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Абай атындағы Қазақ ұлттық педагогикалық университетінің

# Х А Б А Р Ш Ы С Ы

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## **IMPROVING THE METHODOLOGY OF TEACHING NATURAL SCIENCES: GEOECOLOGICAL APPROACHES IN EDUCATION**

**Abstract.** The relevance of geographical education is determined by environmental threats to the survival of mankind. It promotes human awareness of the inextricable connection with nature. This implies the creation of social, legal and economic mechanisms for regulating environmentally significant relationships between human communities with each other and with the environment. Environmental issues are no longer considered dominant among such global problems as poverty, hunger, disease, illiteracy and the growing disparity between rich and poor. Transition from environmental education to education for sustainable development. This is a transition to such an economically and socially oriented model of education, which is based on broad interdisciplinary knowledge based on an integrated approach to the development of society, the economy and the environment. Its key themes are natural resource management and environmental protection, rural and urban development, global and local responsibility, democracy and governance, and civic and corporate responsibility. Geoecological aspects of the theory of sustainable development play a key role in the training of geoecologists. Geo-education plays a system-forming role in the cycle of disciplines for the training of geographers. The interdisciplinary nature of the methodology of geoecological research follows from a systematic approach. The purpose of

this study is to promote the acquisition by students of the skills of systematic generalization of the knowledge they received in the study of various disciplines of the geoeological cycle. These generalizations should reflect the geoeological aspect of sustainable development.

**Key words:** Modernization, geoeological, science, education, communities, environmental, social.

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## **ЖАРАТЫЛЫСТАНУ ПӘНДЕРІН ОҚЫТУ ӘДІСТЕМЕСІН ЖЕТІЛДІРУ: БІЛІМ БЕРУДЕГІ ГЕОЭКОЛОГИЯЛЫҚ ТӘСІЛДЕР**

**Аннотация.** Географиялық білімнің өзектілігі адамзаттың өмір сүруіне экологиялық қауіптермен анықталады. Ол адамның табиғатпен ажырамас байланысын түсінуге ықпал етеді. Бұл адам қауымының бір-бірімен және қоршаған ортамен экологиялық маңызды қатынастарын реттеудің әлеуметтік, құқықтық және экономикалық тетіктерін құруды білдіреді. Кедейлік, аштық, ауру, сауатсыздық және байлар мен кедейлердің арасындағы теңсіздіктің өсуі сияқты жаһандық проблемалардың ішінде экологиялық мәселелер басым болып саналмайды. Экологиялық білімнен тұрақты даму үшін білім беруге көшу. Бұл қоғамның, экономиканың және қоршаған ортаның дамуына кешенді көзқарасқа негізделген кең пәнаралық білімге негізделген білім берудің осындай экономикалық және әлеуметтік бағдарланған моделіне көшу. Оның негізгі тақырыптары – табиғи ресурстарды басқару және қоршаған ортаны қорғау, ауылды және қаланы дамыту, жаһандық және жергілікті жауапкершілік, демократия мен басқару, азаматтық және корпоративтік жауапкершілік. Геоэколог мамандарын даярлауда орнықты даму теориясының геоэкологиялық аспектілері басты орын алады. География мамандарын дайындауға арналған пәндер циклінде геобілім жүйе құраушы рөл атқарады. Геоэкологиялық зерттеу әдістемесінің пәнаралық сипаты жүйелі көзқарастан туындайды. Бұл зерттеудің

мақсаты студенттердің геоэкологиялық циклдің әртүрлі пәндерін оқуда алған білімдерін жүйелі түрде жалпылау дағдыларын меңгеруге ықпал ету болып табылады.

