

ANALIZA HISTORIOGRAFICZNA TREŚCI DESIGNE EKOLOGICZNEJ I TURYSTYCZNEJ ODPOWIEDZIALNOŚCI OSOBY W PRAKTYCE PEDAGOGICZNEJ

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HISTORIOGRAPHICAL ANALYSIS OF CONTENT DESIGN OF ECOLOGICAL-TOURISTIC RESPONSIBILITY OF PERSONALITY IN PEDAGOGICAL PRACTICE

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Streszczenie. W artykule stosowana strukturalno-funkcjonalna charakterystyka eko-turystycznej odpowiedzialności osobowości w kontekście wartości, informacyjno-poznawczy i behawioralny składników. Opracowany model kształtowania ekologiczno-turystycznej odpowiedzialności uczniów, która opiera się na orientacji dwóch głównych wektorów – podejściach metodologicznych procesu pedagogicznego i systemu pedagogicznych warunków szkoły wyższej.

Słowa kluczowe: eko-turystyczna odpowiedzialność, społeczno-ekologiczna aktywność, bezpieczne dla środowiska rozwój państwa.

Abstract. The article provides a structural-functional characteristics of ecological-touristic responsibility of personality in the context of value, informational-cognitive and behavioral components. The model of forming ecological – touristic responsibility of students is developed, based on focusing methodological approaches to understanding teaching and educational process and the system of pedagogical conditions of higher school.

Keywords: ecological -touristic responsibility, socially – ecological activity, ecologically friendly development of the state.

Today the problem of educating personality is one of the most difficult pedagogical problems. In current conditions of political and economic instability, Ukrainian youth found themselves confronted with a need to make the most meaningful choice of life of their own choosing, value orientations and way of life in general. Absence of comprehensive psychodynamic stability of contemporary youth/young people is dictated by failures at job placement, difficult financial situation and a number of other factors. All of them are compensated now by a selection of negative ways of spending free time, whereby young people receive opportunities for self-realization, thus partially losing social values.

In this regard, the issue of rational organization of recreational activities by a personality receives special significance, in particular with assistance of tourism – related tools. In contemporary conditions, ecological tourism on one hand is a subject affecting the sense of consumer properties of the tourist product, and otherwise it itself is the object of the educational influence.

Disclosure of the issue of educational influence on the personality of the surrounding environment we find in writings of such scholars as: Ushinski, V. Sukhomlynskyi, K. Romanova, A. Ursul, G. Toro, I. Gaycin, D. Gvishiani, L. Vasylenko, A. Stepanenko, V. Leshchynskyi, and others. However, the questions related to axiological and philosophical content of ecologically and tourism responsibility in the structure of teaching and educational process of educational institutions remain not well researched.

Theoretical evaluation/analysis of data sources served to confirm, that the historiography of formulation and search for ways of solving the problem of forming of ecological-touristic responsibility among high school students has dual interest: first, in terms of identifying the actual logic of developing/exploring researched problems; Secondly, for the purpose of an objective evaluation of pedagogical innovations included into the theory and practice of high school educational process.

For the purpose of thorough analysis/deep understanding/comprehension of contemporary pedagogical concepts it is extremely important to know and conduct studies of pedagogical legacy of the past, for the roots of the future are formed from it.

The idea of ecological-touristic responsibility derives from humanistic and philosophical trends of environmental ethics, which emphasizes eternal value of personal responsibility both to the

nature and to other people. The ethics of responsibility was not formed spontaneously, but was a specific development product of philosophical and ethical thought of the twentieth century, in which a particularly acute problem arose as to the determination of the place and role of moral values in public life, which came as a replacement of ethical teachings of freedom and justice.

Generally, the historiography of the developing ideas of ecological and touristic responsibility of personality we can differentiate conditionally into two unequal periods (prescientific and natural-scientific). In the first period, the ethical category «responsible personality» was formulated, which in future differentiated in its logical development into other three integrated philosophical approaches: Aristotelian, Kantian and utilitarian-pragmatic.

