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**RELEVANCE OF TRAINING COMPETITIVE SPECIALISTS
IN THE FIELD OF ENVIRONMENTAL PROTECTION
IN THE WORLD EDUCATIONAL SPACE**

Abstract. Kazakhstan secondary school in recent years has changed its appearance. Concrete steps are planned to support the system of education renewal. Work has begun on the development of state educational standards, the introduction of a three-stage model of higher education based on credit technology, variable education, the development of criteria for assessing the quality of education. The current geopolitical, economic and social situation of Kazakhstan's society, integration into the world educational space require the modernization of the system of general secondary education of the republic of Kazakhstan, in particular, the revision of the content and structure, the goals of secondary education and the extension of training.

Key words: ecological education, ecological thinking, objects of ecological education, methodology, 12-year education.

The interaction of society with the environment, the preservation of human health in the biosphere - the world problem of historical development. At present, the scale and severity of this problem has been greatly complicated by industrial activities that reduce human health. In addition, the negative results of scientific and technological progress make such processes irreversible and lead to environmental disasters. No one, nowhere feels safe if someone violates the natural balance, pollutes the biosphere and aggravates the environment, the protection of land nature and the effective use of resources in accordance with the natural legislation-the work of all mankind.

Each of the graduates should have ecological thinking. It means that it should not only protect nature, but also have mechanisms for the effective use and management of its natural resources.

In psychological and pedagogical science, there are multifaceted issues of environmental education and education of students on nature protection, issues of nature protection and rational use of its resources, which always include various aspects of historical, political, socio-economic, national consensus, medical, etc. Among them, the most important linguistic aspect.

In the pedagogical system, instead of the concepts of "education On nature protection "and" environmental education "in the new form, the concepts of "environmental education "and" environmental education" will be used. Environmental education is considered in the field of pedagogical theory and practice, the main purpose of which is "the organization of a responsible attitude of man to the environment".

Recently, ecology is considered as an independent science, according to many views, it becomes a social and natural science, and special General scientific methodological indicators study various natural and social objects.

I.P.Gerasimov [1] said that researchers are studying the objects between science and the environment that appeared in the study. During the study of ecology, students learn not only knowledge about nature and society, but also to consider nature as the environment, but also as a given safety.

The formation of responsibility for the relationship to the environment is associated with the solution of environmental problems, a person chooses a theoretical and practical, characteristic and aesthetic,

business and responsible system of the world. A. A. Lublin [2] shows that the human connection between the meaning of the world has to do with the Homeland, work, to the person. Various human relations have identified the mechanism of ownership of the system structure, the complex and complex social structure of nature. The most important thing is that it will have a practical activity that develops in the external environment-the sphere of the personality of life and its internal-the psychic sphere.

Levels of training students to tabigator reading are characterized by the following signs.

1. To characterize the problems of environmental education and upbringing in nature protection.

2. Environmental education of students is limited to special disciplines, special courses, seminars and workshops-practical pedagogical training of environmental structures takes place at the level of abstract-theoretical and simple ability.

One of the constituent elements of environmental education and education of students to nature protection is the teaching and psychological training of future teachers to conduct environmental work in schools. This training involves understanding in its composition the essence of the goal, understanding the structure and methods of the goals set as part of the educational process of environmental education, the ways of their implementation in practice in primary school.

In primary classes it is impossible to conduct environmental education and environmental education without taking into account the psychological characteristics of interpersonal communication of younger students and nature. In the course of age and pedagogical psychology, the Problems of "man - the natural environment" are considered on the basis of studying the process of mental development, personal communication with practical activities, conscious, surprising relationship of the child with the outside world. In this regard, it is very important to highlight the child's perception of nature in the form of anthropomorphization (individualization, adaptation), while children give nature the characteristic features of a person.

