

CONTINUOUS PROFESSIONAL EDUCATION: THEORY AND PRATICE

<https://doi.org/10.28925/2518-7635.2022.71>

DEVELOPMENT OF ENVIRONMENTAL COMMUNICATION SKILLS IN STUDENT TEACHERS

Oksana Koshil

ORCID ID 0000-0002-9121-1297

Ph.D. in Pedagogy

Lecturer in the Applied College

“Universum” Borys Grinchenko Kyiv University,

Yu. Gagarin ave., 16, 02094, Kyiv, Ukraine,

o.koshil@kubg.edu.ua

ABSTRACT

The article is devoted to the problem of the development of environmental communication skills among future teachers in the process of professional training.

The psychological-pedagogical foundations of the formation of future educators' environmental communication skills in the process of professional training are theoretically and methodologically substantiated.

The article analyses the approaches of scientists to the interpretation of concepts that make up the scientific thesaurus of research: 'ecological communication', 'ecological approach', 'ecological behaviour', and 'ecological environment of the child'.

The importance of ecological communication in the educational environment of a preschool education institution is substantiated. On the basis of the analysis of scientific works, the components of the studied education are distinguished: motivational, social, communicative, and reflective; groups of technologies and effective non-traditional teaching methods are defined; methodological approaches of effective formation of skills to organise environmental communication with children of preschool age in a preschool education institution.

The complex pedagogical conditions for the effective development of environmental communication skills in future educators in the process of professional training are characterised. It is proposed to modernise the pedagogical conditions for the formation of environmental communication

skills among future educators through the implementation of coaching technologies during the pedagogical practices of students.

The concept of 'ecological communication' is non-violent communication, which includes awareness and respect for one's own and others' personal boundaries, self-love and care for one's inner comfort, tolerance, acceptance of one's own and others' shortcomings, and empathy, which has been clarified.

The fundamental principles of ecological communication in the educational environment of the preschool education institution are defined.

Keywords: *ecological communication; ecological approach; environmental approach in education; non-violent communication; student teachers.*

© Oksana Koshil, 2022

INTRODUCTION

Today, humanity lives in the world BANI (brittle, anxious, nonlinear, incomprehensible). Ukrainians feel the changes in the geopolitical, economic, and socio-cultural spheres especially acutely in the conditions of a full-scale war. Therefore, the idea of self-worth of human capital is updated. It is obvious that a person in modern society needs help and psychological support. The most vulnerable category of people who need support is children. Therefore, the role of the child's adaptation to the realities of the modern world, psychological comfort, and security, which belong to parents and educators of preschool education institutions, is extremely important. In this context, the provision of ecological communication in the educational environment of a preschool education institution, which will not have a harmful effect on the child's health and emotional state, is of particular value.

The analysis of scientific works proved that the environmental approach in education — preschool, school, professional, continuous — was recorded as promising at the level of UNESCO's "World Reports on Education". Scientists note that the environmental approach consists in recognizing three equal participants in the educational process: the teacher, the child, and the educational environment.

In the context of the value approach to understanding the educational environment and the influence of the environmental approach on changing the emphasis in pedagogical activity, Bratko (2018) claims that the educational environment directly affects the individual through activities aimed at creating and developing an environment that ideally should optimally satisfy educational needs of the student of education.

The implementation of the environmental approach in preschool education leads to the creation of a specific environment — the 'world of childhood'. The educational environment of a preschool education institution is, by its very nature, a factor in the integral personal development of a preschool child, psychological and pedagogical influences and conditions of personality

formation. The environment of a preschool education institution is considered psychologically safe, in which there is a non-violent atmosphere, there is support and constructive interaction, and there is no coercion, mutual distrust, or conflicts. Therefore, we believe that in the process of professional training of future educators, an important aspect is the formation of environmental communication skills of future educators, which will ensure the preservation of the mental health of the child in the educational environment of preschool education institution and will determine the effectiveness of educational results.

