

СЕРІЯ «Психологія»

UDC 159.91:613.1]:378.011.3

[https://doi.org/10.52058/2786-4952-2023-12\(30\)-570-578](https://doi.org/10.52058/2786-4952-2023-12(30)-570-578)

Ordatii Nataliia Mykolayivna Assistant, National Pirogov Memorial Medical University, postgraduate, VSPU named after Mykhailo Kotsiubyskyi, Vinnytsya, <https://orcid.org/0000-0002-8100-2790>

SOCIO-CULTURAL REALITY OF PHILOSOPHICAL PRECONDITIONS FOR THE FORMATION OF ENVIRONMENTAL KNOWLEDGE

Abstract. The article reveals the analysis of methodological aspects of the problem of implementing environmental education, the main goal of which is to change a person's attitude to both personal health and the "feeling of self" of the surrounding environment, as well as the formation of high environmental literacy, deep environmental awareness and responsibility for the state surrounding environment. That is why higher education institutions should introduce comprehensive environmentalization of the system of education and upbringing into the educational process, which will contribute to the effective solution of problems in the field of environmental protection and control of ecological systems based on knowledge of the basic principles of functioning and interaction with society.

The purpose of the article is to substantiate the philosophical prerequisites for the formation of students' environmental awareness.

It is noted that among the organizational foundations of the implementation of environmental education as an integral component of the educational process of students in higher educational institutions, the defining strategy is the creation of a single continuous process of assimilation of environmental knowledge, conducting scientific research on the comprehensive ecological assessment of the effects of the surrounding environment on psychosomatic health population, creation of a unified information system for highlighting issues of the state of the environment and establishing cooperation on their solution with centers of various regions of Ukraine and other countries.

Knowledge of the leading laws of science, the methodology of hygienic research, as well as the regularities of the dynamics of the state of changes in the psychosomatic health of people, the negative impact on which the environment itself exerts, as well as the conceptual foundations of strengthening and preserving its

optimal state of functioning by improving and protecting the environment, increasing sustainability organism in the conditions of adverse effects of nature is certainly a key indicator in the organization of approaches to increase environmental awareness among students.

Keywords: sociocultural reality, philosophical prerequisites, ecological knowledge, ecological consciousness, education seekers.

Ордатій Наталія Миколаївна доктор філософії (PhD), асистент, ВНМУ ім. М.І. Пирогова, лікар психіатр, ВМКЦ, <https://orcid.org/0000-0002-8100-2790>

ФІЛОСОФСЬКІ ПЕРЕДУМОВИ ФОРМУВАННЯ ЕКОЛОГІЧНОЇ СВІДОМОСТІ СТУДЕНТІВ

Анотація. У статті розкрито аналіз методологічних аспектів із проблеми впровадження екологічної освіти, головною метою якої є зміна у відношенні людини як до особистісного здоров'я, так і до «самовідчуття» оточуючого середовища, а також формування високої екологічної грамотності, глибинної екологічної свідомості та відповідальності за стан навколишнього довкілля. Саме тому у вищих навчальних закладах варто впровадити всебічну екологізацію системи освіти та виховання у навчальний процес, що сприятиме ефективному вирішуванню проблем у галузі охорони довкілля і контролю екологічних систем на основі знань основних принципів функціонування та взаємодії з суспільством.

Метою статті є обґрунтування філософських передумов формування екологічної свідомості студентів.

Зазначено, що серед організаційних основ впровадження екологічної освіти як невід'ємного компонента навчально-виховного процесу студентів у вищих навчальних закладах визначальною стратегією є створення єдиного безперервного процесу засвоєння екологічних знань, проведення наукових досліджень із приводу комплексної екологічної оцінки наслідків впливу оточуючого довкілля на психосоматичне здоров'я населення, створення єдиної інформаційної системи щодо висвітлення питань стану навколишнього середовища та налагодження співробітництва щодо їх вирішення із центрами різних регіонів України та інших країн.

