

# Research Journal of Pharmaceutical, Biological and Chemical Sciences

## Learning pack “Ecology of Yakutia” for grades 5-9 for secondary schools of Republic SakhaYakutia.

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### ABSTRACT

The article presents particular qualities of programs learning pack “Ecology of Yakutia” for grades 5-9 schools of Republic SakhaYakutia. The aim of this work is to develop universal educational activities and basic national values, useful in everyday life and in the relevant environmental problems. The article presents the aim, tasks, content, planned result of the learning pack (LP) “Ecology of Yakutia” for grades 5-9. The main system of conformation’s core LP is Ecology of Yakutia. LP provides interconnectedness and continuity forming, developing students’ universal learning action universal and national values (patriotism, family, work, nature, social solidarity, civic consciousness, humanity), are formed in task work, and extracurricular activities for creative solution of problem consumer attitudes on co-evolutionary nature- harmonic of human and nature, different situation hid in everyday, social and personality life. Approaches, principles, criteria for selection of content, content lines, function of LP “Ecology of Yakutia” is exposed with based on regional and ethno-cultural identity.

**Keywords:** environmental education, responsible attitude, environmental activities, educational kit, a model program, primary school, regional identity, federal state educational standard, task work, extracurricular activities, basic national values, personality, the subject, the results of a metasubjects Introduction

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## INTRODUCTION

Today it is clear that ecological education demands a change in the traditional pedagogical approaches.

“Ecological education based on traditional approaches, also it cannot provide a decision to the actual ecological problems, because student, who assimilated knowledge, still did not manifest himself as the subject of ecological culture. We may change such position if every student would aware of himself medium ecological norms and values, subject of creative transforming activity in process education” (Fedorov G.M., 2010).

“Environmental education is implemented as the environmental component of basic academic subjects and as one of the areas of the program of spiritual and moral development and education of a citizen of Russia - in the invariant and variable components of the curriculum, as well as in extracurricular activities” in the secondary school, according to the Federal State Educational Standard (FSES) (Dzyatkovskaya *et al.*, 2011).

The discipline “Ecology” is obligation to study which acknowledged by state the Federal Law “About protection of environment” in clause 72: “in preschool educational founding, primary school and founding of additional education independently from their profile and legal form realizes to learn basic environmental knowledge” (Federal Law, 2002). The subject “Ecology” is taught as an elective course in secondary schools.

Everyone knows that “students received elements of ecological knowledge in environmental study in elementary school, after they studied again in high school, pupils made to forget in this period” (Titov E.V., 2002).

Environment is taught and had their peculiarity on every steps of learning. “Questions of ecology are included in the content of courses, that implement the educational component of the invariant part of the basic curriculum, that is, in the course “Ecology” for grades 1-4. In primary school content of ecology can be realized by various ways, including one of the following options:

- ecologization of the content of traditional studying subjects;
- the introduction of a special discipline “Ecology”;
- modular design of the educational process in ecology;
- mixed model- multipurpose use of elements the first three approach. Programs developed for primary school: ecology- grade 5, authors A.I. Nikishov, V.N. Kuznesov, D.L. Teplov, where was made an attempt to provide continuity of formation and development ecological and biological concept, assimilation leading environmental ideas and scientific factors” (Kuznesov V. 2001)

From the standpoint of modern research, environmental education is upbringing, training and development in the spirit of environmental responsibility “achieves its goals with the skillful direction of activity of the child, since the content of environmental education can be utilized only in the activity” (Simonova L.P., 1999).

“Environmental education should have priority in our country. The power dependence of Russia, her history, culture from natural factors, rigorous climate, boundless space, characters of population do not recognized. All social- economical reforms in history of Russia, did allow culture, natural and ecological features” (Mamedov N.M., 2012).

Certainly, the goal of environmental education should meet the requirements of the federal state educational standard of general education and focused on the activities of the students as “learning to think (posing analytical questions, critical and systems thinking, problem solving, orientation towards the future); learning to do (the application of knowledge in different situations, the resolution of crises and risks, responsible action, self-esteem); learn to be independent (self-confidence, self-expression and communication skills, stress management); learn to live and work together (responsibility, respect for others, cooperation, participation in the democratic process of decision-making, negotiation and consensus) “(Moses, 1998),” to study the phenomena of the environment is advantageously carried out in the real world and the real objects (Regional program of continuous environmental education, 1992).

