

УДК 355.233: [504+613]

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INTEGRATED APPROACH IN FORMING ECO-VALEOLOGICAL CULTURE OF FUTURE OFFICERS IN NATIONAL GUARD OF UKRAINE

***Анотація.** Розкрито сутність застосування інтегрованого підходу в процесі формування еколого-валеологічної культури майбутніх офіцерів Національної гвардії України. Характеризовано еколого-валеологічну культуру як специфічний тип особистісної культури, що формується у процесі інтеграції екологічної та валеологічної культури. Доведено, що одним із провідних методологічних підходів до процесу її формування має бути саме інтегрований підхід, який дозволяє розглядати еколого-валеологічну культуру майбутнього офіцера як інтегровану категорію, цілісне утворення, що складається з взаємопов'язаних компонентів, а саме: еколого-валеологічних знань і вмінь, навичок еколого-валеологічної діяльності.*

***Ключові слова:** методологія; інтеграція; інтегрований підхід; еколого-валеологічна культура; екологічна освіта; майбутній офіцер; Національна гвардія; здоров'я військовослужбовців.*

Introduction. Eco-valeological culture is a new way of individual existence, the individual behavior of the new strategy among its existence, which determined by active interaction of the two consciousness` forms - environmental and valeological world. Scientific substantiation of future officer`s eco-valeological cultural formation in the process of his professional training defines a need of clarification in common methodological approaches during the planning and conducting research in this area. Considering that the eco-valeological culture as a specific type of personal culture is formed by the integration of environmental and valeological culture, one of the leading methodological approaches to the process of its formation precisely must be an integrated approach.

Analysis of recent research. An integrated approach is directly related to systemic approach. Integration (from the Latin. Integration – recruitment, recovery) – the process of development, combining disparate parts and elements. Integration processes take place both in the existing system (in this case, they raise the level of integrity and organization), and when a new system still has not connected elements. In the process of integration in the system increases the amount and intensity of relationships between elements. Integration is viewed as a process or result of the process [1, p. 77–90].

Integration is not only strengthening ties, but also change the source elements. If there is no such change, then there is no amplification of ties. It is replaced by only mechanical association. Integration process means new integrity growth, which has a common scientific system, appropriate mechanisms of interrelation and changes in the elements, functions object of study, which are caused by feedback system tools and new skills, which were formed [2, p. 232–241].

There are foundations of integrating knowledge: ontological (the unity of the world), gnoseological (the unity of the human mind and the laws of thought), methodological (availability of scientific methods of research), social (human integrity). The latter determines the need for epistemological and methodological support of knowledge integration [3, p. 357].

Integration radically changes the content and structure of modern scientific knowledge, intellectual and conceptual possibilities of individual sciences. It is the most important mean to achieve unity of knowledge in a meaningful, structured, logical-epistemological, scientific, organizational, linguistics, semantic, methodological and pedagogical aspects.

Methodological issues of scientific knowledge integration, including science and humanitarian, dedicated works of I. A. Akchurin, B. M. Kedrov, E. S. Markarian, O. N. Sychyvytsya and others.

Educational integration is considered as the highest form of unity of purpose, principles and content of education and teaching as the creation of consolidated units based on interrelation of academic disciplines. The integration of disciplines is not the process of summation. It is the process of their union. The basis of this is the process of interrelation, complementarily, mutual penetration methods, concepts, theories that make up these subjects. Implementation of the learning process of integrated disciplines provides an important quality of education. It is productivity [2, p. 232–241].

Theoretical positions of integrated approach to educational activities and educational systems elucidated in the works by M. R. Artsyshevska, Y. D. Boychuk, E. S. Barbyna, E. D. Durmanenko, L. E. Grizun, V. R. Ilchenko, A. I. Yeromkina, S. F. Klepko, I. N. Kozlovska, V. M. Maximova, V. A. Semychenko, A. V. Stepaniuc, G. S. Tarasenko and others.

The purpose of the article is to substantiate the integrated approach to the formation of eco-valeological culture of the National Guard of Ukraine future officers in the process of studying environmental disciplines.

Results. One of the social consequences of scientific and technological development is the problem of preservation and development of human health. In this regard, before modern science raises the social order society that consists in revealing specific patterns of human interaction with the environment, the justification of such a strategy of human behavior, which should contribute to the preservation and development of human health, the environment and ensure harmony between them.

In the conditions of the present ecological situation in Ukraine has deteriorated so that the issue of environmental impacts of military activities and health of military personnel gained extraordinary importance.