The second period (natural science) fully may be called fully as the history of scientific development of ecological aspect of the social responsibility problem of the individual. That was the time for the formulation of the wording B. Vernadsky doctrine on noosphere, which clearly stated that «... human impact on environment is growing so fast that is fast approaching the time that it is not a long time from now when it will be converted into the principal «geological-generating power» [6, p. 145].

Historiographical analysis of problems under investigation showed that the concept of «ecological-touristic responsibility of the individual» was associated with:

- 1) the growth of scientific and technical progress, which changed the strength of interaction and the nature of relationships in the system «man-society-nature», which has led to the emergence of global environmental crisis;
- 2) «exclusion», «distancing» of man from the nature, which this person often sees from the windows of his house;
- 3) the establishment of a new educational model, which recognized practical need for an identity to possess formed ecological-touristic responsibility, that should become the purpose and expected outcome of the multigrade system of education.

Table 1

Structural and functional components of ecological-touristic responsibility of personality		
<i>By value (axiological)</i>	<i>Information and educational</i>	<i>Behavioral</i>
COMPONENTS		
✓ <i>combine:</i>		
the hierarchy of values of environmental ethics;	general scientific, natural-scientific, humanitarian and socio-ecological knowledge;	stereotype of positive environmentally safe, focused and competent social behavior; person's awareness of his unity with society and nature;
✓ <i>manifested in:</i>		
the form of moral ideals, interests, motives and principles of selecting positive (socially useful) environmental safety and ecologically-focused line of social behavior, oriented both on the protection of nature and the protection of human health, as a result of individual's awareness of self-worth by the natural basis.	the system of knowledge, defining contemporary scientific picture of the individual's world.	positive (useful in relation to human, society and nature) environmental activity of the personality.

Coming to definitive analysis, it should be noted that current practice of higher education of today demanding ever more exacting requirements for theoretical justification of «greening» of the entire education system/ the whole education system.

We conducted a content analysis of the concepts of selecting the objective of environmental fullness of the content of educational material in higher school, that allowed to distinguish three main groups of categories and concepts, which serve simultaneously as the purpose and expected outcome of the educational process, and manifest in the efficiency of the formation:

- «positive pole of relations» of the student to the nature in the implementation process of performing tourist travels (including responsible or careful attitude for the environment, etc.);
- environmental responsibility as moral and ethical characteristics of personality;
- ecological-touristic responsibility of the individual, which includes responsible attitude of a human to the nature.

Structural and functional characterization of ecological-touristic responsibility of personality is formed by the unity of three main components: value, information-cognitive and behavioral (see table 1).

Value component includes a hierarchy of values of universal environmental ethics and manifests itself in personalized level in the form of moral ideals, interests, motives and principles aimed at protecting nature and human health (table 1).

Information-cognitive component in practical terms is manifested in the system of students' knowledge related to contemporary scientific picture of the world (table 1).

Behavioral component manifests itself in targeted/purposeful and competent social behavior of an individual with a clear environmental orientation of activity as a product of conscious understanding of/in the unity of society and nature (table 1).

Thus, the ecological-touristic responsibility is defined by us as an integrated, interactive and ethically significant quality of a personality that manifests itself in free choice of a positive (useful in relation to a human, society and nature), environmentally-focused, safe and competent activity of a future specialist in the system «man-society-nature», aimed both at his self-preservation, self-fulfillment, and achievement of strategic objective related to transition of humanity and biosphere of the Earth to a sustainable «CoEvolution». This quality stands as an indicator of development in ecological consciousness of personality and, also, is the ethical guideline defining precise/concise boundaries of freedom in the actions, which an individual can afford in relation to the nature for the benefit of his homeland with the purpose of further transition of Ukraine onto a path of sustainable, environmentally safe development of the state (see Figure 1).