BACKGROUND

The theoretical basis for solving the outlined scientific problem is the ideas presented in the scientific work of foreign and domestic scientists: H. Lozhkina, S. Maksimenko, N. Pezeshkiana, V. Solovienko (the influence of the psychosomatic health of the individual on harmonious development); T. Niita (influence of three realities: place, activity, relationship); P. Pinheiro (prevention of violence against children and the inadmissibility of authoritarian relations in the educational environment); S. Newman (the teacher's provision of the psychological climate in the educational environment); U. Bronfenbrenner (environment of the child) and others.

The purpose of the article is the theoretical-methodological substantiation of the psychological-pedagogical foundations of the formation of environmental communication skills among future educators in the process of professional training.

The definition of 'ecology' is considered a universal category that reflects the safe, resource-saving existence of not only the material world but also the social world.

R. Benedict, F. Heisenberg, J. Gibson, H. Kohut, K. Levin and other representatives of the school of humanistic psychology are considered the founders of the Ecological approach, who introduced the following definitions into the scientific discourse of psychology: ecological communications, ecological thinking, ecological behaviour, ecological environment, ecological consciousness (Petrunko & Plyusch, 2021).

According to the definition by scientists Petrunko & Plyusch (2021) "ecological behaviour in an ecological environment is the practical implementation of ecological communications — ecological exchange of information (knowledge), emotions (feelings, attitudes, states), interactions (actions, interactions, behavioural acts, etc.). Ecological communications are communications sufficient to satisfy the basic social needs of a person" (p. 210).

Ecolinguists believe that the ecological nature of communication is aimed at harm or benefit, both for the psychological and sometimes for the physical state of a person. According to Kiselyuk (2018) "emotions are a means of influencing a person, therefore the speaker's negative emotions project the recipient's

negative reactions and, as a result, lead to the emergence of various negative emotional states, such as anxiety, anger, fear” (p. 6).

In the aspect of our research, Rosenberg’s concept of non-violent communication is interesting, which reveals the specifics of environmental communication and methods of mastering non-violent communication. Rosenberg’s theory includes observations, feelings, needs, values, and desires (Rosenberg, 2015).

The axiological basis of childhood is the concept of treating childhood as a self-valuable phenomenon. Therefore, the personality of a preschool teacher should contribute to the support and enrichment of the world of childhood. The phenomenon of childhood is a significant value that determines a certain level of cultural and social development of society. Thus, the interaction of the child’s external environment and the environment of his life activities is one of the important problems of childhood. Since it is during this period that the foundations of the future personality are laid.

The prevention of various forms of coercion, oppression, and bullying of a child’s personality is traced in the works of humanist pedagogues: U. Bronfenbrenner, Y. Korchak, M. Montessori, K. Rogers, S. Rusova, V. Sukhomlynskyi, F. Froebel, R. Steiner, and others.

According to Bronfenbrenner (1994), the child’s ecological environment contains a microsystem (family), a mesosystem (a preschool, a school, an educational institution, a residential area), an ecosystem (various organizations), a macrosystem (a country’s cultural customs, values, resources), which are able to successfully infiltrate each other. The scientist singled out the three most important components of the environment: the child’s activities, social roles with which the child interacts, and interpersonal relationships in which he enters.

Neuman (2014), the author of the evaluation rating of the educational environment of the preschool education institution, draws attention to the importance of the following aspects: psychological climate in the environment; accompanying a child; preservation of traditional childhood values; ‘non-interference’ in the world of childhood; reflection.

Furthermore, communication skills development is an objective of investigations. For example, intercultural communication nature (Papadopoulos, 2019), communication at university (Sobczak-Michałowska, 2021), collaborative communication between teachers, parents and students (Hruzd-Matuszczyk, 2018), and teaching English communication via ICT (Mospan, 2022). Besides, recent studies pay much attention to environmental awareness development, primarily in preschool education (Christidi & Christopoulou, 2022), in higher education (Brown, 2022; Marcella & Samofalova, 2022; Sysoiev, 2021; van Kempen et al., 2022), and in adult education (Griswold et al., 2022).