In the pedagogical course, students learn to closely connect students with other aspects of the educational process characteristic of primary school, for example, environmental education can not be separated from conscience. The relation of the adolescent to nature manifests itself with his feeling, and it belongs to the category of conscience, according as it relates to the manifestations of nature, the phenomena and phenomena occurring in nature.

The position of conscience develops gradually in students. To acquaint with the rules of behavior in nature, what to do, what to do is the very first question. Students who conducted control classes, questionnaires, communication with students, find that most of them have the ability to assess the impact on the development of a sense of conscience. For example, "how do you feel about nature? to the question: "all children answer: "I love nature", "I respect nature "or" it is necessary to protect nature, protect". But the word does not always coincide with the deed. Students (in most cases adults), knowing how to behave in nature, follow the same rules and regulations, break, break trees, or destroy a bird's nest-poor quality, in addition to knowing what is better and moral-sowing, growing trees, feeding birds. Aesthetic attitude to nature, moral attitude to it, "aesthetic education can not be separated from environmental friendliness". Nature is an inexhaustible source of beauty, it is one of the most important tools of aesthetic education. And this will contribute to the formation of a person who will contribute to environmental education inside, resist stress and destruction of nature. In any work, the "ecological side" is not mentioned, there are irreplaceable gaps in the field of labor training and education, legally combining the metabolism between nature and man.

C. Darwin in his work "Origin of species" cited many environmental observations related to the development of the organic world. Nevertheless, the man who first uttered the concept of "Ecology" in science, Ernest Haeckel. He tried to define the word "Ecology". In 1866, the German naturalist Ernest Haeckel translated the word "ecology" in exact translation from the Greek word "the doctrine of the house, the science of Parking (place)". In the following ecological dictionary "ecology (consists of two words of the Greek oikos-house, place, Parking and logos-education, science, Research) – the scientific basis of environmental protection, the science that studies the living conditions of living organisms, their relationship, the relationship with the natural environment".

Ecology has become so popular that it has made it so to build treatment plants, plan land use regionally, recycle paper, grow vegetables using organic fertilizers. "In order to this activity is necessary for normal checked the rules, we try to simplify the blows of nature, whatever we do the game, and broke

the laws of nature to ease our impact and less punishment," said American ecologist R. Ricklefs. Actions to save people should begin with the study of the laws of the existence and development of nature (Fig. 1).

It is very important that children not only know these qualities, but also recognize that they must be "from within". Hence the second problem of forming a conscience in a teenager, associated with nature, to give children the necessary knowledge about the protection of nature, to educate them an individual approach to the spontaneous behavior of other people.