Russia is very diverse “in terms of natural conditions, historical past, the composition of the population, its traditions and culture, and on the level of economic development, social and cultural nature of relationships”. Therefore, priority role of regional identity, the study of local (regional) operating conditions of ecological and natural, ecological and social systems and complexes, the specific conditions of local economic and cultural realities of society, it must teach the practical solution of environmental problems in the content of environmental education. To teach responsible attitude to the world, “the ability to feel part of this world and to live in harmony with it can only be creating an atmosphere of caring, educated people necessity, to protect something with which they are in constant communication, see, observe, interact “(Yakunchev, 2002).

“Regionalization of Environmental Education is a leading and long-term strategy, which defines the way to becoming a regional holistic educational environment based on the interaction of national and regional, federal and international experience of environmental education. This choice of the region's own educational strategy, creating your own program of environmental education in accordance with the regional socio-economic, geographic, cultural, demographic and other conditions “(Argunova, 2010). “When the real and significant difference to master them equally to all areas of the country the content of education, in particular environmental, it is not possible” (Environmental education: concept and methodological approaches, 1996).

Pedagogical Issues content of environmental education in the modernization of education is its activity character. The main problem of the technological aspects of the activities of environmental education is the result of educational activities that depends on those funds, and a portion to extracurricular activities enjoyed by students in solving certain learning tasks. This problem is hardly realized in mass teaching practice due to the fact that “most of the content of education is reduced to knowledge. Knowledge is the result by definition, not the process. Assimilation ready knowledge does not require knowledge of students means other than consciousness (Dzyatkovskaya *et al.*, 2011).

It is a matter of organization of educational activities should conform to the content and tasks of environmental education. It should be said that the organization of educational activities should be focused on environmental activities, activities of the student with regard to environmental education. What does it mean?

Firstly, we should develop a learning pack (LP) of ecology in the primary school educational organizations of the Republic of Sakha (Yakutia) provides continuity content of environmental education based on regional and ethno-cultural features of the program with an initial general education on the subject of the surrounding world, intended for the Yakut elementary school and the transition to high school in accordance with the requirements of FSES of general education. Secondly, the LP should match the goals, objectives and requirements of the FSES, the introduction of new approaches and technologies for learning, in which students “acquire practical, research-related activities, including the ability to see the problem and assess the impact of its own activities” (Fedorov, 2013) in relation to the responsible nearby socio-natural environment. Thirdly, the LP is a means of organizing the educational (task work and extracurricular) activities and should be directed to the formation of students' specific competencies in the field of environment.

Tendency of changing and methodological support of environmental education, should clearly trace on development of LP, the transition:

- to work with the existing knowledge about the objects of nature - to the study of the socio-cultural experience of its knowledge, its use of different social conditions after to improve their own readiness environmental awareness, develop certain environmental competence;
- to work with the information about the objects of nature and society - to work with the object itself;
- from the dominance of informative and exemplary teaching practices to developing training methodology aimed at “shaping the student to learn skills - that is, to teach himself, independently formulate and solve problems related to the environment and by the universal form of action learning” (Asmolov *et al.*, 2010) in the field of the environment;
- from the subject-centered, natural science - to socially problematic educational model that integrates education in the field of environment, health and safety of life;
- from consideration of environmental issues that “students can not solve independently, control or for which they can not bear the responsibility - to problems that are recognizable and personal

significance for the child, for the people around him, and for which it can carry out practical actions that have real benefits "(Dzyatkovskaya *et al.*, 2011).

Development of LP acquires vital demands and actual, provides real practical significance and value to the ecological relationship of the individual to the environment of a single territory, region, republic, district, village, town.

The state order of the Government of the Republic of Sakha (Yakutia), the Ministry of Education of the Republic of Sakha (Yakutia) and the Ministry of Nature Protection of the Republic of Sakha (Yakutia) in FSBSE "SRI national schools of the Sakha Republic (Yakutia)" conducted research work on the development of FSES "Ecology of Yakutia" in primary school educational organizations of the Republic of Sakha (Yakutia). The structure of the FSES includes: a model program and tutorials for each class.

The aim of research is to develop personality, and a meta-subject results and basic national values, useful in everyday life, necessity to solve environmental problems.

These significant changes in the content and technology of training, education and socialization of students in the development of CMD "Ecology of Yakutia" for grades 5-9 will allow students to learn environmental activities as the values and norms of his own life and put it into practice in all situations.