Health is an important component of combat readiness and combat effectiveness of the military collective and separate soldier. The level of professional personnel health is extremely important. The health of military personnel depends on many factors including the level of eco-valeological culture as a specific kind of personal culture. There is a necessity of increasing level of ecological education, managing and implementation the environmental security system.

As expected, at the turn of the XX and XXI century significant advances have been achieved in many sciences of man, genetics, anthropology, physiology, psychology, pedagogy and others. Obtained data should provide a revolutionary new phase in modern science, which cause qualitatively new ideas about ecologically safe interaction between man and nature. This is the genesis of relevance to problems maintaining health and ecological balance of the environment of human existence.

Now a significant number of developments that have scientific value were accumulated in the arsenal of biomedical, social, educational sciences, but they are often combined single theory of optimal human interaction with the environment. Therefore, some scientific advances do not have the desired effect. In the modern age of global environmental changes optimization of human relationships with the environment is possible for complex interdisciplinary research and integration of human, technical and natural sciences [3, p. 357; 4, p. 40–49].

The main objective of integration of the human sciences with other sciences is to develop scientifically based approaches to assess the effectiveness of economic decisions, development of scientific and technological progress, new production technologies for human health criteria and destructive impact on the environment.

Increasing the efficiency level of integration of science to solve the problems of human interaction with the environment requires the unification of methodological approaches, concepts, teaching methods, formation of the categorical and conceptual apparatus. In other words, there is a need for a specific conceptual apparatus, a kind of complex logic and methodology research.

The integrated approach to the problem of health and improving the ecological situation involves mobilizing its solution to all institutions of society, including education.

Deepening of science differentiation, because of the scientific technical information growth objectively creates a need for the opposite process – the integration of scientific knowledge. So one of the central contradictions of modern education is between objectively necessary integration into specialist's professional training and countervailing disciplines' differentiation.

Integration as a leading form of educational content based on unity and generality of natural laws, human integrity and integrity of subject's world perception is one of the main ways to update the content of education. It should be noted that the whole is not mechanical combination of separate parts, and structural-organized system that performs certain functions.

For the development of learning theory, pedagogues have used the findings of philosophy, psychology, logic and other. Modern integration didactic trends are detected in describing the process of learning; researchers began to use the concepts and laws of such sciences as systemology, cybernetics, sociology, social psychology, etc. [5, p. 92–103].

In the history of pedagogy was accumulated significant legacy of integrated education (theory and practice attempts), namely: was determined position of psychology, pedagogy and teaching methods reflect an objective necessity in the educational knowledge of the real relationships of objects and phenomena of nature and society; was emphasized worldview and developing an integrated learning function, its positive impact on the formation of knowledge system and overall mental development of the individual; was coordinated training method developed various educational disciplines [6, p. 93–98].

A.I. Yeromkin highlighted its main features based on analysis of the specific integrated education: dialectical (reveals common patterns and relationship knowledge as a single system), logical (ensure consistency and correlation components of educational material), psychological (mental defines the processes that occurs in human consciousness in establishing links between the knowledge of various disciplines). The author also gives a typology of interdisciplinary connections, their specific features, terms of identification, organization and implementation of training [7, p. 152].

Because in today's social and ecological conditions, health status acquires status of pedagogical category, new strategic pedagogical direction is the eco-valeological culture formation of individual [3, p. 357].

We consider that the basis for the integration of environmental and valeological culture is dialectical materialist outlook, which implies recognition of the general historical and biological unity of man and nature, similarity of artificial and natural environment.

Human health and the environment that surrounds it are inherent in their detection because welfare caused by physical, social and spiritual adaptation to the natural and social environment in which it is forced to live. It makes no sense to speak of a healthy person in unhealthy habitat. Therefore, environmental education should be carried out in close connection with valeological.

The integrated approach allows for integrity of formation eco-valeological culture; systematic and generalized eco-valeological knowledge and skills; will strengthen cadets' worldview interest for the conservation of nature and their own health. Integration as a key regulator activity of the person allows forming a complete eco-valeological outlook, gives to future officers «tools» for independent and creative solving complex tasks in everyday and professional activities.

Using an integrated approach contributes the unity of ideas, objectives, elements of eco-valeological education content and its methods, aimed at strengthening its methodological, and molding functions.

The integrated approach to building ecological and valeological culture realized on the basis of integrating methodological principles which flow from it: the principle of integrating environmental concepts of the role of culture; the principle of integrating the concept of the role of health in environmental education; the principle of integrating the role of sustainable development; correspondence principle structure of eco-valeological culture by holistic structure and object of environmental and eco-valeological; the principle of integrating environmental role in the multidisciplinary organization of educational process; the principle of continuity eco-valeological education and the principle of its integration into the international system of education for sustainable development [3, p. 357].

