

## ECOLOGICAL TRAINING OF MANAGEMENT STUDENTS AT THE ENGLISH CLASSES OF PROFOUND STUDYING

***N. V. Rokosovik***

The formation of market economy and democratization of social life determined the change of aims and orienting of professional education.

The important role in this situation belongs to the profound studying of economical education and economical up-bringing of young generation, training of specialists that are able to be managers. [2]

New educative the so-called planetary – individual paradigm acquired significance nowadays.

This direction of up-bringing, which also includes the ecological one, is based on the V. I. Vernadskyi's doctrine and modern world tendencies.[1,136] The main role belongs to the educated person equipped with knowledge the newest achievement of the mankind.

Up-bringing plays the important role at all stages of physical and spirit power of personal development as natural process the foundation of which is the interaction of natural physiological peculiarities and the surroundings.

The development of student's personality is in progress as the natural mental operation which is to be directed. It is indissolubly connected with educative process in the widest notion.

The physical and spirit powers and qualities which are necessary to the future specialist are formed and developed in the goal-seeking activity of the educational and educative processes.

Management students are young people with the inherent age and individual peculiarities which are characterized by research work, technical and creative mode of thinking. At the English classes of profound studying they study "Some current economic problems" which include the environmental problems and environment protection.

The necessity of socially active personality formation, the educational and educative processes directed to his/her development stimulate the appearance of new non-standard forms of pedagogical interactions.

One of the forms of student's ecological up-bringing is the play as the means of development of creative potential, professional abilities of future managers.[3,181]

Playing the definite situations, attraction the participants of the play to the situation of choice is the real way of alternativeness of mode of thinking, the ability to see the chain of variants, the ability to transform the knowledge, experience to the new nonstandard situations.

We distinguish the following groups of creative plays: with insufficient information; with insufficient conditions; with definition of the very plot, with contradictions in a content; with planned plot and conditions when marks and results are determined by the very participants.[4]

We suggest the following succession of the work with the creative play; the determination of the creative potential of play; attraction of participants to the process of its establishing and carrying out; the determination of manager's functions; the defence of personal dignity, comfortness of every participant of the play; the goal-seeking widening of participants' rights; it is not necessary to attract all members of the group to the play; watching the play stimulates the creative activity too.

The thing that is also of great consideration is the working out the students' ability to choose and systematize the playing material.

### References

1. Vitvytska S. S. Fundamentals of higher school pedagogics: textbook by module – rating system of education for students of magistracy. – Kyiv: Tsentr navchalnoyi literatury, 2006. – 384 p.
2. Moroz I. V. Pedagogical conditions of establishing credit-module system of studying process organization: Monography: - Kyiv: TOV "Osvita Ukrainy", 2005. – 278 p.
3. Slepkan Z. I. Scientific principles of pedagogical process in higher school: Studying manual. – Kyiv: Vyshcha Shkola, 2005. – 239 c.
4. Technologies of adults' teaching/Organizer: O. Hlavnyk, H. Bevz / - Kyiv: Hlavnyk, 2006. – 128 c.