The analysis of psychological and pedagogical literature shows that the organization of the educational process in accordance with the requirements

of the eco-psychological approach ensures the effective achievement of educational results.

Taking into account the importance of environmental communication skills development of future educators in the context of sustainable development, **the paper makes an effort** to reveal pedagogical conditions for effective environmental communication skills development.

METHODOLOGY

We believe that the development of environmental communication skills in future educators in the process of professional training is an important component of the professional training of a preschool education specialist. Since ecological communication directs the teacher's interaction with children, support; is a positive factor of personal self-development; forms the perception of oneself and others; provides awareness of one's social self, emotional openness and trust in others, respect, and empathy.

Based on scientific works related to research on the content of the ecological environment, ecological communication, and eco-psychological approach in pedagogy, we distinguish the components of the studied education: motivational, social, communicative, and reflective.

For the effective formation of skills to organize environmental communication with children of preschool (early and preschool) age in the educational process, we distinguish the following groups of technologies: technologies related to the optimization of the educator's attitude to his own personality and the personality of the child; technologies aimed at humanizing the interaction between the teacher and children of preschool (early and preschool) age; technologies related to the formation of the ability of non-violent interaction in children of preschool (early and preschool) age. We believe that the formation of value attitudes towards oneself, others, and the world in children of preschool (early and preschool) age leads to value orientations and attitudes of non-violence.

The effectiveness of the formation of environmental communication skills among future educators depends on the successful implementation of a number of methodological approaches: systemic, environmental, technological, axiological, and competence.

RESULTS

As a result of the research, we define a set of pedagogical conditions for the effective formation of environmental communication skills in future educators:

- use of interactive forms of learning: heuristic conversation, creation of intellectual maps, use of problem situations, brainstorming, training for the development of environmental communication, role-playing and business games, SWOT analysis, round table, etc.;

- Tutor support for students' individual educational routes and the use of coaching technologies: situational tasks, problematic pedagogical situations, game technologies, simulations, project methods, cases, etc.;
- Organization of extracurricular work with students: professional training; cognitive quests, co-working spaces, interactive and reflective classes, online webinars, master classes, etc.
- Organization of pedagogical practices aimed at increasing the personal and professional growth of students and their professional skills.

In the aspect of researching pedagogical conditions for the formation of environmental communication skills among future educators, we consider it appropriate to focus attention on effective non-traditional teaching methods: the method of problem-based learning (Problem-Based Learning); SWOT analysis, case method, project method; the foresight method, which is implemented on the basis of reflective activity of students; method of formation of communication skills: empathy, perception, transfer of emotional state, removal of emotional tension.

We are convinced that the formation of environmental communication skills among future educators will not be fully realized only at the theoretical level. In our opinion, the practical component of future preschool education specialists is important. Therefore, we propose to modernize the pedagogical conditions for the formation of environmental communication skills in future educators through the implementation of coaching technologies during the pedagogical practices of students, which are aimed at psychological and pedagogical support of students, designing interaction technologies, interactive forms of support, stimulating them to realize their goals, resources and restrictions; ensure effective use of the potential of future preschool education specialists.

Since the main task of a coach is to identify and realize the potential of an individual; skills development to use all possible resources to achieve success; determination of the optimal course of action, which makes it possible to achieve the maximum result with minimal effort (Protsenko, 2013), then we are convinced that the use of coaching techniques in the process of pedagogical practice of future teachers of preschool education institutions will ensure interpersonal interaction between the practice leader and the student based on interest, cooperation and flexibility, shared responsibility for the results of personal and social development of each child.

CONCLUSIONS AND PROSPECTS

The generalization of ideas about ecological communication became the basis for understanding its essence as non-violent communication, which includes awareness and respect for one's own and others' personal boundaries, self-love and care for one's inner comfort, tolerance, acceptance of one's own and others' shortcomings, empathy.

