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THE CONCEPT OF ENVIRONMENTAL COMPETENCE AND ITS STRUCTURE

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Abstract

The article provides insights into the concept of environmental competence and its structure. Dictionaries explain the concept of environmental competence. Their differences and generalizations are given. Conclusions have been reached on the formation of environmental competence in education.

Introduction. The task of the modern school is not only to form a certain amount of knowledge on ecology, but also to help students acquire the skills of scientific analysis, comprehend the interaction between society and nature, and realize the importance of practical assistance to the environment. Today, the competency -based approach is becoming a priority in education.

In the context of the current environmental situation in our country, it becomes relevant to include environmental competence in the structure of key competencies of students.

Main part. In order to define the concept of "environmental competence", consider the definitions of the concept of "competence". We single out the main interpretations of the concept in psychological and pedagogical dictionaries and, based on the analysis of these concepts, determine the meaning of the term “competence”. In the dictionary of S.I. Ozhegov, competence is understood as "a range of issues in which someone is well aware." [34].

In the dictionary D.N. Ushakov, competence is defined as "a range of issues, phenomena in which a given person has authority, knowledge, experience." [49]

In the dictionary of foreign words edited by N.G. Komlev gives the following definition: “1) awareness in any area; 2) the terms of reference of any person”. [24]

According to S.V. Alekseeva, competence is a systemic integrative quality of individuality that characterizes the ability to solve problems and tasks of various levels that arise in life situations and professional activities, based on the formed values and motives, knowledge, educational and life experience, individual characteristics, inclinations, needs. [one]

I.S. Sergeev and V.I. Blinov in his work “How to implement a competency -based approach in the

classroom and extracurricular activities" define competence as a non-standard result of education, expressed in readiness to activate knowledge and the existing potential for productive work in a situation of uncertainty. [46] According to I.A. Zimnyaya, competencies are some internal, potential, hidden psychological neoplasms (knowledge, ideas, programs (algorithms) of actions, systems of values and relationships), which are then revealed in human competencies as actual, activity manifestations. These competencies, manifested in the behavior and activities of a person, become his personal qualities, properties. [Eighteen]

A fairly extensive analysis of the concepts of competence and competence is given in the dissertation work of O.P. Merzlyakova devoted to the formation of key competencies of students based on the implementation of the principle of complementarity in the learning process at school.[29] Competence is understood as a complex of *knowledge* , skills, value orientations and practical experience necessary for a person to successfully solve problems in a certain area of life or professional activity.

Competence will be understood as an individual integrated quality of a person, based on the totality of knowledge, skills and value orientations, as well as rich experience in a given sphere of being .

Now let's move on to the definition of the concept of "environmental competence". Despite the large amount of scientific literature and works on the study of schoolchildren's competencies, not much attention has been paid to the study of environmental competence. Consider the basic concepts identified by scientists-methodists at the moment.

So, D.S. Ermakov analyzed the essence of environmental competence in his work and identified the structure of this concept. He considered two approaches that are the most effective for understanding the essence of environmental competence: epistemological and ontological. The first, according to the author, is based on "the fundamental nature of the cognitive attitude to the world." In the epistemological approach, he singles out such components of competence as knowledge, skills, the use of theoretical knowledge and practical skills. In the ontological approach, the author highlights the essence of competence in that the world is significant for a person, and he feels himself responsible for the world in return. "The ontological approach to the definition of competence lies in the fact that it can be considered as a form of being that is realized in the interaction of a person with the world." [12]

D.S. Ermakov comes to the conclusion that "the driving force behind the process of developing environmental competence is the resolution of environmental contradictions, for example, between a person's desire to live in environmentally more favorable, safe conditions and the lack of conditions and opportunities for this. Such contradictions are resolved in environmental activities, the object, subject and content of which, presented as components of the content of education, determine environmental competence.

D.S. Ermakov defines ***environmental competence*** as a system of normative requirements for the level of training of students in the field of solving environmental problems, preserving and sustainable reproduction of life. A.N. Zakhlebny, E.N. Dzyatkovskaya . Believe that the ***environmental competence of*** schoolchildren is not so much the result of subject education, but rather an integrated general cultural indicator, the result of the multilateral educational work of an educational institution. The authors associate environmental competence, in relation to general education, with the student's ability to independently transfer and comprehensively apply general educational skills and subject knowledge to design and organize environmentally safe activities (actions, behavior) in educational (model) socially problematic environmental situations in the interests of sustainable development, health human and life safety. [fourteen]

A.V. Ivashchenko defines the concept ***of environmental competence*** as a set of interrelated personality traits (knowledge, skills, habits, methods of activity) necessary for productive activities to preserve the environment. Environmental competence is the ability, willingness and experience of a person to preserve the environment, solve environmental problems. [Twenty]

DI. Zvereva gives such a concept to the definition of ***environmental competence*** , as "a system of scientific and practical knowledge, skills, value orientations, behavior and activities that ensure a responsible attitude to the natural environment and health." [16]

V.A. Zebzeeva believes that the upbringing of a person who not only possesses environmental knowledge, skills and abilities, but also respects the value of another person, who is capable of manifesting such feelings as kindness, love, compassion and responsiveness, becomes of great importance in the formation of ***environmental competence .*** [17]

A.N. Zakhlebny believed that ***environmental competence*** is the integration of knowledge about the natural environment, as well as the ability to act environmentally competently in specific life situations. [13] L.E. Pistunova understands ***environmental competence*** as the integration of knowledge and skills in the field of ecology and moral attitude to nature, environmentally significant personal qualities such as humanity, empathy, thrift, responsibility for the results of one's environmental activities . [41]

In the content of environmental competence, various components are distinguished: motivational, cognitive, activity (L.E. Pistunova); meaningful, active , personal (L.V. Panfilova); methodological, motivational-value, cognitive-informational, prognostic (A.I. Novik- Kachan); environmental-cognitive, environmental-motivational, ethical-social, professional-behavioral (V.A. Danilenkova); cognitive, operational , need -motivational, value-semantic (A.A. Makoedova); scientific block, block of integrative qualities of personality, block of skills (S.N. Glazachev); motivational, intellectual, emotional-volitional, subject-practical substructures (F.S. Gainullova).

