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## HERALD PEDAGOGIKI. NAUKA I PRAKTYKA



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### **Formation of ecological thinking and ecological outlook of students-geographers while studying the course «Physical geography of continents and oceans»**

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*Keywords:* ecological thinking, ecological outlook, student geographer, course «Physical geography of continents and oceans», ecological education.

The environmental issues addressed in the Physical Geography of the continents and oceans course are dictated by the growing global problem of environmental protection. Environmental education of students in the study of continents and oceans contributes acquaintance with issues such as changing the terrain under the influence of human activities, the problem of air pollution and the problem of acid rain; scarcity of fresh water in some areas of the mainland as a result of depletion and pollution of reservoirs, change of natural conditions as a result of predatory attitude of the person to the environment; interaction of nature and society, international cooperation in solving the problems of nature protection of the Earth [3].

Consider the content of the course «Geography of continents and oceans». The study of continents begins with the introduction of students with the peculiarities of the nature of Eurasia. According to experts, in 30-50 years will begin an irreversible process, which at the turn of the XXI-XXII centuries will lead to a

global environmental catastrophe. Particularly alarming was the situation on the European continent. Western Europe has largely exhausted its ecological resources and is accordingly using others. In European countries there are almost no intact biosystems. The exception is the territory of Norway, Finland, to some extent Sweden and, of course, Eurasian Russia. In Russia (17 million km<sup>2</sup>) is 9 million km<sup>2</sup> pristine, so that work Environmentally friendly and systems and. Much of this territory is tundra, which is biologically unproductive. But the Russian forest tundra, taiga, sphagnum (peat) marshes are ecosystems without which it is impossible to imagine a normally functioning biosystem of the entire globe.

Issues related to changing natural landscapes under the influence of man are addressed in the study of North America. In the mainland, natural complexes have been greatly influenced by human economic activity. In vast areas they are plowed and built up, especially the east and midwest of the United

States of America and southern Canada. The area of mixed and deciduous forests is reduced by 60% and the area of the prairies is almost completely plowed. Introducing students to the mainland involves the study of air pollution, large inland reservoirs, soils. In addition, future geography teachers are studying the factors that change the species composition of flora and fauna.

Here is an example of a fragment of our lecture from this course: «In recent years, North American countries have been suffering from the «acid» rain. This phenomenon is the result of the transfer of toxic substances into the atmosphere by western winds by some industrial enterprises. In areas of contaminated precipitation, reservoir poisoning, disturbance of soils and loss of vegetation occur. This information contributes to the formation of ecological thinking and ecological outlook of students.

In the process of studying South America, great attention is paid to the cruel extermination of the animals of the mainland and the extermination of rainforests in the Amazon. Getting to know the natural features of South America involves exploring the location of the reserves.

Introducing students to Africa begins with finding out the reasons for changing the natural wealth of the mainland. They are the long exploitation of wealth colonizers and excessive economic activity. There are a number of natural complexes in the African continent that have undergone significant changes as a result of human activity, especially in the northern and southern suburbs of the mainland. In the area of savannas there is an intense impact on natural complexes with overgrazing, resulting in desert area growing annually, which in turn leads to changes in the species composition of flora and fauna. In the process of studying the mainland, students become acquainted with the protected areas and national parks, as well as consider and propose various nature conservation measures.

The theme «Australia and Oceania» reveals the problem of the destruction of unique animals, the impact of humans on plant communities, focuses students' attention on the disappearance of relict species of flora and fauna.

International cooperation of all countries in the field of nature protection is being considered in the process of exploring Antarctica. Contamination of the mainland with lead, sulfur, and coastal waters – with oil, is a serious concern for all humanity.

The study of the continents goes hand in hand with the study of the oceans, their individual characteristics, and riches. Much attention is paid to such environmental pollution as changes in the species composition of flora and fauna as a result of human activity; regional environmental problems of protected areas; rational use of resources and protection of waters from pollution. In the process of studying these issues, in our opinion, a sense of anxiety for the future nature of the oceans and seas, as well as an awareness of the need for protection and care for the water of the oceans, are formed.

Contamination of the Caribbean, Mediterranean and other regional seas, degradation of Mediterranean landscapes, the process of desertification as is seized of the Sahel and the Sahara and began to appear also in Australia and other regions, the degradation of nature Amazon due to improper development, excessive destruction of tropical forests in the Congo Basin, Indonesia and other regions, depletion of the gene pool of wild flora and fauna, reducing sources of clean water – many of the severe consequences of irrational nature outgrow regional framework and become global, universal values.

The examples above show that every global environmental problem has a regional dimension that cannot be ignored in practical or educational activities, and in this sense, geography with its regional approach to nature and economy studies takes precedence over other fields of knowledge [1, 2].

In our opinion, the integration approach, the global coverage of the material and the well-defined regional structure of this course provide him with a significant role in the preparation of a modern, environmentally minded geography teacher [4].

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