

**SOCIO-ECOLOGICAL EDUCATION  
OF STUDENTS IN THE CONTEXT  
OF BOLOGNA AGREEMENTS:  
TARGET ASPECT**

Shilova V.S.  
*Belgorod State University,  
Belgorod, Russia*

The Bologna agreements aimed at creating a single European area for higher education provide the alteration of not only the existing educational system limits in terms of their widening, but also the two-tier system and necessary corrections introduction into its content-target and procedural elements.

These changes affect also the higher education system of Russia to the full extent; concern all its structural components. So, the content-target component requires defining and formulating higher professional education new targets caused, on the one hand, by the necessity of assimilation of new property forms, spheres of production and non-production activities, new technologies connected with the development of science and technology; on the other hand, by the possibility of integration into the European educational area. A special place within the system of purposes must be taken by the formation of socio-ecological readiness of students, i.e. the readiness to create relations with the environment, the relations being optimal for concrete circumstances, in the course of their professional activities. Thereat, the inclu-

sion of pedagogical training obligation into the system of targets will allow future specialists to solve the problems of socio-ecological education of the younger generation at various stages: within the system of family education at all the stages of school and post-school education, self-education, as well.

Let us dwell upon the target component, as it is it that defines the direction of any activity. The investigation carried out by us allowed formulating different-level targets (strategic, tactical, operative) comprising the main components of the students' socio-ecological education process: education, upbringing, development. Let us disclose every level.

***The strategic level:***

***1. Purposes of students' socio-ecological education:***

- training of specialist providing a sustainable development of the society within the framework of the chosen profession;
- providing physical existence of the human and society by the avocation agents: water, air, food, health, etc.;
- maintenance of conditions for harmonic existence of ethnological groups in the natural environment;
- maintenance and improving of living conditions and activity of various ethnoses as socio-economic-ecological aggregates forming the Russian Nation;
- maintenance of conditions for social-physiological demands satisfaction: safeguard rights and freedoms in various spheres of society and personality existence;
- rational nature management at all the levels: global, regional, local;
- establishment of harmony in socio-ecological relations in the distant future;

***2. Purposes of students' socio-ecological upbringing:***

- upbringing of environmental liability as a measure of human freedom in conditions of economic necessity (Mamedov N.M.);
- optimization of conditions for socio-ecological experience and its separate sides assimilation by the students within the framework of the chosen speciality;
- providing of students' assimilation of socio-ecological values: natural, economical, labour, psychological, pedagogical, ethnic;
- creating conditions for the formation of students' readiness for the optimal interaction with the environment (socio-ecological readiness) in conditions of uncertainty;
- rendering students necessary aid in creating conditions for creative self-actualization in the area of socio-ecological relations;

- the formation of students' positive attitude to self-reflection in the course of socio-ecological culture assimilation;

- stimulation of students' activity on the development of their individual style of attitude to the environment on the basis of responsibility, confidence in the necessity of its preservation for the present and future generations;

### 3. Purposes of students' development in the course of socio-ecological education

- the development of a new socio-ecological type of thinking able to evaluate and forecast socio-ecological relations in the context of the country's sustainable development concept;

- the development of those abilities, which will promote harmonization of socio-ecological relations in the prospect and effective course of socio-ecological activities;

- creating conditions for the development of sustainable interest in the problems of the society and nature interaction, the necessity of settlement of the contradictions arising in this case;

- creating conditions for students' self-development in the course of socio-ecological culture assimilation;

- the development of a demand for creative assimilation of the environment in students: protection, restoration and revival of its potential, creative activity in it as a whole;

- the development of students' self-consciousness appearing as the basis of their activities in the environment.