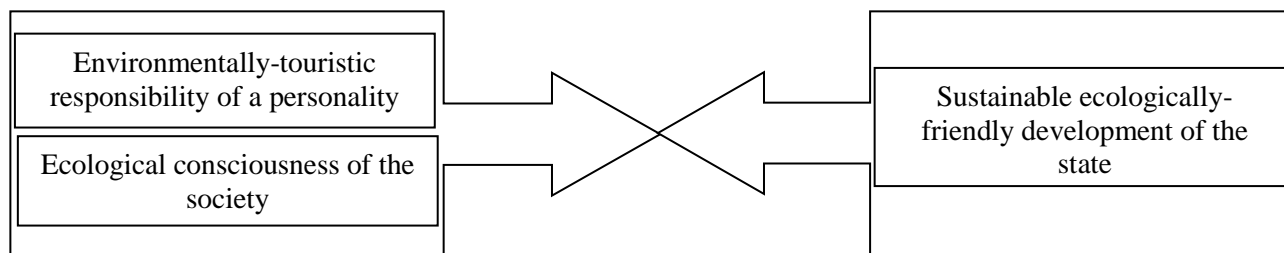


Fig. 1. The formula is sustainable environmentally safe development of Ukraine

The model of forming ecologically-touristic responsibility in terms of higher school, as procedural, systemically-structural, functionally-educational, cybernetic, multi-factoral system, consists of certain elements and links. Open, dynamic, cyclical and continuous character of said model functioning, ia allowing, on the one hand, to save it as a coherent system, together with its major components (elements) and their properties, and on the other hand – it provides the capability to change it, with the view of improving overall/genral dynamics of development focused on a slightly higher level of self-development (see Figure 2). Taking into account, that this model of forming ecologically-touristic responsibility in students is self-sustaining, it should be noted that the effectiveness of its further development will be largely determined by the character of the relationships in the system «teacher-student» and communications/connections management (fig. 2).

All components of above-mentioned model can be represented in the form of value-target installation, which is implemented by manipulating methodological approaches, projected onto the formation of professional and environmental responsibility, and their teaching/didactic elements (content, methods and organizational forms, pedagogical conditions in the process of environmental content of education) aimed at the result. The main and determining type of connection between the purpose, methods and organizational forms of education are connections management. Above-mentioned components must be fully directed at the implementation of established objectives, whereas the most rational way, taking into account individual capabilities, needs and value experience of each student will become the objective, which is being transformed through the remedies, turning into expected result.

As can be seen from/as indicates Figure 2, the highest point is the result of projected model. Efficient direction/orientation of the system behavior is a fundamental systemic regularity that transforms the aggregate of all elements into the holistic/complete organized entity, focused on how to achieve the appropriate result/outcome. Under the organization of achievement of targeted result we understand an organized pedagogical process, which includes structured genesis and establishment of new targeted functioning of projected model (fig. 2).

Structural and functional characteristics of main unit of the model forms a unity of 3 components: value, content and informational, and actional-behavioral (fig. 2). All of them are determined on the basis of:

- 1) the essence of «ecological-touristic responsibility of students» and its structural and functional characteristics (in particular, the unity of informational and educational, value/valuable and behavioral components);
- 2) students needs in filling the knowledge with ecological content ;
- 3) low level of ecological-touristic responsibility formation in future graduates;
- 4) need to ensure the adoption of subject-to-subject paradigm/entity-entity relationship paradigm in relations between teacher and student, future specialist and the environment.

Evaluative component envisages consideration of contemporary world picture/view by the students on the basis of humanization, fundamentalisation, greening/ecologisation and synergetic multidisciplinary unity of natural science and humanitarian knowledge. Quality work of future specialist/expert depends on this component of the system, which requires/requiring presence of generalized knowledge/existence of cumulative knowledge in its narrow field, and applying necessary scientific methods with the purpose of developing a holistic approach to resolving environmental problems; implementation of reflexive introspectional self-assessment and search for a basis for formation of new strategy in mutual relations of «man – nature», etc.

Concrete information .Content-informational component is an important indicator of the level of forming responsibility in students. This component characterises the change in motivation and orientation of cognitive activity of students, which manifests itself in readiness and aspiration of the future specialist to receive, seek and process environmental information, etc.