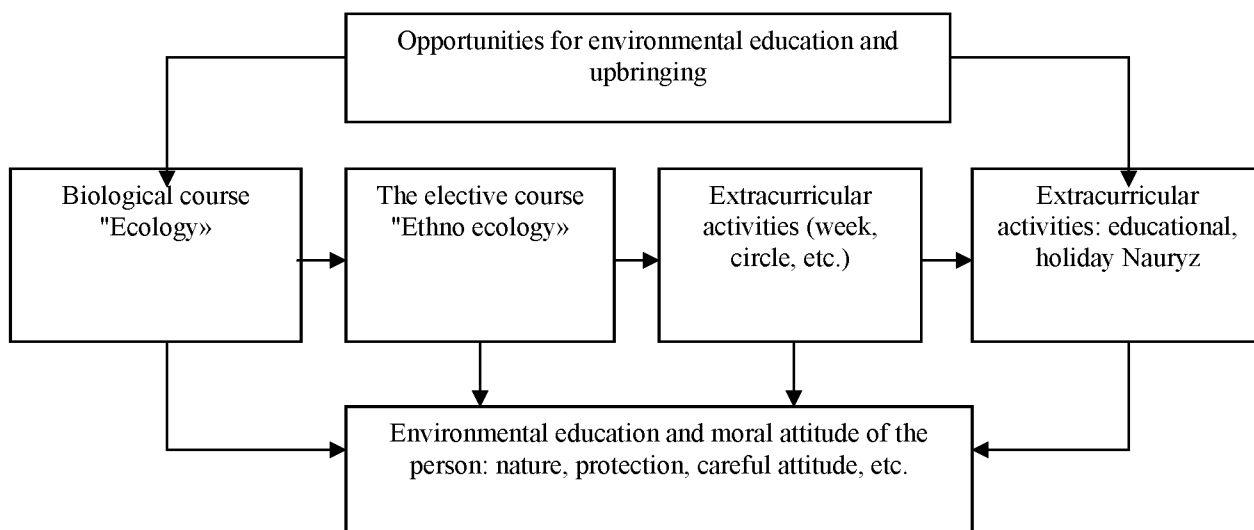


Figure 1 - And environmental education of students example of education

At this level, life is developed depending on what is right, what is wrong with nature, to distinguish between good and bad attitude, the emerging approach to the movement of their actions and the behavior of comrades, reaches the ability to regulate their actions on nature.

It does not follow that a position of breeding has developed towards these incomes. Since the education of human conscience not depends on how he uses other ways what is your opinion will happen as it relates to wildlife, whether its activities the principles of nature, whether General rules, and from this it follows that the theoretical understanding of the nature, ethical terms students should be performed in practice, his actions, behavior is the third problem in the structure of the position of the conscience of a teenager in environmental education. After all, it is the main component of the education of love for wildlife, built on the basis of knowledge and skills.

However, during the period of environmental education, when the responsible attitude of students to nature in various fields of work is closely linked with the aspects of conscience and work, the Central link in the training of future primary school teachers is the study of topics about the environment in the field of natural Sciences (Fig.2).

Kazakhstan secondary school in recent years has changed its appearance. Specific steps are planned to support the system of education renewal. Among them, work has begun on the development of state educational standards, the introduction of a three-stage model of higher education based on credit technology, variable education, the development of criteria for assessing the quality of education..

- In this regard, based on the world and domestic experience, based on the rationale for the transition to 12-year secondary education, we can note the main trends in world development, based on changes in the education system:

- - intensity of development of society;
- - transition to a post-industrial, information society, expansion of intercultural interaction;
- - emergence and growth of global problems that can be solved as a result of international cooperation;
- - democratization of society;
- - dynamic development of the economy, growth of competition;
- - increasing the value of human capital.