Знання провідних законів науки, методології гігієнічних досліджень, а також закономірностей динаміки стану зрушень психосоматичного здоров'я людей, негативний вплив на яку саме й чинить навколишнє середовище, а також концептуальних основ зміцнення та збереження її оптимального стану функціонування шляхом оздоровлення та охорони довкілля, підвищення стійкості організму в умовах несприятливих впливів природи, безумовно, є ключовим індикатором в організації підходів щодо підвищення екологічної свідомості у студентів.

Ключові слова: соціокультурна реальність, філософські передумови, екологічні знання, екологічна свідомість, здобувачі освіти.

Formulation of the problem. However, modern natural resources should not be considered only from the point of view of natural and technical sciences, they should also include the socio-cultural heritage of mankind in terms of understanding the peculiarities of the course of environmental processes, their causes and consequences. The sociocultural reality of the worldview, however, is impossible without the analysis of ecological knowledge acquired in the course of human existence, which should be based on the objective clarification of the philosophical prerequisites for the formation of ecological knowledge. The process of their formation is quite long and depends on the development of knowledge about man and nature. Their specificity lies in their integrative nature as the ability to concentrate not only philosophical, but also natural-scientific and social-humanitarian knowledge. Аналіз останніх досліджень та публікацій.

Analysis of recent research and publications. In recent years, scientific ideas about ecological knowledge have repeatedly changed. Currently, there are several trends in their development, one of which covers the works of such outstanding figures as F. Bacon, H. Hegel, R. Descartes, F. Engels, I. Kant, K. Marx, I. Newton, F. Nietzsche, L. Feuerbach et al. [2, 5]. They are dedicated to the justification of theoretical and methodological aspects and perspectives regarding human interaction with the natural environment. It is based on a mechanistic view of the environment, the possibilities of its use and cognition.

The purpose of the article is to highlight the sociocultural reality of the philosophical prerequisites for the formation of environmental knowledge.

Presenting main material. Ecological knowledge as a specific form of social knowledge was formed at the initial stage of social development, which is characterized by a high level of development of material support, a system of social relations and environmental education. It should be noted that even in ancient philosophy they tried to understand the world in which man exists. Of course, at that stage of humanity's development, we are not yet talking about specific ecological knowledge, but even then separate elements of knowledge or ingenious assumptions about the coexistence of the Cosmos, the Universe, Nature and Man were formed [2, 5].

Some aspects of these problems were presented in the cosmocentric treatment of Democritus, Heraclitus, Pythagoras, Thales, etc. It was at this time that the anthropocentric worldview of Empiricus, Hippocrates, Protagoras, and Sextus was formed. An attempt to understand the Cosmos as a single integral system was made by Socrates and Plato. Aristotle introduced a natural-scientific rationale into these interpretations. Mykola Kuzanskyi's attempts to interpret man as a microcosm in the origins of heliocentric teaching are interesting. In empirical natural philosophy, attention was focused on the issues of human subjugation of the surrounding

environment and the significance of its empirical experience in its transformation, which is particularly vividly presented in the philosophy of F. Bacon. Humanistic motives conditioned the pantheistic philosophy of Jean Bodin, L. Humboldt, P. Kropotkin, M. Montaigne, and B. Spinoza, whose scientific works are based on the origins of the ethical underpinnings of environmental problems [2, 4].

The methodological basis of ecological awareness is the formation of ecological culture in society. In modern literature, at this point in time, there is no clear and unambiguous definition of the concept of ecological culture, but certain scientific developments regarding the explanation of this term have already been carried out by E. Girusov, M. Doronina, V. Pustovoi, I. Safronov, V. Sitarov, I. Shirokova and etc., according to which the latter represents a special sphere of people's life, which is an organic integral part of culture, which determines the uniqueness of their interaction with nature and a system of dialectically interconnected elements (ecological activity, ecological relations and ecological consciousness) [1, 3].

