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THE ROLE OF ECOLOGICAL COMPETENCE IN THE MORAL DEVELOPMENT OF MEDICAL EDUCATION STUDENTS

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Abstract
In this article observed a number of problems of environmental education are currently relevant. In order to improve the quality of the environment, which is one of the problems, the formation of personal participation skills, attitudes, values, and motivation in solving environmental problems was explained to the students of medical education.

Keywords: Ecology and environment, biodiversity, ecological competence, ecological culture of a person

Introduction

The formation of students' environmental competence is one of the priorities of education for sustainable development, the decade of which was declared by the UN in 2005-2014. Environmental competence allows future specialists to solve their life and work situations in accordance with the principles of sustainable development. The coordination of economic and social development of society and environmental protection requires special attention to environmental education

Literature Review

D.S. Ermakov defines ecological competence as a meaningful ability, potential and experience of a person in performing complex ecologically appropriate types

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of actions, and ecological competence as a corresponding regulatory requirement for the content of this ability, potential, experience [1] According to N. A. Korotkova, since the principles of age-based and differential approaches to students began to be promoted in pedagogy, the latter "in the spirit of classical differential psychology, taking into account the psychophysical differences of children. In fact, the approach is determined by the individual and can be defined as individually differentiated".

Research Methodology

One of the conditions for the formation of competencies is the introduction of modern pedagogical technologies, including interactive technologies. Interactive technologies have a number of features that allow them to be used quite effectively in the process of teaching medical sciences: they organize the process of gaining new experience and exchanging existing knowledge, allow maximum use of the personal experience of each participant, use social modeling, cooperation, are based on an atmosphere of respect for everyone's opinion and free choice of personal decisions

Research Task

Five main components can be distinguished in the technology for developing ecological competence: targeted, valid, procedural, organizational, and diagnostic.

The general goal of the development of ecological competence is to create pedagogical conditions for the formation of an ecological personality - a carrier of ecological consciousness of an ecocentric type, ecological values and meanings of ecological activity, ecological thinking, ecological culture, for the formation of a capable personality. Ready to act as an integral, joint subject of self-development of the "man - nature" system, understanding in its formation both the general natural principles of development and the nature of human existence [2].

[1] Ermakov D. S. Formation of students' ecological competence. M.: MIOO, 2009. 180 p
[2] Deryabo S. D. Ecological psychology: Pre-ecological diagnosis. Moscow: Moscow Psychological and Social Institute, 1999. 310 b.

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In the person-centered subject-subject pedagogical paradigm, this general goal is concretized in the interrelated, coordinated goals of the subjects of the educational process, which can be defined as follows:

- for the local community and society as a whole - improving the quality of life, improving the state of the environment; training environmentally literate, educated and qualified citizens;
- for the teacher - to create conditions for acquiring knowledge, skills and qualifications, to develop abilities, motivation, attitudes, experience in environmental activities necessary for promoting practical solutions to environmental problems and improving the state of the environment;
- for the student - to develop the abilities, readiness and experience of environmental activities, to increase their competence from the level of unconscious inability to the level of conscious competence in identifying and solving environmental problems [3].

In the process of learning to solve environmental problems, two main directions can be distinguished in the development of students' environmental competence. The first important direction reveals the essence of environmental contradictions, socio-ecological and economic problems, and the concept of sustainable development as a management strategy aimed at improving the quality of life of present and future generations.

The second line of content includes theoretical and practical methods for identifying, solving and preventing environmental problems, experience of practical environmental activities to improve the quality of life, and improve the state of the environment.

At the current stage of educational reform (ecological education for sustainable development), a competency-based approach serves as the methodological basis for the modernization of environmental education. Ecological competence is an important link in the system of environmental education results: ecological literacy - ecological education - ecological competence - ecological culture. The development of ecological culture as a general goal of general environmental

[3] Ermakov D. S. Formation of students' ecological competence. M.: MIOO, 2009. 180 p

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education should be ensured as one of the necessary stages of developing students' ecological competence.

Analysis and Results

Brainstorming is used in almost all classes - a method of solving a given problem based on stimulating the activity of students who are invited to express as many solutions as possible. For example, specific situations are offered to determine the correct location of beds in a room relative to a source of pollution, according to the wind rose.

Interactive learning involves a group interaction method. The joint activity of students in the process of project expertise and independent use of sanitary legislation allows everyone to make their own personal contribution. There is an exchange of knowledge, but the teacher's activity should pave the way for student activity.

Checking students' knowledge acquisition is carried out through "brainstorming" and "feedback", which allows you to determine the students' attitude to the topic being discussed, see the advantages and disadvantages of organizing and conducting classes, and evaluate the result.

Conclusion

The ecological competence of students, as a complex characteristic of the individual, includes functional qualities of professional knowledge, skills and practical orientation; the degree of involvement in the "nature - man - society" megasystem, as well as personality qualities necessary for the implementation of ecologically consistent activities, systematically expressed in a cognitive unit, content-information, reflexive activity and motivational-value components.

The effectiveness of the model implementation is achieved when there is a combination of four pedagogical conditions: development of software-based environmental education for students based on innovative educational technologies; use of a system of educational and environmental tasks; use of business games based on modeling various ecological and economic systems; organization of reflexive activity of students in the process of mastering

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specialized subjects and use of pedagogical reflection as a factor in the formation of professional skills and environmental competence of specialists.

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