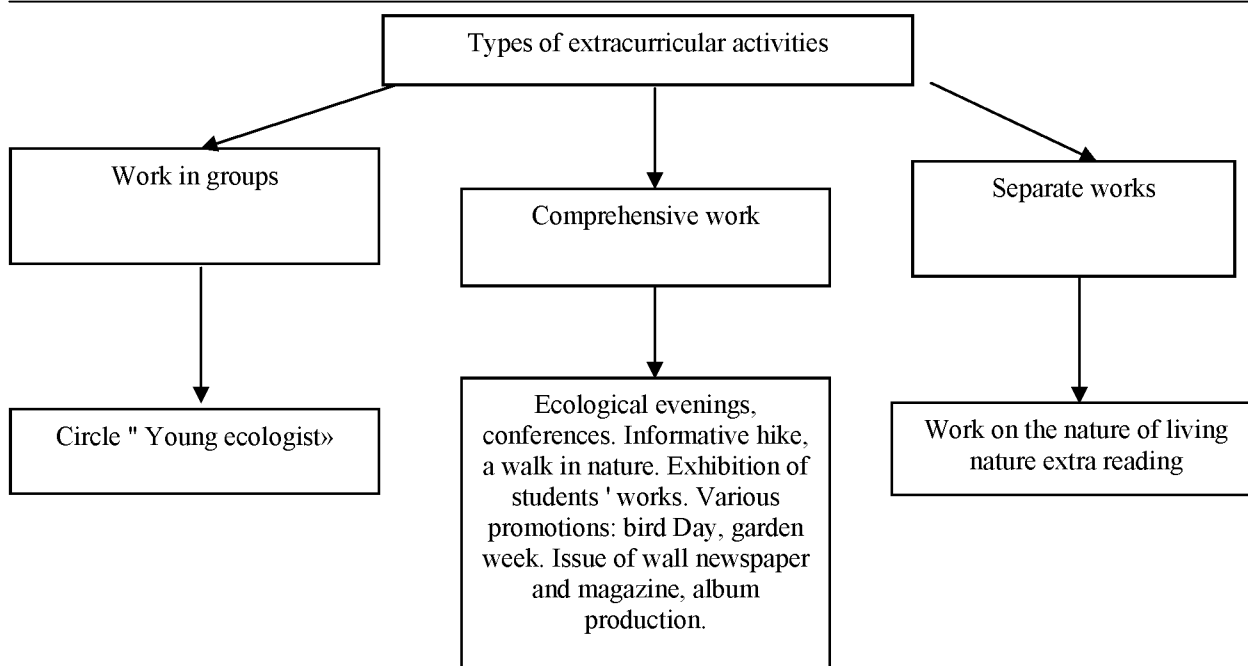


Figure 2 - Features of the organization of ecological educational process

In accordance with this, in the education system of developed countries, there are trends in updating the philosophy and methodology of education, changing the methods of building the content of education, developing improved models of the content of education, finding effective ways to manage education, etc.

One of the strategic directions of world education is the displacement of traditional unproductive teaching style and the transition to a new developing, constructive model of education that provides cognitive activity and independent thinking of students.

The current geopolitical, economic and social situation of Kazakhstan's society, integration into the world educational space require the modernization of the system of General secondary education of the Republic of Kazakhstan, in particular, the revision of the content and structure, the goals of secondary education and the extension of training periods..

Currently, a certain international standard of education has been formed, designed for a 12-year school.

In accordance with the Declaration of the Council of Europe (1992), 12-year education is carried out in 136 countries of the world educational space. Among them, the USA, Japan, Germany, France, etc. from developed countries, and from the CIS countries 12-year study period chose Belarus, Ukraine, Uzbekistan and the Baltic States.

One of the important factors in reducing the load for 12 years is the vocational training program "Beindik Mektep».

Kazakhstan's transition to 12-year education will successfully solve the strategic tasks of designing a new national model of education.

In the preparation of competitive specialists in the world educational space, programs that meet the requirements and needs of students in secondary, special and higher educational institutions are very necessary. In this regard, one of the ways that meet modern requirements, including for the formation of the child's attitude to the natural environment in secondary education about the Motherland, its nature, its protection, about changes, the program includes the introduction of the subject of ecology, starting from the Junior class, namely from the 2nd class to understand the surrounding changes, their causes and consequences. The structure and content of this discipline with a gradual increase from the lower class should be formed in a form that allows you to give knowledge about the elements of the natural environment, their relationship with each other. If the student, trained according to this structural educational program, has the purpose to get education in special, higher educational institutions, then, first

of all, a number of students will be formed, trained with knowledge of native places, features of its nature, having significant training at the fundamental, professional level.

Among the methodological processes in the preparation of teachers for environmental Affairs, the methodology of teaching ecology plays a leading role. On the path of environmental education of primary school students are classified into three groups of education: knowledge of nature and construction, the relationship in nature, the impact of man and nature on each other according to the Declaration of the Council of Europe (1992), 12-year education is carried out in 136 countries of the world educational space. Among them, the USA, Japan, Germany, France, etc. from developed countries, and from the CIS countries 12-year study period chose Belarus, Ukraine, Uzbekistan and the Baltic States.

Here are examples from different ways of conducting lessons: introductory lesson, excursion.

A lesson necessary for the education of students in the first stage, an introduction to the knowledge of nature in the second class.