D.S. Ermakov singles out the structure of environmental competence in the form of five components: value-semantic, motivational, cognitive, practical -activity , emotional -volitional , and proceeding from the principle of psychological unity of consciousness and activity, based on studies of the structure of professional competencies. A.N. Zakhlebny .., E.N. Dzyatkowska distinguishes three plans of environmental competence, which correlate with the structure of competence described by the European Qualifications Framework.[14]

1. External. Includes the ability to work focused on designing the quality of the socio-natural environment of a person. Environmental competence involves the ability to rationally combine the interests of environmental safety, legal norms and ideas of environmental ethics to assess not only real, but also probable risks of making a particular decision.
2. Personal. It includes the ability to improve the qualities of the subject (motives, personality traits, will). “Environmental competence implies the internal readiness of the individual to perform such actions that are useful for him indirectly. The ability of the individual to take responsibility for the consequences of his actions and behavior in the environment is important. Value-semantic skills, skills of personal self-improvement will be in demand; knowledge of one's individuality; understanding yourself as a person; reflective experience, ability and readiness for self-regulation and self-development”.
3. Activity. It is systemic. Associated with the problems of managing one's activities in different life situations. "Environmental competence involves organizational activity and social and practical skills: goal-setting, planning, evaluation of results, and others." The outer plan of environmental competence corresponds to "cognitive competence, involving the use of theories and concepts." The internal plan of environmental competence is comparable to "personal competence, which implies behavioral skills in a particular situation, and ethical competence, which implies the presence of certain personal professional values."

The activity plan for environmental competence corresponds to functional competence (skills and know-how, according to the ESC), namely, what “a person should be able to do in the labor sphere, in the field of education or social activity”.

The next structure of ecological competence that we have considered was singled out by E. N. Udina , L.B. Tagieva. [48] They identified 3 components to determine the level of environmental competence of children

1. Cognitive component. It assumes developed cognitive skills, elementary systemic knowledge about the unity of man and nature, determining the value and diversity of all living things and its connection with the environment and its indicators - completeness, generalization, evidence.
2. Activity (practical). It assumes the presence of practical actions for the care of wildlife and the corresponding skills and abilities.
3. Emotional value (behavioral). It implies the ability to empathize, interest in nature and the joy of meeting with it and indicators for it - awareness, effectiveness, direction of actions.

So, we come to the conclusion that at the moment there is no generally accepted definition of environmental competence. As a working definition of the concept, we will use the concept of D.I. Zvereva.

Let us define the goals of education within the framework of a teaching methodology focused on the formation of the environmental competence of schoolchildren. Within the framework of competence, the teacher formulates diagnostic goals in categories representing the structural components of competences: “knowledge”, “skills”, “value orientations” and “practical experience”. Each component of environmental competence includes a set of elements.

The knowledge, skills, value orientations and activity experience that make up environmental competence, as a rule, are not divided into classes or into separate subjects. Many of them can have a cross-cutting presence at all levels of education, differing only in the completeness of their presentation. For example, even a seventh grade student is quite capable of performing the simplest observations of a physical phenomenon, while mathematical calculations and studies of this object will be available only to high school students.

Table 1. **The goals of teaching physics, focused on the formation of environmental competence among schoolchildren**

Form atstudent	**Didactic elements included in the structural component of environmental competence**
Knowledge	♣physical parameters of the environment and their norms for a comfortable human condition; ♣the impact of changes in the physical parameters of the environment on human health; ♣protection from harmful environmental factors;♣ways to prevent and reduce their negative impact; ♣physical characteristics of the human body and their significance for health; ♣ways to determine the physical characteristics of the human body
Skills	♣assess the environmental situation; ♣evaluate adiabatic factors; ♣make efficient use of the limited resources of nature and the human body; ♣evaluate the physical parameters that affect the environment; ♣establish patterns between the state of the environment and human health; ♣assess the impact of ecology on human health
Valuableorientati	♣the importance of caring for one's own health and the health of others;

on	♣awareness of the need to respect the environment; ♣conviction in the need for the reasonable use of the achievements of science and technology for the further development of human society
An experiencepractic alactivities	conducting research on the environment, the human body, participation in gatherings of nature researchers, keeping a health diary, monitoring physiological parameters , and measuring various parameters of the environment and the human body, monitoring the ecological state of the environment

Thus, the competence -based approach being introduced into education aims to develop competencies in schoolchildren. An unambiguous definition of "competence" does not exist today, each author supplements and expands this concept. The main components of competence are knowledge, skills, value orientations and practical experience.

In order to form and develop the environmental competence of schoolchildren as a complex of knowledge, skills, value orientations, practical experience necessary to achieve success in life and professional activity, in the learning process, conditions should be created to meet and develop the educational needs of students and the acquisition of experience by schoolchildren of various types of activities . Creating such conditions in a modern school is a difficult task, since the time specified by the basic curriculum for studying the disciplines of the natural science cycle is not enough for the high-quality mastering of the mandatory minimum content of physical education by schoolchildren, determined by the state educational standard.

Conclusion. The search for additional opportunities for the formation and development of universal knowledge and skills, value orientations and experience among schoolchildren is an urgent problem of modern theory and teaching methods.

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