## TECHNIQUE

### **Main priorities and methodological basis of CMD "Ecology of Yakutia" the basic school of general education institutions of the Republic of Sakha (Yakutia)**

LP "Ecology of Yakutia" for grades 5-9 is built in such a way that its system of conforming ecology of Yakutia. Provision consistency, continuity and the related formation and development of students' universal educational action "learning to learn, ie, the subject's ability to self-development and self-improvement through the conscious and active appropriation of new social experience "(Kozlov *et al.*, 2009) and the" basic national values: patriotism, family, work, nature, social solidarity, citizenship, humanity "(Danyluk *et al.*, 2010), formed in task work, in extracurricular activities Collectively, this co-evolutionary relationships are considered as the formation of ecological culture and environmental performance of the individual and society as a whole, and promote development and self-development of the student.

Approximate program LP "Ecology of Yakutia" is the benchmark for compiling programs working teachers. Representation of an exemplary program formed part of the defined participants of the educational process, beyond which stay opportunity copyright variant component selection of educational content. Work programs drawn up on the basis of the model program can be used in educational institutions of the Republic of Sakha (Yakutia).

Purpose LP "Ecology of Yakutia" basic school is formed at the regional, local level as socially significant, valuable in human life and at the level of requirements for the planned results of activity: personal, meta-subject and object.

Main priorities of an exemplary program FSES "Ecology of Yakutia" in the primary school are:

- Socialization of students through sustainable development in task work, extracurricular, extra-curricular and social practice, research, project activities on the basis of the ecological imperative, environmentally spiritual, moral attitudes and moral standards folk pedagogy of indigenous peoples of the Sakha Republic (Yakutia).
- An introduction to ecological culture as a system of traditional ecological knowledge and spiritual and moral values of a responsible attitude towards the environment.
- The development of practical, research student qualities associated with the development of environmental knowledge, the mastery of techniques, methods, acquire new knowledge about the environment.



- Formation of moral norms and regulations on the environment, based on environmental imperatives, i.e. border of proper and forbidden.
- The development of a sense of duty and moral consciousness to the environment, family, relatives, peers, other people, the ability to form their own moral circumstances to exercise moral self-control, to require the execution itself of moral norms and rules, to give moral self-esteem his own and others actions ecological relationships to the socio-natural environment.
- Willingness and ability to express and defend their public position to improve the immediate natural and social environment, assess their own intentions, thoughts, deeds and actions made on the basis of ecological relationships.
- Formation of certain basic national values and universal educational activities that have real benefit in practice.

The methodological basis of LP "Ecology of Yakutia" for grades 5-9 schools of the Republic of Sakha (Yakutia) is the federal law "About Protection of Environment" (2014), the Federal Law "On Education in the Russian Federation" clause 72 Teaching the basics of environmental knowledge in educational institutions (2012) The modern concept of general environmental education (developed by RAS 2010, and 1984 and 1991.) The concept of spiritual and moral development and education of the individual citizen of Russia (2011), some basic educational program of educational institutions in the primary school (2013) program development and formation universal training activities (2013), the education and socialization of students on the stage of basic education (2013) presented in the federal state educational standard of general education, the concept of universal continuous ecological education in Yakutia (2005), law Republic of Sakha (Yakutia) "On environmental education and enlightenment" (2005), Strategy development and environmental education of the Republic of Sakha (Yakutia) (2007), doctoral research, AN Drunk, IT Suraveginoy, N.M.Mamedova, V.I.Panova, LP Simonov, AY Liberova, GM Fedorov, AS Novobrantsseva, EV Suktalievoy on environmental education with the different aspects of its implementation in educational theory and practice, the recommendations of the parliamentary hearings "Problems of Environmental Education in Russia" (22.09.98.) To ensure "continuity between all spheres of social formation of the individual (family - kindergarten - school - university - industrial activity) "(Gaynullova, 2004).

#### **Content and exemplary program LP "Ecology of Yakutia" for grades 5-9 schools of the Republic of Sakha (Yakutia)**

Contents of LP "Ecology of Yakutia" for general education is own specifics. LP aims for activity of the student, in his self-development, self-education, in where he gets specific skills for responsible attitude the nearby socio-natural environment, and takes realization, responsible, motivated decision to overcome the difficulties in life situations, to improve the health of the organism and the surrounding people. Contents of LP reveals climatic (habitat, harsh climate, permafrost), Nature and landscape (tundra, taiga), flora, fauna and ecological features of the region.

