

THE THEORETICAL AND PRACTICAL ESSENTIALS OF GIVING INTERDISCIPLINARY ECOLOGICAL UPBRINGING (EDUCATION) TO PUPILS

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The article analyzes the theoretical and practical essentials of giving interdisciplinary ecological upbringing (education) to pupils. The development of the ecological thinking in pupils will be embodied by means of analysis, comparison, syntheses of the collation, abstraction, generalizing and by drawing a conclusion. It is necessary to generate and develop theoretical deduction and socialization based on theoretical and practical thinking in pupils while teaching subjects.

. Founding the said, organizing excursions enables the shaping of ecological education. In organizing excursions, it is necessary to pay attention to the following: in the course of the excursions data must have interdisciplinary ecological content, a content collected interdisciplinary, given the base of data didactic principle task and topicality of ecological problems. Mastering the problem is registered schematically, tabular, verbal and non-verbal during excursion.

Key words: ecological ethics, interdisciplinary ecological upbringing (education), excursion, integration.

Development of science and technique is intensified in the course of time. While running interaction and relationship between nature and society, such ecological problems have appeared, the investigation of which is considered as a topical issue of our epoch. Upbringing the ecological ethics in educational processes has become an imperative necessity.

Gradually deepening ecological crisis influences the development of the country negatively. Though the main ringleaders of such ecological crisis are considered to be natural processes, they appeared as a result of the activity of the person - as a result of antropogenetic reason. So appraising it as a natural process or linking it with the defect of water does not fit. But if we discuss this problem from the social-ecological, political and cultural point of view, it becomes known that its important complexion hasn't been revealed yet. The problem is that the necessary ecological interdisciplinary education hasn't developed in pupils yet. From this point of view it is necessary to understand the essence of the ecological crisis. Accelerating social-economic development, rising prosperity and the everyday life of nation under the conditions of the market economy depends on it.

But local-natural features, rules of protecting nature and the analysis of the interdisciplinary ecological problems have not been taken into consideration in the process of manufacturing. The main reason for this is the lack of consolidation of ecological upbringing in most pupils. Cognition about nature

influences comprehensively the upbringing of pupils. It was first shown by the Czech scientist Ya. A. Kamenskiy. He explained the principle of concordance of education with nature. The development of the ecological thinking in pupils will be embodied by means of analysis, comparison, syntheses of the collation, abstraction, generalizing and by drawing a conclusion..

It is necessary to generate and develop theoretical deduction and socialization based on theoretical and practical thinking in pupils while teaching subjects. For such thinking the following is necessary: 1) to express the aim and task of the problem; 2) to create the theory which was done beforehand; 3) to simulate the methodic relationship among sciences; 4) to determine the main and quotient stages of the problem; 5) to analyze the simulated methods and private problems which fit to the plan; 6) analysis of the results arising from the problem; 7) The results and the conclusion reached are theoretically characteristic.

The following ways of interdisciplinary forming the ecological thinking in pupils are offered.

- 1) Discussion is a first way of developing scientific-logical thinking.
- 2) Second way - consists of searching the ways of interdisciplinary relationships, investigate, make the plans and develop the methods and involve the pupils into it.
- 3) Third way - this is the determination of the source-caused relationship, interdisciplinary explanation to observed phenomena, involve pupils into the process.
- 4) Fourth way - inspiring pupils' abilities for conclusion on the method of the inductions and deductions and developing these abilities.

Most of the scientific research work of scholars is devoted to the problem of upbringing ecological ethics in pupils. Science is the main force in the development of the society.

As we know, science in the process of education with its own object and subject accordingly is subdivided into the large group. But the assistance of different sciences is a natural process. Two objective trends reveal themselves in its development, that is to say differentiation and integration. On the basis of scientific integration the success of civilizations is studied.

Making the learner be interested in the basis of science is, at the present day, a didactic process, which requires from the teacher greater pedagogical and psychological knowledge, skills and qualification in teaching processes. For this reason the French philosopher Rhenium Dekart said: "All sciences are bound with each other so strongly that it is better to study them together **than** apart". The English philosopher William Occam confirmed "Though any science has occurred **from** studying one subject, inherently there is no science which studies one subject." In my opinion, there exists the science about the notion of defining these separate subjects.

Organizing excursions enables the shaping of the ecological education.

When organizing excursions, it is necessary to pay attention to the following:

- in the course of the excursions data must have interdisciplinary ecological content.
- a content collected interdisciplinary, given the base of data didactic principle task
- topicality of ecological problems.

Mastering of the problem is registered schematically, tabular, verbal and non-verbal during the excursion.

At the present day, ambient protection from different ecological problems is considered to be the topical issue of the day. For the solution to these problems and bringing ecological ethics to the pupil, it is possible to draw the following conclusion:

- 1) the theoretical task of ecological upbringing in the process of education is analysed.
- 2) conditions are analysed for bringing ecological ethics to the pupil in the process of education on the base of interdisciplinary relationship and ecological education.
- 3) in the process of education direction ecological education explained on the base of the purposes and tasks of the ecological education of these direction is generalised in relationship with the subject initial class, exact and special sciences.
- 4) ecological education is analysed in the process of education on the base of theoretical tasks of organizing the lesson.
- 5) practical ecological education is found in the course of the excursions.

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