But if not implemented in environmental management, audit, certification companies, territories – it just affects the ecological condition of future specialists in different disciplines, specializations, which slowly formed the necessary high level of environmental thinking, consciousness, ecological awareness.

Overall, the introduction of only one subject *Fundamentals of Ecology* in high school curricula are not able to implement environmental education of future professionals and the actual withdrawal teaching *Fundamentals of ecological knowledge in schools casts doubt on its existence in our country in general and the means for forming person responsible and unite around common problems of and action to tackle global environmental crises.*

Literature

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Abstract

All the components industry standards for higher education should be upgraded and added new requirements to the contents of education, social order, as ecological and diagnostic competence of future creative professionals during the *Decade of Education for Sustainable Development.*

Key words: education, ecology, balanced development.

Rozwijanie ekologicznych i twórczych kompetencji pracowników w czasie realizacji programu *Dekada edukacji dla zrównoważonego rozwoju*

Streszczenie

Wszystkie komponenty standardów wyższego wykształcenia powinny zostać ulepszone i rozszerzone o nowe wymagania w stosunku do edukacji, ładu społecznego jako ekologicznych i twórczych kompetencji przyszłych pracowników zawartych w dokumentach *Dekady edukacji dla zrównoważonego rozwoju.*

Słowa kluczowe: edukacja, ekologia, rozwój zrównoważony.