Approximate program LP "Ecology of Yakutia" 5- to 9 classes includes the following sections: an explanatory note with the requirements for learning outcomes; the main contents of the course with a list of sections; thematic planning approximate indicating the minimum number of hours devoted to the study of each topic, and the definition of the main activities of the students; recommendations on equipping the educational process.

Approximate program course "Ecology of Yakutia" for grades 5-9 provides various forms of organization of educational activities: study course "Ecology of Yakutia" as the subject, integrative modular courses in basic educational disciplines, "holding hours of health and environmental safety, extracurricular activities, conducting classroom hours lessons in circles, holding leisure activities, contests, events, quizzes, excursions, days of culture and environmental health. "(Savinov, 2011).

In according the basic curriculum course "Ecology of Yakutia" studied from grades 5 to 9, in part generated by participants in the educational process, the total number of hours per week at the rate of 2 hours per year - 68 hours.



In the content of the course “Ecology of Yakutia” for primary school is considered the diversity and uniqueness of nature and socio-natural environment of his native land, scientific methods and ways, and traditional ways of knowing by man socio-cultural and natural environment of the native land. Studying the ecology of Yakutia generates value attitude of students to the nature of his native land, creates conditions for the independent activity of the learner, to know how to value environmental activities, the rate of their own lives and to apply it in public and private life, and in all situations.

Approximate program “Ecology of Yakutia” is built with the following content lines:

- Studies of the ecology of natural systems (livelihoods and the relationship of living organisms in nature, in particular their habitats (Arctic tundra, forest-tundra, mountain taiga, taiga) - in ecosystems (taiga Alaas, lake, river)), Human Ecology (lifestyle clothing, food, traditional economic activity, recovery of the organism);
- The study of natural life of his native land, its flora and fauna, phenomena and processes occurring in nature, preservation of health and life of human experience and solutions to environmental problems in the present to its use for the design of the future;
- Environmental values: respect for the inhabitants of nature, ecology nature (plants, animals, earth, air, water), responsible attitude to their own health and the health of others and the environment, management of natural resources - to the priority values of life in all its manifestations; biodiversity; environmental safety; environmental quality and quality of life.

Educational requirements for students on an activity program TK “Ecology of Yakutia” presented at the personal (philosophical, spiritual, moral and aesthetic values), a meta and substantive results.

#### OUTCOME

The result of research shows that the development of LP “Ecology of Yakutia” has specific characteristics and is relevant and in demand in the era of the “information explosion” of rapid updating of knowledge and improves teaching techniques for primary school students.

The structure of training techniques LP “Ecology of Yakutia” for grades 5-9, requiring mostly not play facts and definitions already known knowledge, and self-statement and solution of the learning task. In solving this problem, various methods, techniques, methods of action to generate new knowledge, which cause students' desire to express their opinions, assumptions, conduct research, practical project work.

LP “Ecology of Yakutia” are used as a means of developing the intellectual and practical activity of the children. It fosters a moral, ethical and aesthetic categories, the appeal to spiritual, cultural and environmental values.

The structure of the LP “Ecology of Yakutia” is based on the theory of learning activity.

On the basis of an exemplary program of LP “Ecology of Yakutia” for grades 5-9 identified requirements for learning outcomes: personal, meta-subject and object, as well as the expected results of education and socialization of students in the education of ecological culture, a culture of healthy and safe lifestyles. All planned operating results reflect the characteristics of education, training and socialization of children, taking into account consciously responsible attitude to the biosphere as a whole and to the environment and its objects to a particular region during a joint operation, ensuring the inclusion of students in environmental activities in the process of learning, the study of the natural environment native land. For example, the course “Ecology of Yakutia” seeks to achieve student outcomes such as personal training love of nature of his native land, its unique landscape (tundra, forest-tundra, mountain taiga, taiga), to natural features (lakes, rivers, Alaas), socialization of children, their inclusion in the environmental activities in the course of research, practical and project work.

Main achievements expected of the students in the study course in basic school is a meta-operating results, the ability to insert a learning task, use different methods of action, join the dialogue, discussion, participate and express their own point of view, to argue, to make determinations. Organization task work to address different learning tasks includes the following steps: analysis of the content of the task and goal of

action; “Search plan for solving the problem; found realization of the plan; validation action, the true answer; analysis of other possible solutions, evidence, options and compare them” (Pikadisty, 1996).