**Түйін сөздер:** Модернизация, геоэкологиялық, ғылым, білім, қоғамдастық, экологиялық, әлеуметтік.

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## **СОВЕРШЕНСТВОВАНИЕ МЕТОДИКИ ПРЕПОДАВАНИЯ ЕСТЕСТВЕННОНАУЧНЫХ ДИСЦИПЛИН: ГЕОЭКОЛОГИЧЕСКИЕ ПОДХОДЫ В ОБРАЗОВАНИИ**

**Аннотация.** Актуальность географического образования определяется экологическими угрозами выживанию человечества. Он способствует осознанию человеком неразрывной связи с природой. Это предполагает создание социальных, правовых и экономических механизмов регулирования экологически значимых отношений сообществ людей друг с другом и с окружающей средой. Экологические проблемы теперь не считаются доминирующими среди таких глобальных проблем, как нищета, голод, болезни, неграмотность и растущее неравенство между богатыми и бедными. Переход от экологического образования к образованию для устойчивого развития. Это переход к такой экономически и социально ориентированной модели образования, в основе которой лежат широкие междисциплинарные знания, основанные на комплексном подходе к развитию общества, экономики и окружающей среды. Его ключевыми темами являются управление природными ресурсами и охрана окружающей среды, развитие сельских и городских районов, ответственность в глобальном и местном контексте, демократия и управление, гражданская и корпоративная ответственность. Геоэкологические аспекты теории устойчивого развития играют ключевую роль в подготовке специалистов-геоэкологов.



Геообразование играет системообразующую роль в цикле дисциплин подготовки географов. Междисциплинарный характер методологии геоэкологических исследований вытекает из системного подхода. Цель настоящего исследования - способствовать приобретению учащимися навыков систематического обобщения знаний, полученных ими при изучении различных дисциплин геоэкологического цикла. Эти обобщения должны отражать геоэкологический аспект устойчивого развития.

**Ключевые слова:** Модернизация, геоэкологическая, наука, образование, сообщество, экологическая, социальная.

**Introduction.** The most important component of the new science is the study of the spatial-temporal relationships and relationships of the components of the biosphere (and its territorial formations) with each other and with the environment.

The doctrine of the biosphere and its transition to the noosphere forms the conceptual basis for fundamental geocological research – the scientific basis for solving modern environmental problems in their interpretation as socio-natural. The cycle of geocological research should include not only the study of anthropogenic changes in the natural environment and their negative consequences, but also their impact on the processes of self-organization of society, on the social, economic and information-management aspects of its functioning in connection with the formation and implementation of the impact on the natural environment. The teaching of V.I. Vernadsky actually represents not only the conceptual basis of geocology, but also determines the direction of its development.

Considering the methodological foundations of sustainable development, it is important to give a general idea of the system approach, information and management, to analyze the reflection of sustainable development problems in geocology and geography. Issues for discussion are highlighted in a separate chapter. The answers to some of them require mastering the material presented in the manual. To answer other questions, it is necessary to make systematic generalizations using knowledge from the relevant disciplines of the geocological cycle.

V.I. Vernadsky's teaching [1] about the biosphere and its transition to the noosphere lays the foundations of the science, the idea of which was expressed by Dokuchaev, about relationships and interactions, as well as about the laws governing their age-old changes that exist between the so-called living and inanimate nature, including man. The Noosphere in understanding Vernadsky is a global socio-natural system. This is a stage in the evolution of the

biosphere in which a person has a significant impact on its functioning and his activity has already led to a significant changes in its structure, mechanisms to ensure its integrity.

**The main part.** Geoecology is also presented as a scientific direction combining geographical and ecological approaches to study the interaction of society and nature in the conditions of specific regional and local territorial and aquatic systems. According to the ecosphere approach geoecology is considered as an interdisciplinary field that studies the ecosphere as a system of geospheres (the area of interpenetration of the atmosphere, hydrosphere, lithosphere and biosphere as a set of all organisms of the planet) in the process of its integration with society.

The concept of the ecosphere is similar to the concept of a geographical shell – the object of studying physical geography. Attention is focused on global changes in the natural environment under the influence of natural and socio-economic factors. In the textbook on the theory and methodology of geographical science, A.G. Isachenko expresses the following attitude to geoecology [3].