Modern environmental problems dictate their conditions regarding nature protection aspects of our state and the general culture of social consumption, social protection, trends in the development of society. Being multifaceted and multifaceted, the problem of environmentalization of social relations with nature at the same time remains complex, indivisible and integral [2, p. 40]. An important methodological emphasis is the ecovitalistic understanding of the unity of psychosomatic, moral-ethical, and political-economic approaches to the interaction of man and nature. In the context of this problem, it is necessary to apply a comprehensive approach to solving this problem, taking into account medical and psychological, economic, political, managerial, environmental aspects, which will enable the formation of a balanced state administration in the field of environmental policy. That is why it can be stated that a new national policy is needed to substantiate modern environmental problems, which will promote interaction in the sphere of "human - natural environment" relations and regulate innovative reforms of Ukrainian legislation to resolve global civilizational gaps [4, p.77].

Note that the selected features are structural components of these types of environmental consciousness, which provide their integral characteristics (Table 1). Thus, anthropometric ecological consciousness is a special form of reflection of natural objects and real phenomena in their interaction, which determines purposeful human activity. It is in this aspect that our further research results are presented: in the contrast between man and nature, under the conditions of the highest value of the latter in the ecological environment, the satisfaction of one's own needs, which uses natural goods of a consumer nature, without harming the surrounding environment. Ecocentric ecological consciousness reflects a certain form of natural objects and their relationships, which is caused by purposeful human activity, which is characterized by endowment of nature with various subject properties [2, 4].

Table 1

The structure of anthropocentric and ecocentric ecological consciousness

Anthropocentric EC	Ecocentric EU
1	2
Hierarchical picture of the world	Rejection of the hierarchical picture of the world
The highest value is a person	The highest value is the harmonious development of man and nature
The purpose of interaction with nature is to satisfy certain pragmatic needs	The goal of interaction with nature is optimal satisfaction of both human needs and the needs of the entire natural community
"Pragmatic imperative": is what is good for a person right	"Ecological imperative": only that which does not violate the ecological balance existing in nature is correct
Ethical norms and rules that apply to interaction with the natural world	Ethical rules and norms apply both to the interaction of people and to the interaction with nature
Nature is perceived as an object of human activity	Nature is perceived as an equal subject of interaction with man
The development of nature is a process that must be subordinated to the goals and tasks of man	The development of nature is considered as a process of mutually beneficial unity

From the standpoint of this approach, nature itself is understood as a higher value in the relationship with man, based on the principles of which non-pragmatic motives of equality and superiority over it are built, the prevalence of ethical norms and rules regarding its use. The ecocentric approach of ecological consciousness will be presented in more detail in the formative part of the study, which will contribute to students' mastery of the skills and abilities of mutually beneficial unity of man with nature. These two types of ecological orientation are impossible without a combination in the modern interpretation of acquiring knowledge in institutions of higher education [2, p.43].

Therefore, it is necessary to implement a certain rational mode of management and a comprehensive environmental protection policy, which will contribute to the improvement of the ecological state of Ukraine, prevent man-made disasters and control critical loads on the environment [5, p.314]. In such conditions, the approval by the Verkhovna Rada of Ukraine of the Law of Ukraine "On the Basic Principles (Strategy) of the State Environmental Policy of Ukraine for the Period Until 2030", which entered into force on January 1, 2020, is quite thorough. It presents the following tasks of environmental policy of Ukraine [3, 4]:

- improvement of the ecological situation and safety of citizens in relation to natural influences;
- improvement of regional environmental policy;
- raising the level of modern environmental awareness of the population;
- integration of environmental policy and improvement of the state management system regarding the safety of human life and nature conservation;
- creation of a safe state of optimal functioning of the human body in the surrounding natural environment;
- ensuring ecological balance in relation to nature use;
- forming an ecological network and stopping the destruction of biological and landscape diversity, etc.