To solve the problem of integration of environmental and valeological culture in the framework of professional culture of the future officer is possible by integrating environmental and valeological education content.

In the process of integrating eco-valeological education, important integrating feature is psychological and pedagogical disciplines. In modern educational practices beneath eco-valeological education, we understand filling eco-valeological and educational content of all subject areas [3, p. 357; 7, p. 152].

The leading role in integrating ecological and valeological training of future officers belonging to the environment. Expanding the subject of ecology led a number of new definitions in literature, including the famous American environmentalist J. Odum, who gives this interpretation: «ecology is the interdisciplinary field of knowledge about the structure and functioning of multilevel systems in nature and society in their relationship».

Nowadays the ecology has evolved from a separate narrow section of biology to a range of basic and applied sciences. Ecology is one of the important factors of integrating science. Strengthening interdisciplinary ties between different sciences, it makes a significant contribution to the knowledge of the general laws of life.

Natural systems are not only natural formations because they are increasingly beginning to depend on human impact. Because the environment at all levels of study faced a need to consider the impacts of human activities on the biosphere. A person experience the opposite effect of increasing anthropogenic transformation of the biosphere and therefore to predict the consequences of the ecological situation is becoming necessary to integrate natural, technical and humanity sciences.

On the one hand, the fundamental field of natural science penetrated trends of humanization and socialization and on the other – significantly increases the role of natural sciences in the development of philosophical concepts and the formation of the modern scientific world. These main revolutionary processes most clearly expressed in today's environment. The synthesis of the natural sciences and the human allows a fundamentally new approach to understanding the relationship of «man-environment» that are central to the subject of study ecology.

Integrating ecological problems with valeological issues in such academic disciplines as «Fundamentals of Ecology», «Fundamentals of Ecology and labor protection», «safety of military activities», «Fundamentals of Ecology, Life Safety and Civil Protection» and others, will provide productivity of ecological and valeological training of cadets. Integrating the basis of such courses are the environmental laws relating to ecological balance, adaptation and other. The integrated Course allows realizing multidimensional analysis of ecological health position, moving from object to subject teaching.

Implementation of this requirement in the process of future officers` eco-valeological culture was carried by: clarifying the content of each ecological discipline from position of the

eco-valeological nucleus component; improvement the thematic structure programs, the selection of eco-valeological summarizing topics; clearly mark the relationship of fundamental theoretical concepts of the main tasks in formation of eco-valeological culture subject area; developing interdisciplinary structures leading ideas and concepts; implementation of integrated learning and education, where it is possible to complete coverage of environmental and valeological problems; providing appropriate training and methodological the process support of formation eco-valeological culture. The means of implementation of the integration processes in the formation of eco-valeological culture serve valeological interdisciplinary communication.

Their implementation involves the mutual consistency of contents and methods disclosing laws, principles and methods of optimal human interaction with the environment at all levels of eco-valeological knowledge taught in various disciplines. It is important to combine the logic of disclosing the leading ideas and concepts that make up the content of a discipline, consistent with the deepening and generalization of eco-valeological problems. The interaction of sciences demands on practical activities of students, the specifics of interdisciplinary implementation influences on organizational and psychological levels. The inclusion of interdisciplinary connections in the educational process involves the selection of the most significant scientific knowledge units, which contain a set of basic ideas. Intersubjective relationships in environmental disciplines are the most optimal for the formation of future officers' eco-valeological culture have to go through the elements of knowledge, conceptual apparatus, action-oriented material, methodological features of its transmission.

Conclusion. Using an integrated approach to ensure the integration of environmental issues with the content valeological environmental sciences tends to strengthen environmental and valeological relationships and provides the structural components of the future officers' eco-valeological culture.

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Abstract. *Zub O. V., Dem'yanishyn V. M. Integrated approach in formation of eco-valeological culture of future officers in National Guard of Ukraine.*

Introduction. *Eco-valeological culture is a new way of individual existence, the individual behavior of the new strategy among its existence, which determined by active interaction of the two consciousness` forms – environmental and valeological world. Scientific substantiation of future officer`s eco-valeological cultural formation in the process of his professional training defines a need of clarification in common methodological approaches during the planning and conducting research in this area. Considering that the eco-valeological culture as a specific type of personal culture is formed by the integration of environmental and valeological culture, one of the leading methodological approaches to the process of its formation precisely must be an integrated approach.*

Purpose. *To substantiate the integrated approach to the formation of eco-valeological culture of the National Guard of Ukraine future officers in the process of studying environmental disciplines.*

Methods. *An integrated approach is directly related to systemic approach. Integration (from the Latin. Integration - recruitment, recovery) – the process of development, combining disparate parts and elements. Integration processes take place both in the existing system (in this case, they raise the level of integrity and organization), and when a new system still has not connected elements. In the process of integration in the system increases the amount and intensity of relationships between elements. Integration is viewed as a process or result of the process.*

Integration is not only strengthening ties, but also change the source elements. If there is no such change, then there is no amplification of ties. It is replaced by only mechanical association. Integration process means new integrity growth, which has a common scientific system, appropriate mechanisms of interrelation and changes in the elements, functions object of study, which are caused by feedback system tools and new skills, which were formed.

