

FINANCIAL LITERACY IN ENVIRONMENTAL EDUCATION



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Annotation: This article is devoted to the issues of financial literacy in environmental education among today's youth. The article analyzes modern methods and approaches in teaching financial literacy among young people, as well as their impact on environmental reforms.

Key words: environmental reforms, Olympiads, digitalization, adaptation, financial criteria, "creative" therapy.

By the system of ecological education, we mean a set of interrelated components of interaction between a teacher and students (tasks, principles, content, forms, methods) in their sequence, continuity, and unified orientation, which form the perception of reality from the standpoint of an ecologically cultural personality.

The form is the nature of the orientation of the activity. The form is based on the leading method. Forms and methods of educational work are chosen by student collectives on the basis of a systematic, democratic approach, taking into account the interests and needs of the individual and reality. The upbringing of more important personality traits involves the ability of the class teacher to organize the life of the student collective [1].

Forms of upbringing are those specific activities or means of educational work (conversations, meetings, evenings, excursions), types of student activities (training sessions, subject circles, competitions, Olympiads), as well as visual aids (film demonstrations, paintings) that are used in the process of implementing a particular method.

Used to foster environmental awareness in the educational process, environmental and psychological training, integral search group and role-playing games, creative «therapy», «brainstorming», and simulation, aimed at updating personal involvement, emotional sphere, formation of motives of environmental content, which ensures the systematization of the worldview attitudes of students. [2].

The content of ecological education is assimilated by students in their various activities. Each of the forms of organization of the educational process stimulates different types of cognitive activity of students: independent work with various sources of information allows you to accumulate factual material, to reveal the

essence of the problem; the game forms the experience of making appropriate decisions, creativity, allows you to make a real contribution to the study and preservation of local ecosystems, the promotion of valuable ideas. The formation of economic knowledge in the foundations of sciences involves the use of active methods: problematic presentation of new material, heuristic conversation at a seminar, and a research method when students perform economic tasks of varying complexity.

The problem of teaching and upbringing methods is one of the cardinal ones in didactics and in pedagogy in general. The effect of all the functions of training and education depends on the correct solution. The purpose of the method is not a simple transfer of knowledge, but to stimulate the cognitive need of the student, and his interest in knowledge.

Methods of upbringing in higher education are ways of joint purposeful activity of the teacher and students to solve the problems of forming a diversified personality of a future specialist [3].

The following methods are most common: explanation, story, conversation, lecture, work with a student, demonstration, analysis, synthesis, comparison, problem presentation of material, laboratory and practical work, exercises, independent work, creative work, encouragement, approval, censure, condemnation, questioning, tests, checking homework, test, exams.

Oral presentation of material by the teacher as a teaching method. It includes a story, explanation, school lecture, and conversation. They are called verbal (oral, verbal). Storytelling and explanation are the most common. This is a sequential presentation of the material being studied. School lecture - presentation of more complex, extensive material. Storytelling, explanation, lecture - monologue or communicative methods. The conversation is a dialogical method.

Conversation as a method of education. The essence of the method is that the teacher, with the help of skillfully posed questions, encourages students to actively reproduce the presented material with the aim of its deeper understanding and assimilation, aesthetic perception of the surrounding life, and art.

During the conversation, the teacher, relying on the student's knowledge and practical experience and using the questions, leads the students to understand and assimilate new knowledge.

This is a question-and-answer method of upbringing, used at all stages of the upbringing process. Types of conversations for communicating new knowledge, consolidating knowledge, as well as for repeating the material covered. The conversation is a very complex method, very thorough preparation is required, and questions and answers should be clear, concise, understandable, and complete.

Today, the greening of all spheres of public life is vital. And first of all, of course, the person himself must be ecologized in all spheres of his activity: in production, everyday life, education, and training. The ecological problem has a number of such features, which are very important to take into account in the process of ecological education and enlightenment of people.

The main problem, which simply needs to be solved, is the impact on the consciousness of people so that there can finally be a transition from a simplified, metaphysical understanding of the problem of interaction between society and nature to a more adequate (modern) understanding.

List of used literature

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