Implementation of these tasks is possible under the conditions of such activities as assessment of the impact of strategies, plans and programs on the state of the natural environment; legality in the sphere of safety and protection of the surrounding environment; ecological assessment and examination of the impact of objects on the state of the environment; control in the field of environmental protection and monitoring of the state of the natural environment to ensure environmental safety; scientific support and availability of education in the implementation and formation of national environmental policy; international cooperation in ensuring environmental safety in the field of environmental protection and population protection [5, p. 299].

In accordance with this, we will present the methodological principles of environmental education regarding the principles of the formation of today's environmental problems. The analysis of methodological aspects of the problem of implementing environmental education shows that its main goal is a change in a person's attitude to both personal health and the "well-being" of the surrounding environment, as well as the formation of high environmental literacy, deep environmental awareness and responsibility for state of the surrounding environment. That is why higher education institutions should introduce comprehensive environmentalization of the system of education and upbringing into the educational process, which will contribute to the effective solution of problems in the field of environmental protection and control of ecological systems based on knowledge of the basic principles of functioning and interaction with society. Improving the system of nature conservation and training young people for today's priorities will form the ability of young professionals to solve the problems of anthropogenic and man-made environmental pollution by applying such principles [4, p. 75]:

- humanitarian or ecological culture;
- environmental imperative, or environmental responsibility of the individual;
- economic or environmental prudence;
- applied, or environmental safety;
- scientific-theoretical or ecological thinking;

- pedagogical or environmental education.

Thus, among the organizational foundations of the implementation of environmental education as an integral component of the educational process of students in higher educational institutions, the defining strategy is the creation of a single continuous process of assimilation of environmental knowledge, conducting scientific research on the comprehensive ecological assessment of the effects of the surrounding environment on psychosomatic health population, creation of a unified information system for highlighting issues of the state of the environment and establishing cooperation on their solution with centers of various regions of Ukraine and other countries.

Knowledge of the leading laws of science, the methodology of hygienic research, as well as the regularities of the dynamics of the state of changes in the psychosomatic health of people, the negative impact on which the environment itself exerts, as well as the conceptual foundations of strengthening and preserving its optimal state of functioning by improving and protecting the environment, increasing sustainability of the organism in the conditions of adverse effects of nature is certainly a key indicator in the organization of approaches to increase environmental awareness among students [1, 4].

Therefore, the creation of a single network of a continuous system of acquiring environmental knowledge during education at higher education institutions involves [3, 4]:

- introduction of elements of education in the field of environmental protection into the educational process of a higher institution;
- introduction of both individual and face-to-face classes on raising students' environmental awareness;
- ensuring complex integration in the interaction of departments of educational institutions on issues of environmental provision of education and upbringing;
- development of educational and didactic materials, methodological guides and recommendations, popular scientific publications, textbooks that reveal the content, modern forms and methods of environmental education and education;
- the development of interdisciplinary approaches to the readiness to solve situations related to rational nature management.

The creation of a unified information system for substantiating issues of the state of the surrounding environment involves: exchange of experience regarding the specifics of training future specialists in the field of rational nature management between educational institutions; ensuring systematic and quick collection of information about the state of the environment and their objective presentation in mass media. And, finally, the establishment of cooperation with centers for the provision of environmental education and information from various regions of Ukraine and foreign countries, which leads to: accumulation of experience regarding the rational environmental protection activities of the

central and peripheral regions of the country and foreign countries with the introduction of its leading achievements and perspectives into the everyday practice of environmental activities, dissemination of own experience in the field of environmental education, training and education regarding its information accumulation.

Conclusion. Thus, the construction of a humanistic future, in the perspectives of which the possibility of harmonious coexistence of man and nature is reflected, is based on the conditions of obtaining an education worthy of modern requirements, in the basis of which ecological knowledge will be the central component. One of the necessary foundations of an individual's readiness for this interaction is the assimilation of a purposeful system of ecological knowledge that will regulate human activity in the aspect of understanding nature as the absolute value of life. A person's knowledge of ecological problems contributes to the creation of a new ecological picture of the world, rooted in the recognition of the unity and integrity of the world and man, the responsibility of the latter for nature and the harmonization of their relations. Therefore, to solve these environmental problems, a complex combination of environmental, educational, economic, political, social and other factors of the modern development of society is necessary.

