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Ecological responsibility development in pupils in extracurricular geography activity: methodology and educational practices

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Abstract

The paper is devoted to a relevant issue of ecological responsibility development in the pupils during their extracurricular geography activities determined by the XXI century education system focus on the development of the personal qualities helping in solving the global issues and the society's transition to sustainable development. The analysis of school practices revealed the fragmentary nature of the solutions of the methodological issue in geography education, lack of pedagogical model to develop the ecological responsibility in the extracurricular geography activities, as well as programs and methodological guidelines giving the comprehensive development of the ecological responsibility in educational practices in geography.

The main method of the research is the simulation method showing the structure of the comprehensive process of ecological responsibility development in the pupils in extracurricular geography activities.

The paper considers theoretical methodological basics represented by a pedagogical model of ecological responsibility development in pupils in extracurricular geography activities. This model is grounded on the cultural ecological, axiological, environment and personality activity approaches and includes a set of target, content, process, technology, reflex evaluation components, that provide the integrity of the ecological responsibility development. The paper also describes the conditions to implement the designed pedagogical model in school education practices represented by a program of children geoeological association "Being ecologically responsible for my native land is my target". The program presupposes the pupils' "dive" into the socio-nature environment and life issues of the native land and is compiled in accordance with the environmental ideas - education about environment, education for environment and education through environment, the content is implemented through a system of responsible deeds developed by us. The paper gives the results of the experiments in approbation and introduction of a pedagogical model of ecological responsibility development in the school educational practices in the extracurricular geography activities, that reveals its efficiency.

The materials of the paper are valuable for the teachers of geography and ecology, methodologists, teachers of additional education, students of the pedagogical universities.

Keywords: ecological responsibility, geography education, children geoeological association, extracurricular geography activity, pedagogical model, system of responsible deeds, sustainable development.

Introduction

In the context of the global ecological challenge the modern civilization is facing today the development of the personality's moral ecologically important qualities helping to overcome the global problems, and humanity survival becomes strategically important. The education system playing a forward role in society transition to sustainable development has key value in this process, which is noted in a number of the most crucial international documents: Rio Declaration on Environment and Development (1992), Johannesburg Declaration on Sustainable Development (2002), UNECE Strategy for Sustainability Report (2005), Road map to implement Global Performance Program in Education in the interests of sustainable development (UNESCO) (2014), etc.

The transition to the sustainable development is, first of all, connected with the moral maturity of a person, changes of his/her personal qualities on the basis of the humanistic values and ideals (Mamedov, 2015; Vinokurova, etc., 2016). Ecological responsibility is one of these important qualities helping to develop the society-nature harmony.

Ecological responsibility is a multi-faceted moral personal quality which is expressed in the form of accepting the systems of responsible dependence of a person and nature, being the highest stage of responsible attitude manifestation to the requirements of the ecological ethics and law and presupposing the internal action of a personality, matured self-consciousness (Suravegina, 1984). Structurally it is a unity of motivation, cognition, value and praxeology components.

Education in geography has significant moral and ecological potential in the ecological responsibility development in pupils. This type of education is developed in the context of the world view paradigm of the ecological tourism and focuses on the strategic purposes of the geography education in developing the ecologically important qualities of a personality. Extracurricular activity with wide possibilities to develop ecological responsibility in pupils occupies a special place in the education in geography. Extracurricular activity in geography is initially concentrated on the interests and needs of the pupils, on the pupils' "dive" in the real society-nature environment and life problems of the native land, thus making an individual aware of the necessary to be responsible to the environment, active personal search for the living in the society-nature environment meeting the requirements of the ecological ethics and law (Zverev, Suravegina, 1988).

The conducted analysis of the school educational practices determines the ecological responsibility development as well. The pupils were found to become less interested in geography due to the underevaluation of the possibilities to apply its content to their life, while they become more interested in participating in extracurricular activities. The teachers emphasize the importance and necessity of the ecological responsibility development in pupils in geography education, while at the same time they point out the rigid limits of the school curriculum which does not permit to implement this activity to its full extent.

Materials and methods

Methods of research

The following methods were used in the research: analysis and review of the issue-related literature, simulation, design, pedagogical observation and experiment, design, questionnaire, test papers, diagnostic methods, interviews with teachers and pupils, analysis of activity products, forecasting, systematization and summary of the facts and theories, table interpretation of data.

Experimental database of research

Experiment was conducted in the Russian secondary general schools №№ 32, 26 in Dzerzhinsk city, № 9 in Balakhny city, №25 in Dzerzhinsk city, Babino settlement.

Stages of research

There were three stages in the research:

- The first stage (preliminary one) was connected with the analysis of the research problem in pedagogical theory and practices. The purpose, object, subject, tasks of the research were found, the working hypothesis was articulated. The teachers filled in the questionnaires to find whether they were interested and ready to develop the ecological

responsibility in pupils in the extracurricular geography activities. We defined the methodology of ascertaining experiment, which was conducted in the Russian secondary general schools №№ 32, 26 in Dzerzhunsk city, №25 in Dzerzhinsk city, Babino settlement, № 9 Balakhny city.