The theoretical foundations of geoecology have not been developed. Studies presented as geoecological, as a rule, are traditional for regional geography. They are dedicated to anthropogenic impact on natural territorial complexes or their components, protection and rational use of natural resources, etc [4]. The breadth of the approach gives geography significant advantages over ecology in the analysis of environmental problems of mankind. It is hopeless to talk about their solution until the structure and functioning of a complexly organized set of geosystems of various levels, their hierarchical relationships, patterns of their differentiation and integration have been studied. The greening of geography has led to the formation of ecological geography – ecological directions in the disciplines of the physical and geographical cycle. The conceptual basis of ecological geography has become the modern complex physical geography as the doctrine of geosystems. Its task is to study the changes that a person makes to the structure and functioning of natural geosystems. Although a person is not a component of the geographical environment, but its assessment is carried out from an anthropoecological point of view. Although the geographical environment is external to society and cannot be the object of study of socio-economic geography, it is impossible not to take into account the influence of natural factors on the formation of territorial socio-economic systems.

Both “ecospheric” and “geosystem” ideas about the relationship of man with the natural environment reflect the division of geography into natural and socio-economic blocks. Physical geography, by definition, cannot cover the

whole complex of problems of the relationship between nature and society. Such an opportunity is opened by the noospheric approach, according to which territorial formations are presented as socio-natural systems.

The conceptual foundations of geocology follow from the teachings of V.I. Vernadsky about the biosphere (as a special shell of the Earth, the structure and functioning of which are essentially due to the interaction of living matter with the abiotic environment) and its transition to the noosphere. The interaction of human communities with each other and the environment becomes a decisive factor in the transformation of the biosphere.

The ecological aspect of this interaction is the subject of geocology. The doctrine of the transition of the biosphere into the noosphere forms the conceptual basis for fundamental research – the scientific base to study and solve modern environmental problems in their interpretation as socio-natural, geo-ecological.

V.I. Vernadsky presented the noosphere as a global socio-natural system. In his teaching, many concrete scientific principles of systems analysis were formulated even before intensive research in the field of system analysis began. V.I. Vernadsky's attention was focused on the inevitability of a radical transformation of the biosphere in order to solve the socio-economic problems of mankind.

He proceeded from the idea of the existence of a geologically eternal the biosphere, within which the evolutionary process is taking place, emphasized paying attention to the direction of this process, he emphasized that “the creation of the noosphere from the biosphere is a natural phenomenon, deeper and more powerful in its basis than human history” [1].

The emergence of the concept of sustainable development reflects the delayed awareness by society of the increasingly urgent need to go “in unison with the spontaneous geological process, with the laws of nature” [1].

The main factor of development is the actualization of human potential.

In accordance with the above, the following definitions are found.

The object of geocology is the biosphere (and its territorial complexes of different hierarchical levels) as a socio-natural system.

The subject of geocology is the ecologically significant relations of human communities among themselves and with the natural environment.

Its purpose is to develop the theoretical foundations for the reproduction of human life support systems, taking into account the long-term perspective.

The main problems of human life support:  
depletion of natural resources;  
environmental pollution;

overpopulation of the planet;  
non-conformity of the social organization to the conditions of environmentally safe sustainable development of society.

**Research methods.** The research is based on the method to test the hypothesis and solve the research tasks, experimental work, pedagogical experiment, observation, conversations, pedagogical monitoring, diagnostics were combined.

Definitions of the object and subject of geoecology follow from the consistent application of a systematic approach to the analysis of the relationship between man and nature. These definitions need an appropriate justification. The following presentation is compiled in such a way as to provide an opportunity for students to form their own opinion on the issues discussed.

