

Creative eco-educational activities in the process of teacher training in natural-geographical disciplines

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The purpose of the article is generalization of creative ecological and pedagogical activity on the example of the creative Union of the group of rural small schools - the institutions of professional development for teachers of natural-geographical disciplines. Education for sustainable development requires the learning experience of the creative activity of the teacher key competences, formation of which is considered on the example of an ecological path in rural school. The conceptual study was based on the development of the corporate culture of teachers within the same team, solving problems dissociation of subject learning and skills, synthesis of knowledge to form a unified scientific picture of the world, the formation of a continuous ecological education. International research on the state of biosphere; the UN Conference on environment show that the solution of global environmental problems must begin from the local level. Years of experience on the given problem allows to generalize the theory, the hierarchy (in our case the institutions of secondary, higher and postgraduate education) in the framework of the theoretical concept of creative pedagogical system. The problem of education for sustainable development requires enrichment of experience of creative activity of teacher of natural-geographical disciplines core competencies. The inclusion of ecology in the structure and content of Russian school education is not resolved. It is important to develop methods of ecological education in the system of qualification improvement and professional retraining of teachers included in the system of continuous environmental education. The study is based on the interest in knowledge existing in the subject and related fields; the study of the theoretical and methodological bases of ecological and pedagogical knowledge; knowledge of analytical and evaluative methods pedagogical work; knowledge of basic psychological and pedagogical patterns of education and training and the ability to apply them. Reviewed historical and pedagogical preconditions of the development of environmental education in the teachings of the great teachers, educators and educational systems; systemic-structural analysis the content of environmental education; interaction of educational institutions with the use of ecological paths; pedagogical conditions of enhancing the quality of environmental education for school age children; organization of interaction of students with nature as a condition of environmental education; the structure of competencies of teachers of natural-geographical disciplines; the implementation of succession in educational and extracurricular activities in secondary and postprofessional educational institutions; the problem of scientific generalization of the rural environment as a pedagogical conditions of formation of ecological culture of schoolchildren; the development of research exercises and skills in the process of implementation of environmental-oriented works on the ecological path, the rationalization of instructional time and the mastery of applied knowledge, practical skills and skills for optimizing the impact on the natural and transformed environment. We share the point of view of L. V. Popova that creative activity at professional environmental education is planned research work, based on the complex of subjects studied and focused on learning new knowledge. Activity-organizational competence of a teacher appeared on the stage of creation of the ecological path: the observance of the organizational-methodical requirements to the path, legal behavior of participants, emotional richness and the information capacity of the route, development of communicative culture, targeting of the path. Design-methodical competence of the teacher was considered from a conceptual point of view, the universality and the interdisciplinarity of environmental problems; resolution of problems of dissociation of subject learning, the possibility of formation of universal, generalized knowledge and skills with the aim of forming a unified scientific picture of the world, translation of the learning mode from passive to interactive. Design-methodical competence of a teacher on organizing the educational process in "natural" Cabinet required developing new forms of content and spatial reorganization of the educational process. In the overall hierarchy of the considered competences of the teacher

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design and research competences are cumulative, presenting the development of the corporate culture of teachers within the same team, trying to destroy the traditional isolation of teachers, the ability to cooperate in addressing their vocational and educational tasks to a high enough level of problems. The study in the advanced training program for teachers of natural-geographical disciplines included a special course "Methods of creating and using the author's program".

We identified the barriers to the use of ecological path in the educational process and the conditions for proper formation and functioning of creative ecological-pedagogical activity with the use of ecological path.

Keywords: creative pedagogical activity, environmental education, ecological path, competence.

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