The fundamental principles of ecological communication in the educational environment of a preschool education institution are defined as respect for a child's personality, acceptance of him as he is, free development of personality, and priority of universal values.

The implementation of these principles in practice allows us to assert that not only does a preschool child develop a positive motivation for tolerant interaction with a teacher, peers, and parents, a negative attitude towards any kind of violence, but as a result, preschool teachers also get opportunities for self-development, formation of a system of relations with the child, with each other, with parents based on trust, kindness, non-violence.

Therefore, the problem of developing environmental communication skills among future educators is relevant not only as a component of professional training but also as a social problem due to the development of cruelty, aggression, violence, devaluation of human life, and terrorism, which has become a security threat throughout the world.

Prospects for further research are in the scientific search for a complex solution to the problem of forming environmental communication skills in future educators, which will ensure their readiness to design a psychologically comfortable educational environment of a preschool education institution.

REFERENCES

- Bratko M.V. (2018) Teoretychni i metodychni zasady upravlinnia profesiinoiu pidhotovkoiu fakhivtsiv v osvitnomu seredovyshchi universytetskoho koledzhu: dys. na zdob. nauk. stup. d-ra ped. nauk : 13.00.04 — teoriia i metodyka profesiinoi osvity, 13.00.06 — teoriia i metodyka upravlinnia osvitoiu. Kyivskiy universytet imeni Borysa Hrinchenka. Kyiv. 600 p.
- Bronfenbrenner, U. (1994). Ecological models of human development. In *International Encyclopedia of Education*, Vol.3, 2nd ed. Oxford: Elsevier. Reprinted in: Gauvain, M. & Cole, M. (Eds.), *Reading on the Development of Children*, 2nd ed. 1993, (pp.37-43). NY.: Freeman.
- Brown, H.C.P. (2022). Student perspectives on course-based experiential learning in Environmental Studies, *Journal of Environmental Studies and Sciences*. <https://doi.org/10.1007/s13412-022-00798-2>
- Christidi, Z., & Christopoulou, E. (2022). Environmental Awareness in Preschool Education via Educational Robotics and STEAM Education, *7th South-East Europe Design Automation, Computer Engineering, Computer Networks and Social Media Conference, SEEDA-CECNSM 2022*. <https://doi.org/10.1109/SEEDA-CECNSM57760.2022.9932911>
- Hruzd-Matuszczyk, A. (2018). Collaboration of parents and teachers — from theoretical assumptions to their practical implementation (the case of Polish school abroad). *The Modern Higher Education Review*, 2. <https://doi.org/10.28925/2518-7635.2017.2.2>