**Stages.** There are three main stages in working on the problem.

The first stage (2020) - Within its framework, a study was carried out of foreign and domestic pedagogical experience in the field of environmental globalism. A group of experimental teachers and pedagogical platforms were identified and formed, “pilot” projects were carried out to study global environmental problems in TVET organizations in geography courses in classroom and extracurricular work, the peculiarities of students’ perception of global environmental problems were identified, and a stating experiment was conducted. A lot of material has been accumulated, scientific ideas and the conceptual apparatus of research have been formed. At this stage, the research problem, its purpose and objectives were clarified, a working hypothesis and concept were formulated. Separate elements of the conceptual provisions were tested on the basis of a number of colleges.

At the second stage (2021), a generalization of the theoretical and accumulated empirical material was carried out, a research program was developed in accordance with the conceptual provisions.

We have developed an optional course “Geoecology”, the purpose of which was the formation of geoecological competence of college students. Purposeful inclusion of natural objects, ecosystems in the educational environment, consideration of local and regional environmental problems, search for possible ways to solve them, determine the formation of a geoecologically oriented consciousness among students.

The implementation of this project was carried out by us with students, both in training sessions and on excursions, walks, and hikes. Visiting natural objects allows students to fix those undesirable transformations that occur in nature. For students, the huge scale of environmental destruction and the inadequacy of measures taken to restore the destroyed become obvious.

Practical geocological activities of students included: observations of natural and anthropogenic phenomena, experiments in the laboratory, work on the college site, expeditions, environmental campaigns, design and research activities.

At the ascertaining stage of the study, we revealed a low level of formation of environmental competence among students of the experimental and two control groups. Conducted repeated diagnostics of the level of formation of geocological competence at the control stage of the experimental work showed: there were no changes in the indicators of the first and second control groups, and the indicators of the levels of formation of the experimental group changed in the positive side. So, for example, in the experimental group, 10% of the total number of students remained, with the lowest level of environmental competence, i.e. compared with the initial stage of the experiment, the number of students with a low level decreased by 78%.

At the third stage (2022), the concept of studying global environmental problems was formulated, software and methodological support for the study was developed, and a training experiment was conducted. The conceptual provisions were implemented in optional programs for the courses "Geocology" and "Global Ecology". The experiment was conducted on the basis of one of the Colleges in Nur-Sultan. The results of the study were implemented in the form of recommendations, as well as their implementation in the practice of colleges. Conclusions were formulated and the prospects for further development of the research problem were clarified.

A methodological system for studying global environmental problems based on the geocological approach has been developed:

- the strategic goal is concretized into a goal-means, including a cognitive, value-activity aspect, and a personality-oriented goal, presented in the learning outcomes as a worldview position adopted by a person, which is an indicator of awareness of content assimilation, value attitude and manifestation of environmental activity based on the coincidence of the meaning-forming motive and purpose of activity;

- the content lines of the planned learning outcomes are specified in accordance with the system-ecological, cultural-historical, resource, spatial, humanistic approaches that ensure the structural unity of the geocological content and the interaction of the principles of its selection;

- developed and tested methods for studying global environmental problems in accordance with the components of subjective experience in the unity of the unique, mutual, universal and their development in connection with the stages of the cognitive cycle: the method of educational and real situations; dialogue and its types; task method; methods of problem-developing training;

- the leading methodological ideas for the optional course were identified and implemented, ensuring the continuity of the methodology for studying global environmental problems from group to group, focusing on the formation of a person's worldview position.

The practical significance of the study lies in the fact that the theoretical results of the study are implemented in an optional complex for the courses "Geocology" and "Global Ecology", including the concept and program, for students and teachers.

**Results.** The results of observations, conversations, interviews with students allow us to conclude that this work is important for college students, because the emotionality of their perception, the possibility conduct excursions into nature and directly visit many unique natural places, create a favorable basis for the formation of the most complete ecological ideas, as well as for ecological, spiritual, moral and patriotic education of the younger generation. The content of moral norms and rules of human behavior in the natural environment are revealed to students gradually, as they study the issues of history and protection. Specific objects of nature.

