

SCIENCE OF COUNTRYSIDE IN EDUCATION OF BIOLOGY

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ABSTRACT. In present works and we will stop at called pedagogical or school countryside science. Researching of specific resources points that the countryside science is with limited using in Biology. With present work with we aim to observe didactic main point, meaning and opportunities for putting into practice of the countryside science in education of Biology. Using the countryside work ensure good opportunities for individualization and differentiation of studying-educational process. Making the conclusions for whole theoretical examination about question.

KEY WORDS. countryside science, education of Biology, school

Countryside science is a wide theme in present works and we will stop at called pedagogical [4] or school [2, 3, 7] countryside science. Researching of specific resources points that the countryside science is with limited using in Biology [1, 5]. Learners look little into founding and putting in to practice the science of nature, connecting with homeland of students and also there is a lack of specializing methodical literature about this problem.

The pointed motives orientates us to present work with which we aim to observe didactic main point, meaning and opportunities for putting into practice of the countryside science in education of Biology.

Didactical main point of the countryside science. The notion „countryside science“ is attempt for transfer the Russian term „краеведение“ and its derivative „краевед“, „краеведски“.

For the ***object*** of countryside science is accepted territory of the country – settlement, region (community, district), quarter, street, school. Independent of studding subject in which countryside method is used – the general is the object of studying – the homeland.

The notion „homeland“ is condition and it depends of who and what with aim it is studying. For school the homeland is region (the town or area where school is situated), information which may be used in studding of definite school contents in corresponding subject.

The subject of countryside science is complex studying of the region or separate objects – historical, geographical, economic, cultural educated. The objects of countryside science these are different: nature, population, rural economy, industry, historical past, art, culture and so on.

Studying the nature as an object of countryside activity there is realized the necessary link among global, national and local aspects in studying the contemporary ecological problems, they help to organize the necessary work in ecological adduction in students, they form in them ecological culture, skills and habits for nature-protected activity.

The tasks of countryside science refer to finding processing, systematizing, learning, popularizing and proposing for using of countryside materials with definite purpose.

The spite of the fact that there are known workings out about countryside in studying of Biology [^{1, 5}], the practice indicate that the problem about didactic main point is not enough proceeding and also about content, methods of countryside activities with students and using different materials and so on.

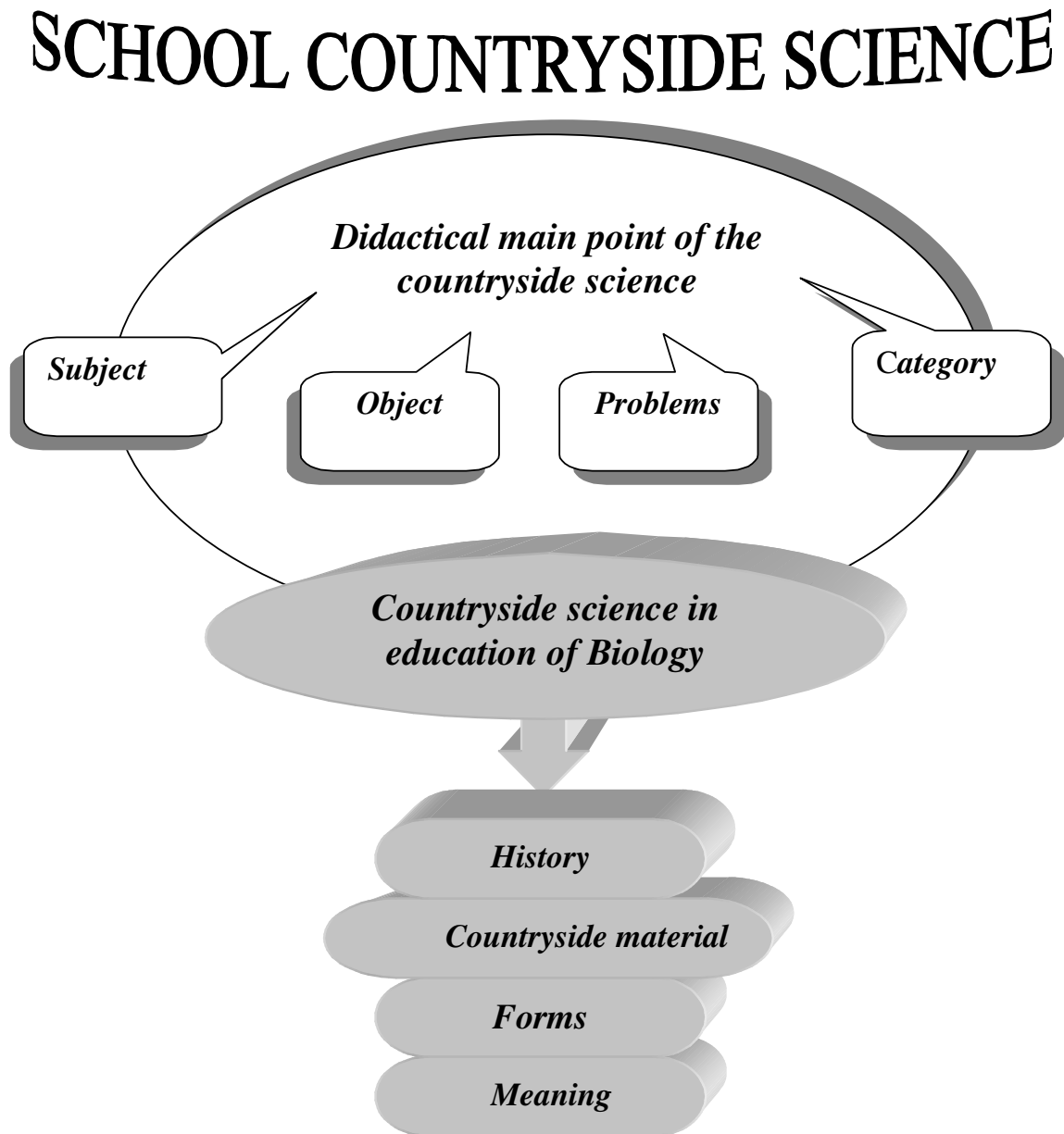
From the point of view of didactic „countryside science is synthetic phenomenon, combined special features of the organizational form, pedagogical approach, method of education and didactic principles [⁹] “.

