

PREPARATION OF FUTURE TEACHERS FOR ECOLOGICAL- LOCAL WORK IN PRIMARY SCHOOL

The relationship of society with nature is complicated at the same time as the civilization dimension of human life. Harmonization of relations between society and nature requires, first of all, the value of human attitude to the environment, which can be achieved only on the basis of knowledge of the laws of nature, the logic of natural processes, solved at the state level by means of education, with a clear definition of tasks that involve changes in vocational training of teachers professionals in general and primary school in particular. The National Doctrine of Educational Development in Ukraine of the 21st Century, the State Standard of Primary General Education in Ukraine, the Concept of National Education, etc. legislative acts proclaim the educational priorities of ensuring a harmonious and diverse development of the individual, forming a holistic picture of the world. According to this concept, love for the native land, knowledge of cultural and historical traditions, moral and ethical heritage, history and modernity is one of the most important aspects of the readiness of the elementary school teacher for professional activity, and the readiness of students for ecological study driven by professional requirements and the general need to solve urgent problems. The problem of preparing future teachers for environmental education in elementary school is still poorly understood and improved.

The analysis of normative documents indicates that in recent years the role of local lore in the system of vocational training has significantly increased. However, the mass school still has no national programs in local history. Observation of the state of educational activity in higher educational establishments, study of the experience of local lore with schoolchildren shows that this work is carried out at low level or absent at all. We consider it necessary to pay attention to certain definitions, which are the main components of the above problem, namely: environment, natural and social environment, local lore,

ecological and local lore. The social environment plays a crucial role in shaping the personality of the pupils. And not only the macro environment (the conditions of existence that surround the person in society), but also the microenvironment - the conditions created directly in the educational institution. Pedagogically well-organized micro-environment in the formation of personality arouses interest and desire to influence its character, which activates the process of education.

The natural and social environment and their influence on the formation of personality allow us to distinguish local history as a complex science, combining information science (in turn complex), historical, art, history of literature, science and more. Consolidating is the fact that all this information is in one place. And there can be many of them. In essence, local history is the closest to geography. Local history as a pedagogical problem has always aroused great interest among researchers, since there is no other such comprehensive means of education and upbringing of man, which would include nature and history, economy and politics, culture and life of people of their native land.

Thus, mastering the system of vocational training of students of pedagogical educational institutions for ecological study in elementary school becomes an important condition for designing a modern system of ethnographic work in elementary school, which is constantly updated, focused on the development of the whole system of general education. It should be noted that the effectiveness of the process of formation and development of skills, skills of future teachers in the implementation of greening of primary school elementary education and environmentally-oriented education of pupils largely depends on the nature of the leadership of pedagogical practice. It is carried out at three levels: general, school, teaching-methodical. The leading role belongs to the teacher of the university, who directs the group of students in elementary school. Under preparation of the future elementary school teacher for ecological-regional work in secondary school I degree we understand the component component of the system of vocational-pedagogical education, which includes value, content, procedural and resultant components that ensure the assimilation of integrative knowledge about native

land, cultivation and a positive transformation in combination with the method of using ecological-local material in the education and upbringing of younger students.

National doctrine of development of education in Ukraine of the 21st century, State standard of primary general education in Ukraine, Concept of national education, etc. legislative acts proclaim the educational priorities of ensuring a harmonious and diverse development of the individual, forming a holistic picture of the world. According to this concept, love for the native land, knowledge of cultural and historical traditions, moral and ethical heritage, history and modernity is one of the most important aspects of a primary school teacher's readiness for professional activity, and students' readiness for environmental studies is one of the directions of development of the pedagogical education system, which is conditioned by professional requirements and the general need to solve urgent problems.