#### **The tactical level:**

##### 1. Purposes of socio-ecological education:

- the formation of an affective level of socio-ecological problems realization by means of human biospheric functions disclosure (Mamedov N.M.);

- the environmental awareness-building on the ground of studying principles of organization and functioning of the ecosystems defining the environmental quality and human health (Mamedov N.M.);

- the formation of socio-ecological knowledge (the knowledge about the nature and society interaction) in the course of the chosen speciality learning;

- the formation of intellectual and practical skills promoting the establishment of optimal interactions with the environment;

- the formation of natural environment creative assimilation experience by means of immediate involving of students into the socio-ecological activity;

- the becoming of emotional-and-volitional attitude to the environment, which is manifested within the system of socio-ecological values created;

- the formation of knowledge and skills of rational nature management within the framework of the profession chosen;

- the formation of nature management experience with due account for its laws, the possibilities of a profession to harmonize socio-ecological relations, in students;

- continuous self-education in the sphere of socio-ecological relations and the chosen speciality;

### 2. Purposes of socio-ecological upbringing:

- up-bringing of the demand for ecological activity as a precondition of the society' sustainable development (Mamedov N.M.);

- the becoming of a socio-ecological world outlook on the ground of studying basic and special science disciplines;

- up-bringing of confidence in the necessity of solicitous attitude to the environment in everyday life and activity on the basis of nature management measures and norms observation;

- up-bringing of responsibility in the interaction with nature, economical utilization of natural conditions and resources in the course of their professional duties performing;

- continuous self-education of personality traits promoting socio-ecological relations optimization (independent identification of objectives, planning, organization, etc.);

- up-bringing of collectivist qualities providing joint activity on socio-ecological contradictions overcoming;

- up-bringing of solicitous attitude to the environment on the basis of national traditions and customs;

### 3. Purposes of development in the course of students' socio-ecological education

- the development of socio-ecological skills promoting ecologo-professional problems solution in conditions of market relations (ecologo-economic substantiation of projects, ecological marketing, etc.);

- the development of international relations in the course of socio-ecological contradictions settlement, use of national experience in their negotiation;

- the development of senses of love, empathy and sympathy with nature;

- the development of skills to stand against any manifestations of ecological vandalism in professional work, everyday life and activities;

- the development of a demand for socio-ecological relations knowledge, interest in the relations in the course of the profession learning;

- the development of personality moral qualities of the student in relations with nature, assimilation of new rules, norms and measures of the interaction with it, they being conditioned by

the altered (strained) contradictions in the system "society-nature";

- the development of rational nature management set in the present and past;

**Operative purposes** and tasks of students' socio-ecological education:

1. *Educational:*

- systematic assimilation of socio-ecological knowledge and skills both by means of special ecological disciplines and chosen speciality subjects' contents;

- continuous acquirement of creative and emotional-valuable attitude to the natural environment on the basis of socio-ecological and special disciplines potential using;

- acquirement of common labour and special skills providing interaction with the environment: protection, restoration and revival of natural conditions and resources;

- assimilation of research activity experience in the course of studying socio-ecological problems caused by the specificity of the avocation;

- assimilation of the ecological monitoring of one's own locality, enterprise area, rural acreages, etc. somehow associated with the avocation.

2. *Up-bringing:*

- up-bringing of the qualities of an assiduous owner in everyday life and activities: the educational process of the HEI, leisure time, household use, etc.;

- observation of conduct standards in the wild in the profession learning course: educational process, practicums and internships, etc.;

- up-bringing of regardful attitude to all the living;

- up-bringing of inner freedom, a personality independent in its judgements and able to build relation with the environment on the basis of understanding its integrity (Mamedov N.M.);

- up-bringing of confidence in the necessity of daily nature management measures and norms observation;

3. *Developing:*

- the development of an ecological world outlook on the basis of the entry of new data about the environment, nature and society interaction character and effect conditioned by various factors;

- the development of abilities providing the solution of arising socio-ecological operative tasks;

- the development of a habit of ecologically rational behaviour in various life conditions and professional activity.

References:

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2. Shilova V.S. Socio-ecological education of school children. Monograph. — M., - Belgorod, 1999.