

Features of Formation of Ecoesthetic Cultures at Future Teacher Preschool Education

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ANNOTATION: The article deals with the concepts of "ecological culture" and "environmental competence". On the basis of theoretical analysis, the concept of environmental competence of a preschool teacher is defined, environmental competencies and their structural components are identified. The problem of formation of ecological competence in future teachers of preschool education is considered.

KEY WORDS: ecological education, ecological competence, ecological competence, preschool teacher, model of formation of ecological competence.

The state policy in the field of environmental education is aimed at the formation of each person's ecological culture as a set of "guiding principles, norms and patterns of behavior that determine the relationship of society or an individual with the environment" [3, 135]. Ecological culture is a qualitatively new global culture in which the essence of a person, his spiritual and moral potential, reflecting a holistic worldview and attitude, are realized. Its formation begins already at preschool age, when the foundations of the basic culture of the individual are laid. In this regard, the issue of training teaching staff with a sufficiently developed level of environmental culture for preschool educational institutions is of particular importance. However, according to a number of researchers, the concept under consideration does not take into account the professional component. Modernization of higher professional and pedagogical education, connected with the implementation of the competence-based approach, has made it possible to introduce a new concept that characterizes the professional component of environmental education - environmental competence.

Until now, in domestic science there are active searches for the essential definition of this concept. Most researchers believe that environmental competence is an integrative quality of a person, reflecting his ability to interact in the "man - nature" system, which is based on acquired environmental knowledge, skills, values, environmentally significant personality traits and experience in environmental activities. With regard to professional pedagogical activity, the essence of environmental competence, according to L.V. Panfilova, lies in "the theoretical and practical readiness of the teacher to implement the environmental education of students" [5, 13]. E. G. Nelyubina presents the environmental competence of a teacher as "knowledge of the fundamentals of natural sciences, ecology and environmental education, the ability to work to preserve the environment and recognition of the special value of life as such, environmental benefits and human health" [5, 13–14]. In the study by A. I. Novik Kachan, the environmental competence of a teacher acts as a set of environmental knowledge, skills, as well as organizational and communication skills that determine the

readiness to carry out professional activities to form students' environmental culture, readiness for environmentally competent behavior" [6, 11].

The analysis of these positions, as well as the works of F. S. Gainullova [1], I. V. Petrukina [7] and others, led to the conclusion that the environmental competence of a preschool teacher is an integrative quality of the teacher's personality, which implies a high level of environmental culture , as well as readiness for the implementation of environmental education of preschoolers. It is associated with the presence of a set of integrated knowledge, skills and beliefs, as well as personal qualities that allow you to effectively design and implement environmental education for preschoolers. The environmental competence of a preschool teacher can be revealed through general cultural, special and social-personal competences. General cultural competence is determined by the development of ecological culture, i.e., the formation ecocentric ecological consciousness, knowledge of ecology and possession of methods of natural action. Special competence determines the high professional level of pedagogical activity and includes not only the availability of special knowledge in the theory and methodology of environmental education for preschoolers, but also the ability to apply them in practice. Social and personal competence is associated with the possession of ways of creative self-expression and communication, the ability to independently effectively organize their professional activities, make decisions independently, see the problem.

When comparing the concepts of ecological culture and ecological competence of a kindergarten teacher, it is necessary to pay attention to the fact that ecological culture is a broader category, since it is a necessary personal quality of every person, regardless of his age, education, etc., being rather a civil characteristic. Whereas environmental competence reflects the level of professionalism, the quality of professional training, and accordingly implies the mastery of environmental culture.

Professional and personal training involves the development of professionally significant personality traits of the future teacher, necessary for mastering social and personal environmental competence: working capacity, sociability, creativity and self-government. This direction was implemented by means of a pedagogical workshop, the basic task of which was to create conditions for the professional self-development of students, that is, conscious practical activity aimed at improving their personality in accordance with the requirements of the profession.

The study showed that the developed model for the formation of environmental competence of a preschool teacher contributes to the formation of an environmental culture among a new generation of teachers, as well as solving the problems of professional training of students in the context of environmental education of preschoolers.

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