Main substantive results of the students are defined in the value-orientation, cognitive, intellectual, labor, physical and aesthetic field.

On the basis of a program of education and socialization of students on the stage of basic education defined expected results in the education of ecological culture, a culture of healthy and safe lifestyles. For example, to participate in matters of public importance, environmental actions, projects on the environment, taking care of their own health and the health of people around them, to participate in the development and implementation of research projects, projects with the definition of environmental problems in their village, town, district, republic, find their solutions, etc.

## DISCUSSION

One of the main goals of the Federal State Educational Standard of general education is the education, training and socialization of the student in the process of its own independent activity. When the teacher does not assume the function of the teacher and gets in the same position with the students in relation to the studied material or problem. Just like students, teachers seek for themselves and reach certain goals, as a result, they are together in the cognitive, practical, research and design positions.

Within these goals we make a model of the teaching kit, which students in the process of self-employment with directing the activities teachers create their part of the content of the textbook.

To implement this model, ensuring the continuity of environmental education in FSBSE “SRI national schools of the Republic of Sakha (Yakutia)” developed a learning pack “Ecology of Yakutia” for grades 5-9 educational organizations of the Republic of Sakha (Yakutia).

Model LP course “Ecology of Yakutia” for grades 5-9 educational organizations of the Republic of Sakha (Yakutia) was presented at a meeting of researchers FSBSE “SRI national schools of the Republic of Sakha (Yakutia).”

Discussed and identified approaches, principles and criteria for the selection of content substantiated content lines, functions and projected performance of the LP “Ecology of Yakutia”, taking into account regional and ethno-cultural identity.

Model of LP “Ecology of Yakutia” based on environmental, personality and activity, consideration of age, consideration of culture and integrated approach:

- The study of natural systems, the preservation of human health and life, the experience of solving environmental problems, the formation of environmental values respect for nature, to its protection (of plants, animals, earth, air, water), a responsible attitude to their own health, the health of other people nearby environment, proper and rational nature (ecological approach);
- Student-activity approach, which aims at the very learner, for example, think about certain problem, discussing it, find ways of action to acquire new knowledge and skills. Then each student, as a subject of the appointed activity, along with the teacher enters into collective action. Thus, students discover and learn new, unusual ecological knowledge nearest socio-natural environment that are personally significant, interesting and understandable, causing feelings of wonder and admiration. During this activity the students can form certain universal learning activities (personal, regulatory, cognitive, communicative);
- Consideration of age approach, which takes into account the factors of inborn (natural) education and training of students. Compulsory registration of age, the data on the nature and features of the student maximum convergence of his life with the life of nature, which provides the students' formation of their multifaceted relationship to the environment and their health. Consideration of age approach educates the students to live in unity and harmony with nature, to care for an environmentally friendly life. This approach takes into account the characteristics of children ethnopsychological Sakha and helps bring the content and organization of the educational process in

the nature of the orientation of education based on traditional knowledge, traditions and customs of the people;

- Consideration of culture approach - understood as the “openness” of different cultures, creating the conditions for the most complete (according to age) acquaintance with the achievements and the development of science, technology and culture of modern society and the formation of a variety of cognitive interests. Combination, the relationship and complementarity of basic national values, ie, the formation of national identity dialogue of cultures, lifestyles, ethnic and cultural features with advanced functions of the native language (Yakut, Even, Evenk) in the area of environmental education in the primary school;
- An integrative approach to the content line course “Ecology of Yakutia” taking into account regional and ethno-cultural characteristics. This content line-oriented subject of ethnic identity and activities aimed at learning, which is based on the unique culture, traditions and way of life, spiritual and moral values of its people.
- The proposed learning kit is designed based on a number of principles:
- The relationship of the Federal State Educational Standard, taking into account regional and ethnic and cultural identities, which forms the integrity of the new school quality of environmental education;
- The principle of continuity follows from the gradual phasing and the formation of environmental competence in the student;
- The integration of environmental, scientific, agricultural, social science, humanities with the addition of the specifics of environmental education, regional and ethno-cultural identity. This allows you to give students a broad science-based orientation in the subject matter, knowledge of holistic image of socio-cultural environment, reveals the originality and uniqueness of the national culture of the people, determines the principles of learning actions, which means the implementation of the student to master;
- The idea of a common home planet Earth, which in the course “Ecology of Yakutia” forms a single system-system nature, man and society constructed in accordance with the principles of dialectical ascent from the abstract to the concrete and from concrete to abstract. For this generalization made substantial knowledge on the course with the release of the main subject as object of knowledge of the interconnected system;
- Awareness - at any stage of the implementation of the educational activity is recorded and traced the meaning and the forthcoming follow-up; and its goals, planning, implementation of educational objectives, results, monitoring and evaluation activities by the student.
- The criteria of selection of the content:
- Focus on the formation and development of the components of learning activity (adoption or learning tasks, goals, motivation, learning activities, self-control and self-esteem);
- The inclusion of traditional pedagogy;
- Representation of all components of environmental education, revealing the cognitive, evaluative, normative, operational aspects of the study of the socio-natural environment of their native land;
- Principles of environmental education (the relationship of global, regional and local integration, consideration of age).