The effectiveness of the experiment is confirmed by the fact that the results of the experimental verification showed an increase in interest in studying the geoecological problems of one's district, city. The level of knowledge and skills in the study of geoecological problems has significantly increased. The theory of studying global environmental problems in school geography, based on the geoecological approach, includes:

- a concept that substantiates the eco-humanistic direction of studying global environmental problems, taking into account the co-evolutionary potential of the geo-ecological approach, implemented on the basis of reflecting its functions in all components of geographical education, which ensures the integration of three strategies for the greening of school geography - ecological, resource, adaptive in accordance with the ideology of humanity's survival on ideas of "co-creation" of mankind and the nature of the Earth;

the strategic goal of geographical education is the formation of an ecohumanistic worldview as a manifestation of ecocentric consciousness in the humanistic paradigm of geographical education, the principles of its concretization: sociality and subjectivity as a reflection of the connection of universal significance and personal meaning of studying global environmental problems, global thinking as a cognitive mechanism of their understanding and awareness;

- a model of the pedagogical situation as a condition for the transformation of a strategic goal into a personality-oriented one;

- principles of content selection (polycentrism and complexity, global unity,

humanization and humanitarization, natural and cultural conformity, unity of figurative and logical, historicism, prognosticality and alternativeness), problem-oriented construction (problem integration and spatial panoramacity); transformation of content into personality-oriented (the principle of four viewing platforms, personality-oriented activity-based), which take into account the goals and reflect the specifics of cognitive models and the content of the geoeological approach;

- a structural and logical model of the geoeological content of global environmental problems, providing a transition from object-subject content to problem-oriented, including an invariant component that corresponds to the geoeological idea of the development of chain reactions in the geoeosystem and a variable component based on the strategy of geospatial development in the context of the ideology of human survival;

- a cognitive cycle of studying global environmental problems, which includes five stages: syncretic, identification, regionalization, polarization, differentiated global integration, reflecting the ideas of spiral construction of content in accordance with the peculiarities of school geography courses, "scale games", implementing psychological and pedagogical ideas about the development of spatial thinking, systemic differentiation and stages of social development of the individual;

- designing ecological modules and training courses of geoeological orientation from the point of view of a holistic approach to the study of global problems of humanity at various stages of the cognitive cycle, demonstrating the ecological indivisibility of the geographical envelope and ensuring the interrelation of cognitive, affective, volitional spheres of consciousness of the individual in their study.

**Conclusion.** In conclusion, in the process of analyzing the didactic scientific and methodological literature, insufficient methodological study of the issues of studying geoeological problems that reflect the specifics of a large city was revealed. The latter dictates the need to develop a system of geoeological education in geography courses on the example of a city. A new direction is coming to the fore - geoeology, which studies altered anthropogenic landscapes. The urban environment is a typical anthropogenic landscape, in which contradictions in the system man-nature-society are most clearly manifested. The study of geoeological problems is necessary to ensure favorable conditions for the life of citizens and the preservation of the created ecosystem. However, insufficient methodological study of the study of geoeological problems of the city was revealed, which determines the need to find effective ways to study them. The revealed interdisciplinary connection of geoeology with geography makes it possible to determine

effective ways of studying the geocological problems of large cities in the course of geography in TVE organizations. The implementation of this task has become the object of dissertation research. In the course of the study, it was determined that the study of geocological problems of a large city should be based on a local history approach. This allows you to study geo-environmental problems throughout the basic geography course from a specific area of your environment (house, district) to the entire natural complex of the city. The pedagogical experiment confirmed the relevance of the proposed research hypothesis. The implementation of practical work in the field contributes to the development of skills and abilities, broadens horizons, and allows you to gain life experience. Observation, independent work and assignments allow students to see existing problems in real life, as well as apply the knowledge and skills gained in relation to the environment to save the environment. And if we want our children to grow up not as consumers, but as responsible people, respectable citizens, then now is the time to take care of this and do everything possible for their full-fledged environmental upbringing and education. Consequently, environmental education and upbringing is an area of purposeful pedagogical activity, designed to change the qualitative parameters of the relationship of man and society to the environment.

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