- The second stage (the main one) systematized the theoretical and empirical materials with the base being used to develop and to introduce the pedagogical model of ecological responsibility development in pupils in extracurricular geography activities with the methodological condition for them to be implemented being the program of children geoeological association "Being ecologically responsible for my native land is my target". Teaching experiment to check the efficiency of the developed model was carried out.
- The third stage (final stage) was about the conceptualization and theoretical summary of the results of the pedagogical experiment: the conclusions and perspectives for further problem development were articulated and specified, the systematization and reporting the research results were done.

Let us note that this paper is prepared by the authors within the scientific-research project №868 "Research of the theoretical methodological grounds to develop culture, management of natural resources through the means of the project module education" done within the State task №2014/362.

Results

Scientific novelty, theoretical and practical importance of the research

The research has its scientific novelty and theoretical importance in justification and implementation of pedagogical model to develop the ecological responsibility in pupils in extracurricular geography activities with two levels: theoretical methodological and methodical which provides the hierarchy in the problem solution. The methodology of teaching geography became richer in new environment ideas connected with "education about environment", "education for environment", "education through environment". Development, justification and identification of five types of the responsible deeds correspond to the development stages of ecological responsibility and contribute into the development of personality-related technologies in geography education. Practical importance is connected with the creation of the program of children geoeological association "Being ecologically responsible for the native land is my target".

Theoretical methodological basics of ecological responsibility development in extracurricular geography activities

The development of the pedagogical model to develop the ecological responsibility in pupils in extracurricular geography activities tests in the works in the sphere of ecological ethics (Fritsch A.J., 1980; Rolston H. III, 1988; Jonas H., 1984), sustainable development (N.M. Mamedov, 2015), theoretical provisions about the responsibility as a psychological category (Bierhoff, H. W., 2001), provisions about the essence and structure of the ecological responsibility as a quality of personality (I.D. Zverea, I.T. Suravegina, 1988), mechanism to develop the criteria for the ecological responsibility (G.N Karopa, 2000), provisions on the moral obligation (V.N. Myasishchev, 1998), provisions on the initiative and responsibility connection (K.A. Abulkhanova-Slavskaya, 1985), about the moral deed as a way to show your self-consciousness (M.M. Bakhtin, 1994), focus of control theory (J. B. Rotter, 1966), technology of collective creative deeds (I.P Ivanov, 1989), leading provisions of the cultural ecological (N.F. Vinokurova, 2004), personality activity (I.A. Zimnyaya, 1997), axiological (N. E. Shchurkova, 2000) and environment approaches (V.I. Panov, 2004).

Pedagogical model of ecological responsibility development in pupils in geography education by means of the extracurricular activities was developed and tested at two levels: theoretical methodological and methodical.

Theoretical methodological level is represented by a set of approaches: a) cultural ecological approach being the methodological ground for the geography education ecologization in terms of the sustainable development culture focusing on perceiving nature as an inherent value, as well as providing the selection and structurizing of the content; b) axiological approach focusing on the personality-perceived

system of ethical norms and values in attitudes towards nature; c) environment approach transforming the environment into an educational space and means to develop a child's personality; covering the interdisciplinary term "environment" and related environment ideas; d) personality activity approach considering the active role of the pupils in making the decisions for the educational tasks, giving them a freedom of choice, decisions and actions.

Methodological level developed with regard to the given approaches is a unity of the comprehensive, content, process, technology and result-evaluative components.

Purpose component is represented by a purpose - to develop the ecological responsibility in pupils in extracurricular activity in geography.

Content component presupposes the application of the content, value-conscious and activity potential of the environment. Here the content is represented by three lines: "education about environment", "education for environment" and "education through environment" grounded on the works of G.N. Karopa (2000).

- The first content line "Education about environment" is focused on the information and cognition. It developed the geoeological content of the basic courses in geography. It impact the emotional sphere of personality, helps in understanding and becoming aware of the importance of ecological responsibility as a personality quality and its role in supporting the sustainable development.
- The second content line "Education for environment" is concentrated on the communication and value standards. The content considers the questions of the ecological and responsibility ethics. It is represented by the ideas of sustainable development, coevolutional values and standards of the ecological ethics being the most important components of the ecological responsibility. It reveals the meanings of the ecological responsibility (for what and in the name of what the subject is responsible for), thus contributing into the awareness of the inherent value of nature, into the development of the value-conscious relations among the pupils.
- The third content line "Education through environment" is more about the practical creation and creativity. It involves the pupils into the practical responsible activities in solving the ecological problems of the native land.