There are foundations of integrating knowledge: ontological (the unity of the world), gnoseological (the unity of the human mind and the laws of thought), methodological (availability of scientific methods of research), social (human integrity). The latter determines the need for epistemological and methodological support of knowledge integration.

Integration radically changes the content and structure of modern scientific knowledge, intellectual and conceptual possibilities of individual sciences. It is the most important mean to achieve unity of knowledge in a meaningful, structured, logical-epistemological, scientific, organizational, linguistics, semantic, methodological and pedagogical aspects.

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Educational integration is considered as the highest form of unity of purpose, principles and content of education and teaching as the creation of consolidated units based on interrelation of academic disciplines. The integration of disciplines is not the process of summation. It is the process of their union. The basis of this is the process of interrelation, complementarity, mutual penetration methods, concepts, theories that make up these subjects. Implementation of the learning process of integrated disciplines provides an important quality of education. It is productivity.

Results. *The article discloses the essence of using an integrated approach in the process of eco-valeological culture of National Guard of Ukraine future officers. It is the formation of eco-*

valeological culture of the person. Eco-valeological culture as a specific type of personal culture is forming in the process of integration eco-valeological culture and one of the leading methodological approaches to the process of its formation must be precisely integrated approach. It allows to consider eco-valeological culture of future officer category as an integrated, holistic education, consisting of interrelated components: knowledge and skills, ecological eco-valeological activities skills.

Conclusion. *Using an integrated approach to ensure the integration of environmental issues with the content valeological environmental sciences tends to strengthen environmental and valeological relationships and provides the structural components of the future officers' eco-valeological culture.*

Keywords: *methodology; integration; integrated approach; eco-valeological culture; ecological education; future officers; National Guard; soldiers' health.*

*Одержано редакцією 19.09.2016
Прийнято до публікації 26.09.2016*

УДК 374.72 : 376.1

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РОЗВИТОК УМІНЬ УЧИТЕЛІВ АДАПТУВАТИ Й МОДИФІКУВАТИ НАВЧАЛЬНІ МАТЕРІАЛИ ВІДПОВІДНО ДО ОСОБЛИВИХ ОСВІТНІХ ПОТРЕБ ШКОЛЯРІВ

Анотація. *Визначено, що надання додаткової, а іноді й спеціальної підтримки в навчанні дітей з особливими потребами, яка допоможе їм брати повноцінну участь у заняттях і реалізовувати свій потенціал, є можливим завдяки адаптації й модифікації навчальних матеріалів. Підкреслено необхідність розвитку вмінь учителів адаптувати й модифікувати навчальні матеріали відповідно до особливих освітніх потреб даної категорії школярів. Окреслено зміст таких умінь.*

Ключові слова: *уміння вчителів; адаптація; модифікація; диференціація; трансформація; пристосування; навчальні матеріали; діти з особливими освітніми потребами.*

Постановка проблеми. Виважене, ефективне навчання приносить користь усім учням. Однак, для учнів з особливими потребами може стати необхідною додаткова, а іноді й спеціальна, підтримка в навчанні, яка допоможе їм брати повноцінну участь у заняттях і реалізовувати свій потенціал. До таких видів допомоги належать адаптація і модифікація навчальних матеріалів.

Щоб досягти успіху і задовольнити різноманітні потреби учнів, що зумовлені їхніми здібностями, рівнем розвитку, інтересами та іншими відмінностями, учителям необхідно змінювати методи навчання, освітнє середовища, матеріали. Учителі, котрі досягають успіху в навчанні дітей з особливими освітніми потребами, застосовують різноманітні форми, методи і засоби навчання, які необхідно змінювати залежно від спеціальних потреб учня.

Аналіз останніх досліджень і публікацій та визначення невирішених раніше частин загальної проблеми. Сутність процесів, загальні принципи здійснення адаптації й модифікацій навчально-виховного процесу розглядаються в наукових працях О. Гаяш [1], А. Заплатинської [2], Є. Лемеха [3], Ю. Найди, Н. Софій, О. Таранченко [4] та інших. Питання адаптації навчальних матеріалів для формування