

Using a computer program a teacher can easily notice the mistakes which a student does. On the top of that, the work with a computer provides the following opportunities, it can:

- give a student the ability to work in an individual way;
- give a chance to return to any task which was left or omitted and correct the answer;
- give several exercises in which a certain structure, rule is trained;
- provide a chance to involve every student of the class in a studying process;
- show the results of the work as soon as the task is done;
- give the possibility to organise a self-dependent work.

But in spite of all these advantages the role of a teacher in the educational process is still important. We should remember that a computer program, like any other tool used in teaching (e.g. authentic books, DVD and CD players, television, resource packs, computer classes where students do laboratory work, projectors, etc.), does not bring improvements in learning itself. Moreover, there is no any unique book or computer program that can be suitable for everyone. That is why a teacher must select programs which answer definite requirements and purposes.

To summarize aforesaid, it can be emphasised that independent work is a part and parcel of the study process. Therefore, it is important to remember basic didactic principles of its methodological background: education scientific character, systematic learning, accessibility of learning, aware and active learning, knowledge consolidation,

use of learning means, reflexive learning, creative and developing learning. Independent work helps to develop skills of applying theoretic knowledge in practice, train how to solve future problems and make decisions.

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SOCIAL-ECOLOGICAL SELF-EDUCATION OF A FUTURE TEACHER

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The researches in the area of social ecology, psychology and pedagogic theory and practice show us that the main term of a rising generation training for the solution of modern social-ecological problems is an orientation of their future tutor to the problems of the interaction between the society and nature. In this connection a great need for his appropriate training arise. One way of such training is a social-ecological self-education. By this we mean the creation by a tutor the conditions for an independent acquiring knowledge in the area of the environment, forming needed in this case skills and abilities (self-reliant targeting and planning, self-organization, self-control, self-regulation, and self-correction), creative activity, not only within the process of self-education, but also in practical creative process in nature; development of emo-

tional volitional and value attitude to the natural environment.

Self-education within the sphere of social-ecological interactions, to our mind, is a complicated process that embrace all the aspects of a tutor's personality, so it has to be considered on three major levels: axiological, activity, and personal-creative (1).

The first level – axiological – provides for bringing all the elements of a tutor's social-ecological self-education system into the line with such pedagogic values as a: psychological-pedagogic knowledge, pedagogic tact, pedagogic thinking, moral world outlook and behavior etc. Via self-education a tutor obtains certain social-ecological values that gradually attain a personal significance for him. Some of these regulations are: "A man is a part of a nature", "A good's measure is a universality of nature", "An accordance of social needs with natural abilities (a measure of natural stability)", "Universal (common) value of nature and culture". These and some other statements have a great social significance nowadays and become an imperative for separate systems of pedagogic knowledge, for example, particular methods of humanist science, and they also are enriched and widened by natural science and its methodology.

The second level, the activity level provides for the enrichment of the future tutor's activity by ecologically-targeted actions and separate operations. This is based on foundation of social-ecological and pedagogic values, gradually becoming a personal need. In other words, this aspect suggest a development of the appropriate technologies. The studying of the future tutor's social-ecological self-education process in the

context of the solution of pedagogic problems that stand for the self-management objectives and from the position of a system approach brings us to the outpointing of the following links of a technological chain:

- pedagogic self-analysis within the self-education process;
- targeting and planning of self-education in the area of environment;
- organization of the social-ecological self-education process;
- the process of self-education control;
- regulation and correction of self-impact within this process.

All the links mentioned above includes a system of corresponding skills. Thus, a group of skills, that make up the basis for pedagogic self-analysis would probably contain:

- an ability to define the actual level of your own education level in the environmental area (social-ecological education level);
- an ability to reveal the difficulties, linked to the social-ecological self-education process;
- an ability to estimate an environmental education level of your colleagues and learn their positive experience in this area;
- an ability to identify your own capabilities for the solution of the problems of social-ecological self-education.

The third level – personal-creative level – exposes social-ecological self-education of a future tutor from the position of his inclusion into the creative activity of mastering a social-ecological knowledge and skills, aimed for studying, restoration, and protection of the environment, propaganda

of social-ecological ideas. Creative activity in the considered context starts with an algorithmic stage and ends with a creative stage (outlined by I.F. Isaev). The first stage provides for the strict list of actions, aimed for the environmental self-education. This list correlates with the complex of skills of all the technological links mentioned above. If the developed algorithm is not sufficient then the creative stage begins. In this case a new, nonstandard plan of the outlined objectives arises. New ways, new optimal composition of methods, means and form of the social-ecological experience mastering appear. As a result a possibility of a creative self-realization of a person in the area of social-ecological self-education; the development of a need for studying the natural surroundings, finding way of optimization of social and natural relations; reveal of the corresponding abilities, social-ecological intuition, independence and responsibility in the environmental relations. Defining the process of social-ecological self-education, its complicated content as one of the self-development sources, the subject (a future tutor) obtains the additional possibility to influence the others, first of all his pupils, define their orientation in the environmental interaction, direct them for the careful attitude toward the nature, and saving the nature for future generations.

Personal-creative aspect besides the creative component also includes a personal one. It has been defined, that social-ecological self-education is a area of a future

tutor activity that has different ways of the realization of his essential strengths and acts as a social activity measure. Within the process of self-education the corresponding interests, needs start forming in the mind of a tutor, gradually a habit of ecologically-aimed behavior and activity arises. A tutor starts to convince the necessity of carrying out the activity of the environment improvement. Studying the history of social-ecological relations, a tutor learns to find the reasons of the contradictions that arise within these relations; analyze their contemporary condition, perform a prognosis. The social-ecological experience, mastered by a tutor becomes a part and a content of his essential strengths, the basis of his future activity aimed for saving and restoration of nature, people, and himself.

To sum up, we will once again outline the potential of self-education in the area of social-ecological environment, that not only conducive for the development of a tutors personal qualities but also rising an overall level of his social-ecological culture.

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