Very often countryside science as a didactic category is defined as a country side approach [^{9, 10}] or countryside principle [²] and it is interpreted as a choice and use in learning process of local natural product and countryside deports about it concerning with syllabus.

Putting in to practice of this approach in learning process in Biology has started with collecting the visual aids (herbarium, collections), that are typical of respective region and using in lessons. Because of long history and continual development of this experience, it isn't used purposefully in practice.

Meaning. Every knowledge exists in definite emotional-valuable context and in this way countryside science creates sense of definite meaning and originality, realize link among individual, group and social self-consciousness of in people, brings up love to homeland and motherland. Knowledge about nature f homeland improved and extended understanding of Biology as a school subject.

Figure 1. Model of didactical main point of the countryside science



School countryside science is an important factor for ecological education in students together with esthetic and physical education. Connected to this, some authors use the term „ecological countryside“ namely making clear themes and occurrences, which are observed in environment and in definite way they are connected with care for future of the nature and human being [4].

Using the countryside approach is connected mainly with educational process and opportunities for change the valuable system, concern and behavior of the students, but it is not needed to ignore possibilities for improving the level and quality of accepted knowledges.

Countryside approach ensures optimal circumstances for changing the learner from ordinary inhabitant of definite settlement to his expert, researcher and trained reformer, who aware his own civil responsibility [9].

Putting in to practice of countryside science in learning-educational process gives opportunity school contents to be integrated in this way so that far to become near, from abstract to more concrete, and complicated acceptable and easy to understand.

Countryside activity brings the student out of the lesson, remakes the link between school and life. It increase the student's interest to learning – educational process, creates opportunity to active studying of the nature and expands their range of knowledge and thinking.

Countryside material, which may be used in studying of the subjects from Biological circle (5-10 class) is connected with local flora and fauna, with biological special features, saving, economical and cultural meaning of typical representative from corresponding nature. From the Biological point of view the countryside science has the task to make acquainted learners with local ecological problems, with natural resources of the region and opportunities for their rational using.

The forms of countryside working are different: excursions, free choice forms, walking in the mountains, thematical evenings, competitions, olympiads and so on. The most widespread form of countryside work is the lesson. It is expressed in organization and leading of the lessons, devoted for connected to flora countryside material may be presented from the teacher during the lesson through facts and examples or from students, which they have prepared in advance.

Using the countryside work ensure good opportunities for individualization and differentiation of studying-educational process.

The whole theoretical examination about question give us reason to make the following conclusions:

1. Putting in to practice of the country side approach in education of Biology is private event.

2. In using the country side method predominate chance instead of system, very often there is absence connection with studying process and right theme from syllabus. Connected to it, countryside doesn't lead to realization the tasks concerning to improving the quality of the teaching knowledge and successful acceptance from students.

3. This process includes limited group of students with grading interest to Biology.

4. Questions for place, meaning, contents and methods of school countryside work in learning Biology do not allowed and they don't investigated experimentally.

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