Activistic-behavioral component ensures formation of willingness and desire/aspiration for practical interaction with nature among the students, desire to absorb technologies, necessary for it, etc. This component of the model describes/outlines the social and ecological activity of the individual/personality, aimed at changing social and natural environment in accordance with its subjected attitude to the nature.

Thus, the objective outlined is to form an ecological-touristic responsibility of students adequately to prospects/perspectives of development in the 21st century and complies with dominant evaluative philosophical orientations and needs of the Ukrainian State. Statement of purpose as the main system-creating constituent component of environmental fullness of educational content in higher school, is an important element in the designing of a model, since it acts as a managing authority in relation to other components of the system. In addition/besides, the objective does not only allows to cooperate with the components of the system, but also serves as a stimulating and decisive factor in the development of educational content for future professionals.

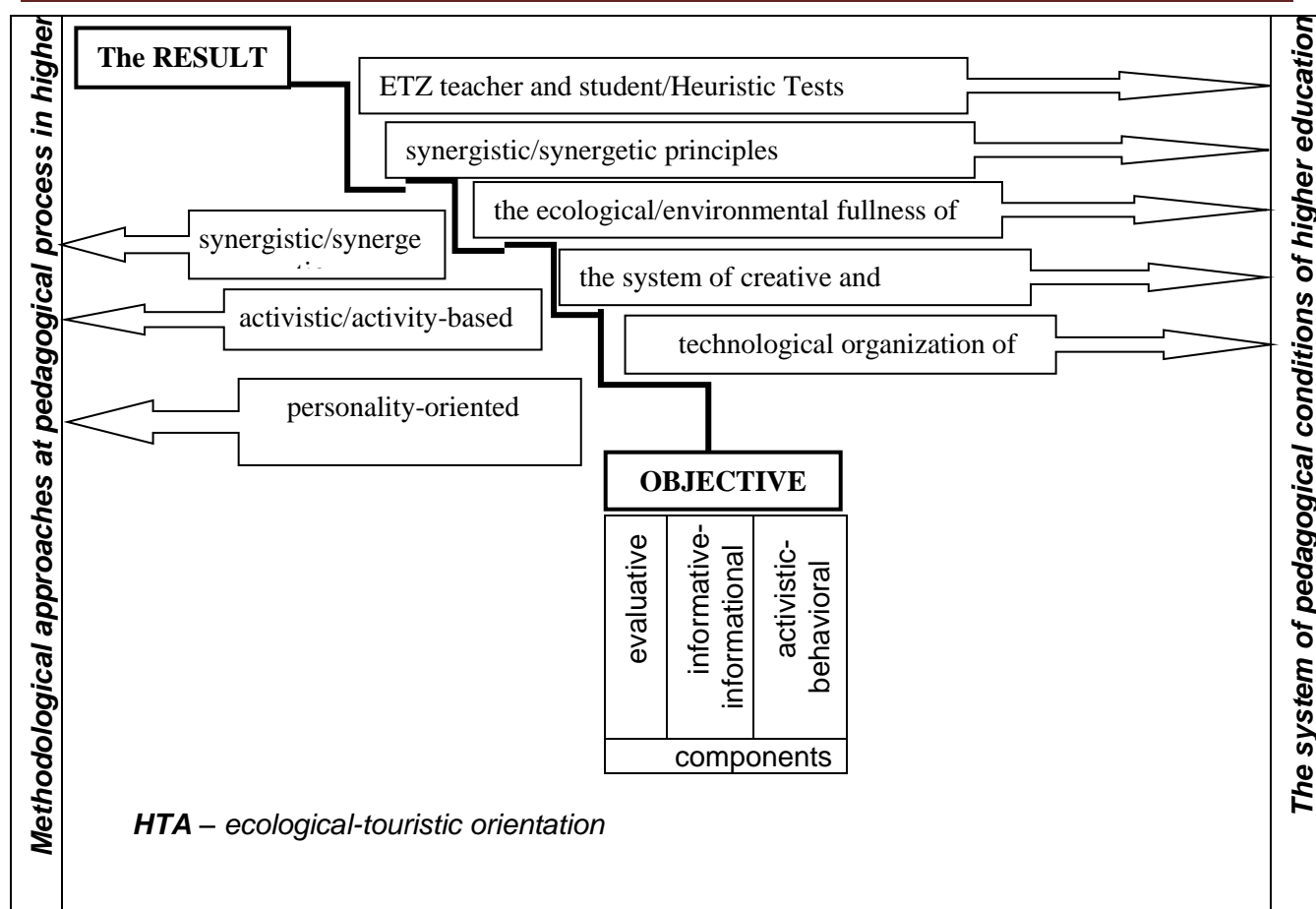


Figure 2. Model formation of ecological-touristic responsibility in students in conditions of higher education

Therefore, the formation of ecological-touristic responsibility of students is an independent, self-sufficient social system that creates favourable conditions for: personal manifestation and socialization; their mastering of social and role-playing functions of environmental commitment; safe and competent human livelihood for self-realization in the society.

Construction of subject-subject and the subject-object relationship of participants in educational process is realised by the implementation of certain perceptions about how these relationships should be. The basis of such representations is personal and socio-cultural experience, as well as, unrealized nature-defined human personality.

A new theoretical-methodological strategy that serves a necessary condition for the effective formation of the ecological-touristic responsibility in value-targeted context of the high school model becomes a synergetic approach, according to which:

- the student is considered as a free and holistic personality, which is capable while maturing, to put an emphasis on such ethics of behavior, which evidences environmental concentration, present perception of natural objects as fully-fledged systems of interaction, a balance of pragmatic and non-pragmatic interaction with nature is observed;
- personality is engaged to the decision-making process aimed at solving environmental problems in the context of parity subject-to-subject cooperation;
- anticipated high social orientation of students into the social environment, and the world of nature as a whole;
- ecological-touristic responsibility stands as an integrated interactive category of personality, becomes the measure of freedom and line of conduct, aimed to support sustainable relationships in the system «man-society-nature» and capable to ensure future transition of the State to the path of sustainable development;