When designing TK “Ecology of Yakutia” for educational organizations mark out criteria for the selection of their content line. One of the main criteria for the selection of content is to focus on the principles of environmental education (the relationship of global, regional and local integration, consideration, activity-practical).

One of the main criteria is the representation of all the components in the textbook of environmental education, revealing the cognitive, evaluative, normative aspects of the study of the socio-natural environment of their native land. Cognitive aspect of developing students' interest in ecological interactions, the diversity of flora and fauna, the connection between them. For pupils entire complex knowledge of the environment is constructed in such a way that he painted interest, promotes the formation of their responsible attitude to the socio-natural environment, creates a fundamentally new worldviews - awareness of nature and society in their unity as functionally equal parts of a whole, need constantly relate their actions with the possibilities of the natural environment.

Important criteria include LP focus on the formation and development of the components of the learning activity (learning tasks, motivations, learning activities, self-control and self-esteem), the inclusion of traditional pedagogy - an appeal to the traditions, customs, folklore genres that are close to younger students and related with mother nature. Studies of the nature of storytelling through diversity and richness in the educational process, creates favorable conditions for the activities of the appointed organization for the study of the environment, which detects the effective integration organization in ecology-oriented activities of students.

To improve and update the content of environmental education in the study of the environment in the primary school to determine the optimal content line connecting environmental education with regional and ethno-cultural identity. On this basis, grounded meaningful LP line "Ecology of Yakutia":

- Natural features of the region (biotic factors temperature, soil moisture, and others.);
- Ecological interactions (species diversity and habitat), environmental communication with the environment (communication, food, information, sounds, colors, flavors, shapes), adapted to the conditions of life;
- Attitude to work and behavior, ie, activities within the framework of moral and ecological imperatives (occupation, crafts, food, shelter, norms and rules of behavior in the environment, etc.).
- Relationship work, life and traditions of the population with the natural environment: the aesthetics of things and objects (clothing, jewelry, and birch bark decorations, murals horsehair et al.), Health (food, clothing, physical work), CSL, environmental sanitation, life safety, environmental management (national economy, minerals, housing, crafts).

Functions of the learning pack:

- Organizational - is a practice-oriented focus;
- Motivation - creating interest and needs for knowledge of socio-natural environment in terms of environmental problems;
- Informative - reveals ecological interactions with social and natural environment;
- Procedural - the organization of training activities and the development of autonomy in children in the process of practical, research and project activities.
- Justified the planned outcomes of the LP "Ecology of Yakutia", providing formation in schoolchildren certain universal educational activities and basic national values.
- The discussion is designed model LP "Ecology of Yakutia" for primary schools with regional and ethno-cultural identity

## CONCLUSION

In summary, it should be emphasized that the LP "Ecology of Yakutia" primary school promotes education, training and socialization of children, based on the spiritual and moral values of the indigenous people of the Republic of Sakha (Yakutia) in the conditions of implementation of the federal state educational standards in primary school based on regional identity.

The complex solution of problems of environmental education through the development of LP "Ecology of Yakutia" in basic school and their application in organizing educational activities suggests the positive results of the implementation of LP constructed regional and ethno-cultural identity.

In this case, the author has failed to provide a high school LP development on the ecology of Yakutia, which requires its further work on the topic. As a consequence of this study the direction of the future requires the creation of similar textbooks on ecology in primary and high school for the other subjects of the Russian Federation. This will allow the development of this research, regard it as one of the top choices in a multiethnic, multicultural environment of the republic, the country and the world.

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