- Griswold, W., Patel, M., & Gnanadass, E. (2022). 'One Person Cannot Change It; It's Going to Take a Community': Addressing Inequity through Community Environmental Education, *Adult Learning*. <https://doi.org/10.1177/10451595221145206>
- Kyseliuk N.P. (2018) Vplyv emotsii na ekolohichnist spilkuвання (na materialii suchasnoho anhlomovnoho dyskursu). *Molodyi vchenyi*, 3.2 (55.2), 5-9.
- Marcella, V., & Samofalova, Y. (2022). Data-driven and research-based learning approaches to environmental education in university contexts: two case studies in Italy and Germany, *Language Learning in Higher Education*. <https://doi.org/10.1515/cercles-2022-2064>
- Mospan, N. (2022). Teaching emotional English intonation. *Continuing Professional Education: Theory and Practice*, 2, 45–51. <https://doi.org/10.28925/1609-8595.2022.2.5>
- Neuman, S. B. (2014) The Preschool Educational Environment Rating System (PEERS). NY, The Shanker Institute. 24 p. URL: <http://files.eric.ed.gov/fulltext/ED557991.pdf>.
- Papadopoulos, I. (2019). Investigating factors enhancing intercultural communication: From students' writing to teachers' practice. *The Modern Higher Education Review*, 3. <https://doi.org/10.28925/2518-7635.2018.3.13>
- Petrunko O., Pliushch O. (2021) Perspektyvy zastosuvannya ekolohichnoho pidkhotu v suchasnykh psykhologichnykh doslidzhenniakh. *Vcheni zapysky Universytetu "KROK"*, № 4 (64), 205-216.
- Protsenko O. (2013) Kouch-tekhnologii u formuvanni zhyttievoi kompetentnosti uchniv profesiino-tekhnichnykh navchalnykh zakladiv. *Pedahohika formuvannya tvorchoi osobystosti u vishchii i zahalnoosvitnii shkolakh*, 29, 330-334.
- Rosenberg, M. B. (2015). *Non-violent communication: A language of life*. Encinitas, CA., PuddleDancer Press.
- Sobczak-Michałowska, M. (2021). Practical training of students at Polish universities using WSG university in Bydgoszcz as an example. *The Modern Higher Education Review*, 6, 66-75. <https://doi.org/10.28925/2518-7635.2021.65>
- Sysoiev, O. (2021). Circular economy education: experience of Finland. *The Modern Higher Education Review*, (6), 76-86. <https://doi.org/10.28925/2518-7635.2021.66>
- van Kempen, A., Kristiansen, S., & Feldpausch-Parker, A.M. (2022). Communicating Science, Technology, and Environmental Issues: A Case Study of an Intercultural Learning Experience, *Frontiers in Communication, Science and Environmental Communication*, 7. <https://doi.org/10.3389/fcomm.2022.805397>

ОСОБЛИВОСТІ ФОРМУВАННЯ У МАЙБУТНІХ ВИХОВАТЕЛІВ НАВИЧОК ЕКОЛОГІЧНОГО СПІЛКУВАННЯ У ПРОЦЕСІ ФАХОВОЇ ПІДГОТОВКИ

Оксана Кошіль, кандидат педагогічних наук, викладач Фахового коледжу «Універсум» Київського університету імені Бориса Грінченка, проспект Ю. Гагаріна, 16, м. Київ, Україна, o.koshil@kubg.edu.ua

Статтю присвячено проблемі формування у майбутніх вихователів навичок екологічного спілкування у процесі фахової підготовки. Теоретико-методологічно обґрунтовано психолого-педагогічні засади формування у майбутніх вихователів навичок екологічного спілкування у процесі фахової підготовки.

У статті здійснено аналіз підходів учених до тлумачення понять, які складають науковий тезаурус дослідження: «екологічне спілкування», «екологічний підхід», «екологічна поведінка», «екологічне середовище дитини».

Обґрунтовано важливість екологічного спілкування в освітньому середовищі закладу дошкільної освіти. На підставі аналізу наукових праць виокремлено компоненти досліджуваного утворення: мотиваційний, соціальний, комунікативний, рефлексивний; визначено групи технологій, дієві нетрадиційні методи навчання; методологічні підходи ефективного формування умінь організовувати екологічне спілкування з дітьми дошкільного (раннього та передшкільного) віку в закладі дошкільної освіти.

Охарактеризовано комплекс педагогічних умов ефективного формування у майбутніх вихователів навичок екологічного спілкування у процесі фахової підготовки. Запропоновано модернізувати педагогічні умови формування у майбутніх вихователів навичок екологічного спілкування через реалізацію технологій коучингу (coaching) під час педагогічних практик студентів.

Уточнено зміст поняття «екологічне спілкування» як ненасильницьке спілкування, яке включає усвідомлення і повагу своїх та чужих особистих кордонів, любов до себе і турботу про свій внутрішній комфорт, толерантність, прийняття власних і чужих недоліків, емпатії.

Визначено фундаментальні принципи екологічного спілкування в освітньому середовищі закладу дошкільної освіти.

Ключові слова: екологічне спілкування; екологічне середовище дитини; екологічний підхід; майбутні вихователі; ненасильницькі комунікації; освітнє середовище закладу дошкільної освіти; середовищний підхід в освіті; фахова підготовка.

Received: 18.12.2022

Accepted: 31.12.2022