LEVELS OF ENVIRONMENTAL BEHAVIOR AND NOOSPHERE-ORIENTED MOTIVATION IN GRADUATE PREPARATION OF FUTURE ECOLOGISTS

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Abstract

The article presents the levels of environmental behavior and noosphere-oriented motivation in graduate training of ecologists.

Key words: educational technology, levels of behavior and motivation, future ecologists.

ÚROVEŇ ENVIRONMENTÁLNÍHO CHOVÁNÍ A NOOSPHERE-ORIENTOVANÉ MOTIVACE V PŘÍPRAVĚ BUDOUCÍCH EKOLOGŮ

Resumé

Článek prezentuje úroveň environmentálního chování a noosphere-orientované motivace v přípravě budoucích ekologů.

Klíčová slova: vzdělávací technologie, úroveň chování a motivace, budoucí ekologové.

In «Encyclopedia of pedagogical methods and communication technologies» P. Mitchell gave the following definition of educational technology: «Educational technology is a branch of research and practice (within the educational system), which links with all parts of educational systems to reach the specific educational outcomes, and those that could potentially benefit.

The basis of educational technology of graduate preparation of future ecologists is in developing training models, which include: development of mental patterns of students, social activity, innovation efficiency, information circumspect, scientific independence, environmental responsibility, business skills, professional viability, organization of academic studies based on theoretical and practical, educational and research activities of students at all educational levels, by the types of information, international, institutional, social, technical, socio-economic, environmental activities, usage of methods that provide personal development for the realization of sustainability principles, possibility of diagnosing the level of knowledge, skills, abilities and psychological development. In the course of academic study acquired skills are converted to the ecosystemic thinking, then into the ecological behavior, and to enhance the professional effectiveness of future ecologists it is important to know what personal qualities need to be developed for successful lifelong fulfillment. Motives for the studying the basic ecological disciplines, specific sciences and management disciplines, interest in the subject, choosing of qualification level, awareness of the significance and importance of environmental knowledge, great professional interest significantly affect the graduate training (Table 1).

Motive as a cause for activities and actions affects the determination of human motivation in studying environmental disciplines. Application of an integrated approach to formation of noosphere-oriented level of motivation to study environmental disciplines helps systematize the requirements for graduate training of future ecologists, to develop appropriate standards of education quality assessment.

Using complex criteria provides a basis for research-based, standardized data for the analysis of the educational process, because efficiencies of certain methods and learning tools is by comparing the results of students' studying successfulness.

Thus, the task of graduated training is to form future ecologists: their ability to think, their demand for environmental knowledge and skills that are integrated into social, economic and environmental development, environmental protection, welfare and environmental safety of society.

Table 1 Levels of environmental behavior and noosphere-oriented motivation

Level	Qualitative characteristic of ecological behavior	Level	Qualitative characteristic of motivation level environmental studies courses
Low	No expressed motivation for environmental knowledge, no environmental orientation and persistence, ecological illiteracy of legal and technical regulations (the standards), lack of initiative, lack of practical environmental activities, inability to organize and work for the chosen profession, lack of knowledge about environmental situations which solution is complicated typical examples of behaviour overlapping	Negative unjustified	Negative attitudes, lack of interest in studying the environmental sciences – environmental illiteracy
Below average	Manifestation diligence under pressure, the limited social and environmental value priorities, partially popular interest in environmental protection activities, which does not require theoretical knowledge and intellectual tensions, financial, moral and ethical grievance without its own fulfilment and motivation to solve problems, fragmented awareness of professional, legal and technical regulation, protection and security of environment, labour and human life	Indifferent disinterested	Lack of their own environmental objectives; questionable motives for receiving education: passivity in mobility, permanent access to curricula and programs disciplines
Average	Insistence in receiving environmental awareness, initiative, diligence, desire for success has no confirmation in the profession, differences in intentions and actions, avoiding dangers, circumspect in action, limited implementation of environmental activities, unsystematic selection and use of legal and technical regulations (standards, guidelines, specifications) in the most national and interstate (state standards), which are not harmonized with international systems of technical regulation	Positively-amorphous	Initial understanding of the discipline, need of socio-economic, ecological safety sustainable development and awareness of goals formulated by teacher, educational motives as interest for receiving good marks

Above average	Creative self-assertiveness, environmental initiatives and creativity, independence, desire to be environmentally literate confirmed environmentally fair activities, weighted assessment of environmental risks, environmental regulation shows interest without complete knowledge in this area, their environmental activities are not systematically require extension of known procedures and algorithms of action provided availability of simplified similar, a creative solution to optimize ecological situations, information, public and professional communication and improved professional competence in the use of state environmental standards harmonized with international systems of technical regulation in Europe, USA, East of environmental protection and safety, labour, human activity, management environment and quality systems	Positive cognitive	Understanding the relationship of their own capabilities, skills and labor costs and real results of the study objectives and purpose of environmental disciplines including estimated assimilation efficiency of modern scientific knowledge
High	Environmental dedication, perseverance, innovation ingenuity pronounced personality factor and the desire to be professionally implemented in active conservation activities, the ability to anticipate, prevent and eliminate risks and hazards, continuous self-improvement in environmental management, planning, forecasting and modeling of geo-political environmental decisions for environmental equality of present and future generations of international cooperation in the field of legal and technical regulation - standardization, certification, licensing, environmental protection, its quality and environmental quality	Positively-initiative	Own proactive set goal – sustainable social and natural systems develop-ment, studying of disciplines, deter-mination of labile targets, awareness correlation of own professional motives with established atypical purpose.
		Positively-acting	Achieving goals and implementation, performance activities, its effective completion, persistence and purposefulness in overcoming obstacles, difficulties with self lifelong goal achievement, desire for expansion of own professional and vocational opportunities

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