The process component includes the stages of ecological responsibility development with the basis being the stage of ecological responsibility development in pupils of G.N. Karopa, showing the objective logics of social norms and requirements interiorization into the component of the inner structure of personality (Karopa, 2000):

I. Motivation speculative stage develops the socially important ecological motives for personality attitude to nature through making pupils understand the necessity to nurture the ecological responsibility, an important role of this quality in solving modern ecological problems and in achieving the co-evolution of a human and nature. Personal experience of the pupils is addressed here.

II. Intellectual value-conscious stage is connected with becoming aware and conscious about the law and ethical content of ecological responsibility, norms of the ecological imperative, inherent value of nature, importance of relationships harmonization between a person, society and nature. The pupils learn about the geoeological terms, acquire ecological values, develop the believes in the need of ecologically responsible behavior.

III. The purpose of activity action stage is to implement the knowledge, value-conscious relations and ways to solve the ecological problems in practical activity based on free choice, independent search and decision making, forecasting the consequences of the pupils' actions and activities, voluntary observation of the morale law norms towards nature. The pupils should be independent in planning, implementing and evaluating their own activities.

IV. Reflexive transformation stage presupposes that the pupils are ready to carry the responsible for the result, to forecast and to simulate their activities in social natural environment, developed self-evaluation and self-control.

Technology component includes a system of responsible actions developed by us on the basis of I.P.Ivanov team creative deed technology with a multi-way care about each other, about your team,

people and nature surrounding you through mutual search for the solutions of different problems, development, planning and organization of different actions, reflection of their own performance (Ivanov, 1989). Therefore, the responsible actions are done in micro-groups, which helps to identify the subject, object and sources of responsibility. The key principle in responsible action system is the principle of "free choice" which presupposes a voluntary and independent choice (made by the pupils) of the most interesting responsible action for the pupils.

The responsible actions are implemented in several stages grounded on the works of I.P. Ivanov (1989).

1st stage - "Choice". The participants of the micro-groups choose the most interesting responsible action (from the list offered by a teacher).

2nd stage - "Creative search". The micro-groups discuss and listen to different ideas and offers on how to do the chosen action. At the end of the discussion the final decision is arrived at.

3rd stage - "Development of action and delegating the tasks". The chosen way to implement the responsible action is developed. The responsible tasks are distributed among the members of the micro-group.

4th stage - "Implementation". The responsible action is implemented.

5th stage - "Reflection". The completed action, its advantages and drawbacks are discussed by the participants of the micro-group. The ideas for the future are given.

The structure and the sequence of ecological responsibility development identify five types of responsible actions:

- motivation dependent responsible actions help the pupils to "dive" into the world of ecological responsibility, to develop the feelings, to develop the understanding about the ecological responsibility, its importance in solving the ecological problems in the native land and country on the whole.
- ecological educative responsible actions are aimed to promote the ecologically responsible behavior among the pupils of the school and the inhabitants of the district.
- value-conscious responsible actions focus on the pupils becoming aware of the importance of the ecological responsibility, moral law norms of the responsible attitude towards nature.
- practical creation actions are about the practical activities aimed at solving the ecological problems of the native land.
- reflection value actions focus on the self-evaluation and self-analysis of the pupils' own activities and actions in environment, ways to do it, advantages and drawbacks in terms of ecological responsibility.

Result evaluated component identifies the efficiency of the developed model of ecological responsibility development in extracurricular geography activities in accordance with the development criteria of social and individual important ecological motives, depths, summary and awareness of the geoecological knowledge, dominance of the ecological values, levels of voluntary performance of the responsible deeds, internality-externality, levels of ecological responsibility development.

Educational practice of ecological responsibility development in extracurricular geography activities.

The pedagogical model for ecological responsibility development in pupils in extracurricular geography activity was implemented in school educational practice in a children geoecological association "Being ecologically responsible for native land is my target".

It was found the the children association is the most efficient form of organizing the extracurricular form to organize the extracurricular activity in developing the ecological responsibility in pupils. With the roots in the principles of self-activity, voluntary participation, self-governance it helps the pupils to show themselves in different ecologically dependent activities, when they become the members of the community where they have both the rights, and the duties, and the possibility to be initiative, independent, thus responsible for the socially importance actions (Alieva, 2007).

Here the program of children geoecological association "being ecological responsible for the native land is my target" focuses on the pupils' "dive" into the sociological natural environment and life problems of the native land, on studying the integral system of "natural environment-society-person" with the

interactions and controversies, understanding of the nature inherent value, creating the conditions for the social activities of the pupils. The program is aimed at the 14-16 year old pupils.

The content of the program of children geocological association is developed in accordance with the content lines of "education about environment", "education for environment" and "education through environment" and is connected with the stages of ecological responsibility development and a system of the responsible actions (Table 1).

Table 1. Correlation of the content of children geocological association program with the stages of ecological responsibility development and system of responsible actions