

THE EXPERIENCE OF THE USING OF INTERACTIVE METHODS FOR STUDY OF ECONOMIC UNDERSTANDING OF ENVIRONMENTAL PROBLEMS AMONG STUDENTS-ECOLOGISTS

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The peculiarity of disciplines dealing with the problem of managing organizational systems is the impossibility of presenting the full scope of the required knowledge in the form of theoretical propositions. One way to address this issue is to implement in the classroom interactive teaching methods, such as the method of case studies and tasks in the form of case studies. Case method is a method of Post-classical methodology of teaching which is highly methodological saturation, it allows to develop significant amounts of knowledge, generate professional quality of training students of Environmental Management has certain sectoral characteristics that must be considered as the development of traditional teaching methods (lectures, seminars), and during the use of interactive methods. It is also necessary to distinguish between the tasks of disciplines "Managing the environmental activities" and "Environmental Management and Auditing." In the first case, we consider the problem of public environmental institutions, in the second peculiarities of enterprises and mechanisms to resolve environmental problems of these enterprises. The main problem here is the fact that while studying students-ecologists don't formed business and economic approach in solving ecological problems of enterprises. They are perfectly informed about the environmental processes, patterns and volumes of emissions and discharges of pollutants, but it is difficult to develop optimal ecological and economic solutions to these problems.

The Department of Ecology of Cherkassy State Technological University developed and implemented in the learning process a number of case studies for the course "Environmental Management and Auditing." They relate to environmental issues enterprises of different industries. In particular, the sub-topics: organizational structure of enterprises (local environmental departments in the total structure of the company, responsibilities and subordination of ecologists in the management system of staff), methods of decision-making (eg, methods of collecting information during the decision-making when choosing eco-saving technologies) are observed. A special attention is paid to the learning objectives of case studies. They can be divided into three categories: the development of professional skills and knowledge, increasing the volume and improving the quality of learning, the formation of attitudes. The developed comprehensive set of documents makes the students to work in that aspect.

At first the developed situational exercises were offered a group of 30 people. A group of students was divided into five subgroups of 5 students. Each group offered case studies on environmental issues in enterprises of different industries in Cherkassy region. The characteristic external and internal environment, SWOT-analysis data for each plant, reports on emissions and discharges of pollutants, especially during the process of production, characteristics of equipment were given in situational exercises. Students were asked to decide which environmental problems inherent in each of the enterprises and determine the priority and solutions to these problems.

Solving situational tasks of environmental management showed dependence in making decisions concerning suggested situations by students from their psychological characteristics and practical experience. Among the proposed variants of the solution of environmental problems in the enterprise clearly monitored the style that has characterized each of the students psychologically: tough, authoritarian - 60% liberal - 15% democratic - 25% of all students. The predominance of authoritarian style may also be explained by ecological thinking of students as priority in solving environmental problems is still they prevail over the understanding of difficulty of the economic situation in enterprises.

Interactive learning method requires a certain improvisations from both the teacher and the students. We can say that situational exercise is a skeleton set of educational problems, and everything else being completed directly in class. The perspective of the method consists in the fact that when students are thinking over the situation, then delve into it at the same time realize the complexity and diversity of solving human problems realities of life.

There is a need for further development and implementation of training students-ecologists interactive teaching methods that combine economic and environmental problems of environmental management with maximum use of training and solving case studies and case studies. So it is possible to develop in ecologically thinking students understanding of the need to look for such solutions to environmental problems, which would allow to achieve a balance between economic objectives and environmental management. And this is the first priority of environmental management.

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