

Shlyundt SA.

Ural State Pedagogical University

### **Formation of ecological competence of students, as the direction of the implementation the Bologna agreement**

Becoming a party to the Bologna Process, Russia was integrated into the European system of higher education. Because of this the need to create a new generation of standard two-level education in various fields of study.

The first level assumes preparation of bachelors, the second level – of masters.

The most important feature of the new generation of educational standards is a set of competencies for students of all profiles and areas of training, as bachelors and masters. Competence — the ability to apply knowledge, skills and personal qualities for successful professional activity. The most common classification of competencies that should be taught the graduates, contains three major classes:

- 1) subject (special) competencies, which are the basis for the realization of professional goals;
- 2) on the professional (sometimes referred to as base) competencies needed to effectively work in the organization;
- 3) core competencies that define the successful socialization of each graduate.

It is clear that between these classes there is no contradiction and it should be seen as complementary, allowing to detail the learning tasks.

Competence is practice-oriented and manifested through the prism of personal features only during activity. For make a decision about the level competence of graduates, it is necessary to have information about the success of their work in the professional field. In order to monitor the process of preparing graduates and implementation specialists competence model is necessary to develop a set of key and basic competencies that every graduate should possess, as

well as to propose a model for their implementation.

During the implementation tasks of the competence approach to higher education O.S.Anisimov, V.V.Kraevsky, V.V.Serikov analyze the nature and structure of professional competence: professional competence — is an integral characteristic of business and personal qualities of the expert, which reflects not only the level of knowledge but also social and moral position personality. Consequently, modern professional any specialization must have social and environmental competences, which can be defined as:

1) social competence — the ability to take responsibility and make decisions, to participate in joint decision-making, resolve the conflicts nonviolent way, productively communicate with other cultures and religions;

2) ecological competence — is the willingness to take responsibility for their professional activities on the basis of knowledge of the laws of development ecology. The above makes it possible to formulate the definition of socio-ecological competence. Socio-ecological competence — the ability and readiness personality perceiving the surrounding reality in the unity of natural and socio-cultural relations, on the basis of the generated knowledge, skills, experience and personal qualities that are properly solved in the course of their professional activities the environmental challenges and problems of interaction between society and nature [1].

For the formation ecological competence of students require special pedagogical model. This model should represent a complete theoretical system for the formation of ecological competence based on the integration of natural scientific, technical and human knowledge, as this will demonstrate the integration of the interaction of society, both in the natural and social environment. The target is defined by the social order of society in education student's personality, who is willing to accept qualified, process, absorb, transmit, use ecological knowledge in professional work. The aim of model is specified in the tasks: formation of students' values, norms and rules of behavior in today's society, practical skills for working with environmental information and knowledge about the environment. In

the model it is necessary to strengthen the educational component in the training of students in the formation of ecological competence. Leading position in this model take cultural studies, axiological and praxeological approaches [2].

The suggested approaches to teaching model will allow to create an integrated system for the formation ecological competence of students in the educational process. As a result of its implementation will develop the theory of competence-based approach in the educational component of their training.

Literature:

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2. Shlyundt S.A. Competence approach in environmental education // Teacher education in Russia. 2012. № 4. P.45-49