- interdisciplinary basis of specialists training based on synergetic unity of scientific-natural and humanitarian cultures, unity of the universal ethics of human interaction, society and the world of nature.

Consideration of projected model in a synergetic context envisages:

- integration of new formation from already existing system of methodological approaches

of the university;

- complementation of components from the model of forming ecological-touristic responsibility of university students in relation to the complex of components of the model of higher school;

- relevance of pedagogical conditions of researched model of the formation of the ecological-touristic responsibility to synchronized teaching and educational process of forming ethically and professionally meaningful quality of personality.

Such logic of designing the model under consideration will ensure the formation efficiency of such three-level structures:

- 1) «model of forming professional environmental responsibility of students»;
- 2) «models of ecologically-filled educational content in higher education»;
- 3) «infrastructure of the entire model of continuous environmental education of the state».

Therefore, for the purpose of Ukraine recovery from the crisis state and transition to the path of sustainable development of environmental safety, it is necessary to form new perception of the world, understanding of nature and concentration on environmental commitment, which should be based on respecting the balance of pragmatic and non-pragmatic interaction with nature and responsible attitude towards the environment of the existence of the individual.

Considering aforementioned, we can conclude that formation with students of ecological-touristic responsibility takes place in accordance with the theoretical and methodological strategy based on synergetic approach to understanding of future specialist as free and purposeful personality, capable according to its self-development to make an independent choice of those moral values for which the following is characteristic: concentration on environmental commitment; absence of oppositions of man and nature; perception of natural objects as fully-fledged systems interacting with human personality; balance of pragmatic and non-pragmatic interaction with nature; involvement of the future specialist to the process of solving environmental problems on the basis of complicity in organizing subject-subject relations with an educator on a parity basis.

Herewith, the pedagogical conditions for effective functioning and development of the model of forming ecological-touristic responsibility among higher school students is the concentration of educators on priority of moral foundations of professional-environmental training of students, usage of systems for creative teaching and environmental objectives, application of synergetic principles for implementation of environmental education of students and technological organization of the educational process.

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