Remember the introductory lesson. What is nature? Living and inanimate nature. Why not wait for nature? Signs of autumn fallout in inanimate nature. Compare autumn and summer. Why should we love and protect the environment?

The purpose of the lesson: to give a brief comparative description of the natural phenomena of summer and autumn. To reveal the concepts of "wildlife", "gentle nature", the need to study nature, careful attitude to natural wealth and natural wealth, the rules of familiarization and filling of students with the textbook "diary of orientation".

Lesson equipment: textbook "Ecology" for 2nd grade, tables "diary orientation" for 2nd grade, "Summer", "Autumn", "natural history", "love nature".

Lesson plan:

1. A brief introductory conversation with students, based on the manifested summer manifestations, showing the figure and tables " summer"
2. Teacher's story about a new subject-ecology
3. Show figure and table " autumn"
4. Conversation on the materials of drawing and embroidery
5. To acquaint students with the signs characteristic of autumn. Compare autumn and summer.
6. The teacher's story about respect for the environment.
7. Familiarization of students with the diary of training and orientation, teaching the rules of work.

Conducting classes. The lesson begins with a conversation, in order for children to closely link the impressions of summer with the first lesson, the teacher asks children the following questions "" where did the children rest in the summer? What were you doing there? What did you observe? Remember the most interesting moments during the summer holidays".

For stories about the summer holidays praised children, teachers summarize the summer and move on to familiarization with new subjects.

Today we begin to study a new subject. This subject is called ecology, it is the word knowledge of nature, impact, support, love, thinking of nature.

What is nature? Why are we studying it? The world around us is nature, or products processed from this natural wealth. Nature is divided into two large areas: living, inanimate nature. Inanimate nature includes: Sun, Moon, air, earth, stone, water, etc. living nature includes microorganisms, insects, fish, bird, animal, plants. Man also belongs to the living nature.

Living and inanimate nature is closely linked. Conducting observations, the phenomena of inanimate nature, occurring at different times of the year, lead to certain changes in the life of plants and animals, have an impact on human labor. Nature is the Foundation of our Emir. Everything we need, we get from nature. Having deeply studied the natural mystery, people learned that his wealth is not infinite, skillful actions of people are reduced and polluted by natural wealth. Here it was clear that it was necessary to preserve nature. In order to preserve nature, it is necessary to know nature, to understand the laws of nature in order to preserve and properly use its wealth. In order to get acquainted with the peculiarities of the natural science subject, the teacher should take an example of the terrain about the phenomena of autumn and move on to the conversation. Students pay attention to rain clouds, rain in the mountains, water leakage in the river. On this basis, you can learn that autumn is good. During the conversation, use

images, tables. Then the teacher continues: we breathe air, drink water, immerse the earth, are interested in the beauty of nature of our native land.

Plants and animals give us the products we need for life. If polluted air, water, land, we are exposed to infectious diseases. If people find nature, we will not be left without attention. If we destroy plants, birds, animals, we leave without food, without clothes. Therefore, in order not to get sick, not to be left without the most beautiful manifestations of nature, food, clothing, raw materials of production, we, the inhabitants of the planet, must protect nature from pollution and leakage, always touching hands.

Reading ecology, you are preparing to become a child, an active and calm master in the nature of your native country. I hope that each of you will spare no effort to accomplish this sacred task.

The student introduces students in detail to the textbook "rules of filling in the "diary of observation". At the end of the lesson explains the need for systematic observation of the phenomena of nature (at the end of the lesson with the help of the game "live-lifeless" - the first lesson of ecology is the first stage in the environmental education of young students, characterizing the idea of nature protection, showing students the possibilities of knowledge and education of the subject. Adolescents have great potential for special forms of learning activities such as teaching instruments for environmental education and nurturing. This Park increases the ability of students to understand, comprehend and interest, prepares lyrical thought and memory. In short, learning by means is one of the main areas of forms of teaching using the local principle of points and materials. A distinctive feature of this lesson is that it is held in the school yard.