References:

1. Vizniuk, I., Ordatii, N., Ordatii, A. (2021). Environmental Consciousness of Students in VSPU Named After Mykhayl Kotsyubynsky in the Conditions of Quarantine Restrictions. *Science and Education*, 3(CLHHHVII), 38-45. Retrieved from <https://scienceandeducation.pdpu.edu.ua/articles/2021-3-doc/2021-3-st5> [in English].
2. Koval', Ju. A. (2023). *Ekologichna kul'tura здобувачів освіти в технічних коледжах [Environmental culture of students in technical colleges]*. Vinnicja: Vid-vo TOV «Druk» [in Ukrainian].
3. Vizniuk, I., Dzekan, O., Dolynnyi, S., Fomin, O., Fomina, N., & Ordatii, N. Ukrainian experience of the pedagogical training of medical specialists in the context of European integration processes [Ukrainian experience of the pedagogical training of medical specialists in the context of European integration processes]. (2022). *Revista Eduweb*, 16(4), 65-77. <https://doi.org/10.46502/issn.1856-7576/2022.16.04.6>
4. Vasiutynskyi V. O. (2005). Ekologichni tsinnosti v strukturі masovoi svідomosti. Aktualni problemy psykholohii [Ecological values in the structure of mass consciousness]. *Zbirnyk naukovykh prats Instytutu psykholohii im. H. S. Kostiuka APN Ukrainy, za red. Maksymenka S. D. K.: «Milenium»*, T. 7, 5(1), 74–82.
5. Vizniuk, I., Teslenko, V., Martyniuk, I., Savinova, N., Biliuk, O., Kyslychenko, V., Stelmakh, N. (2022). Posttraumatic growth in the context of forming a positive experience of volunteers in the information environment [Posttraumatic growth in the context of forming a positive experience of volunteers in the information environment]. *IJCSNS International Journal of Computer Science and Network Security*. 22(6), 562-570. DOI: <https://doi.org/10.22937/IJCSNS.2022.22.6.70>

Література:

1. Vizniuk, I., Teslenko, V., Martyniuk, I., Savinova, N., Biliuk, O., Kyslychenko, V., Stelmakh, N. 2022. Posttraumatic growth in the context of forming a positive experience of volunteers in the information environment [Posttraumatic growth in the context of forming a positive experience of volunteers in the information environment]. *IJCSNS International Journal of Computer Science and Network Security*. 22(6). 562-570. DOI: <https://doi.org/10.22937/IJCSNS.2022.22.6.70>

2. Vizniuk I., Ordatii N., Ordatii A. Environmental Consciousness of Students in VSPU Named After Mykhayl Kotsyubynsky in the Conditions of Quarantine Restrictions. *Science and Education*, 3(CLXXXVII), 2021. P. 38- 45. Режим доступу: <https://scienceandeducation.pdpu.edu.ua/articles/2021-3-doc/2021-3-st5>

3. Vizniuk, I., Dzekan, O., Dolynnyi, S., Fomin, O., Fomina, N., & Ordatii, N. Ukrainian experience of the pedagogical training of medical specialists in the context of European integration processes [Ukrainian experience of the pedagogical training of medical specialists in the context of European integration processes]. 2022. *Revista Eduweb*, 16(4), 65-77. <https://doi.org/10.46502/issn.1856-7576/2022.16.04.6>

4. Васютинський В. О. Екологічні цінності в структурі масової свідомості. Актуальні проблеми психології : збірник наукових праць Інституту психології ім. Г. С. Костюка АПН України / за ред. Максименка С. Д. К. : «Міленіум», 2005. Т. 7. Вип. 5. Ч. 1. С. 74–82.

5. Коваль Ю. А. Екологічна культура здобувачів освіти в технічних коледжах: монографія. Вінниця : Вид-во ТОВ «Друк», 2023. 268 с.