As a result, the student's achievements in the process of adaptation:

- The main activity of students in the organization of educational process is educational activity and priority educational activity. Educational activity involves the use of interactive teaching methods that allow students to gain experience on their own, stimulating the search, active discussion of problems, reasoning views, making optimal decisions. From what point of view (cognitive, social) activity of the pupil does not arise independently, it is carried out in relations with other pupils and teachers, as itself.

- the content of education is enriched with new knowledge, the development of abilities to receive information, the specificity of educational programs in the market and creativity in science;

- traditional information methods-oral and written, telephone and radio communication-displacement of modern computer facilities;

- attention is paid to the upbringing of the child's personality, spiritual enrichment of his life, the formation of a citizen, personality.;

- striving for the unity of the school, family and social environment in the upbringing of children;

- attention is paid to the wide application of pedagogical technologies adequate to public education and the role of science.

- The main ideas of improving the technology of training in the psychological and pedagogical direction are characterized as follows:

- transition from memory-based learning to learning that develops mental development using previously mastered skills;

- transition from the statistical form of knowledge to the system of dynamic structure of mental activity;

- transition of students from the secondary education program to the differentiated education programs separately.

Taking into account regional, national peculiarities of training environmental specialists in the field of environmental protection, related to modern needs in the educational space of the country

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**ӘЛЕМДІК БІЛІМ КЕҢІСТІГІНДЕ ҚОРШАҒАН ОРТАНЫ ҚОРҒАУ САЛАСЫ БОЙЫНША
БӘСЕКЕГЕ ҚАБІЛЕТТІ МАМАНДАРДЫ ДАЙЫНДАУДЫҢ ӨЗЕКТІЛІГІ**

Аннотация. Қазақстандық жалпы орта білім беретін мектеп соңғы жылдары өзінің келбетін өзгертті. Білім беруді жаңарту жүйесін қолдайтын нақты қадамдар жоспарлануда. Мемлекеттік жалпыға міндетті білім стандарттарының әзірлену, кредиттік технология негізіндегі үш сатылы жоғары білім моделінің,

вариативті білім берудің енгізілуі, білім сапасын бағалау критерийлерін әзірлеу жөнінде жұмыстар басталды. Қазақстан қоғамының қазіргі геосаяси, экономикалық және әлеуметтік жағдайы, әлемдік білім кеңістігіне кірігуі Қазақстан Республикасының жалпы орта білім жүйесін жаңғыртуды, атап айтқанда, орта білім мазмұны мен құрылымын, мақсаттарын қайта қарауды және оқыту мерзімін кеңейтуді талап етеді.

Түйін сөздері: экологиялық білім, экологиялық ойлау, экологияны оқыту объектілері, экологиялық тәрбие, әдіснама, 12 жылдық білім.

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АКТУАЛЬНОСТЬ ПОДГОТОВКИ КОНКУРЕНТОСПОСОБНЫХ СПЕЦИАЛИСТОВ В ОБЛАСТИ ОХРАНЫ ОКРУЖАЮЩЕЙ СРЕДЫ В МИРОВОМ ОБРАЗОВАТЕЛЬНОМ ПРОСТРАНСТВЕ

Аннотация. Казахстанская средняя общеобразовательная школа в последние годы изменила свой облик. Планируются конкретные шаги по поддержке системы обновления образования. Начата работа по разработке государственных общеобязательных стандартов образования, внедрению трехступенчатой модели высшего образования на основе кредитной технологии, вариативного образования, разработке критериев оценки качества образования. Современное геополитическое, экономическое и социальное положение казахстанского общества, интеграция в мировое образовательное пространство требуют модернизации системы общего среднего образования Республики Казахстан, в частности, пересмотра содержания и структуры, целей среднего образования и расширения сроков обучения.

Ключевые слова: экологическое образование, экологическое мышление, объекті экологического обучения, экологическое воспитание, методика, 12-летнее образование.

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