

РОЗДІЛ 5
ОСВІТА ДЛЯ СТАЛОГО РОЗВИТКУ: ТЕОРІЯ ТА МЕТОДИКА
ВПРОВАДЖЕННЯ У НАВЧАННЯ ГЕОГРАФІЇ ТА ПІДГОТОВКУ
ФАХІВЦІВ З ТУРИЗМУ

ECOSYSTEM AND TOURISM

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Sustainable development is the protection and restoration of the ecosystem as a whole for education [1]. Green education is the teaching of knowledge and skills related to environmental awareness and a sustainable lifestyle. The goal is to protect the environment, use resources and maintain the balance of the ecosystem. Lifelong Learning is a continuous educational process for people to develop their knowledge and skills throughout their lives. This approach encourages both personal and professional development by acquiring new knowledge and experiences throughout their lives [2].

By applying the principles of education for sustainable development in the teaching of geography, the training of tourism specialists can be more effective.

The Role of Education for Sustainable Development in the Training of Tourism Specialists. Tourism specialists should have a deep understanding of not only the practical aspects of tourism, but also its ecological, social and economic aspects, in short, they should show that the integrity of the ecosystem and its protection should ultimately ensure the development of tourism. It is important to pay attention to the following areas in the teaching of geography:

1. *Basics of ecotourism and environmental education.* Students should be given knowledge about the protection of ecosystems, biodiversity and the importance of ecotourism. Real examples of ecotourism should be taught through tests and experiments.

2. *Development of social and cultural tourism.* The ability to correctly present local customs and traditions to tourists should be formed. The issues of cultural heritage protection and participation of local communities in tourism should be taught.

3. *Application of geographic information and maps.* Modern geographic information systems (GIS) and cartographic knowledge should be taught to students. Skills in planning tourism routes and mapping resources should be developed.

4. *Climate change and tourism impacts.* Students should be informed about the impacts of climate change on the tourism industry. Sustainable tourism planning and adaptation strategies should be taught.

5. *Practical training and field studies*. Students should be trained in real-world settings through field studies and internship programs. Practical experience should be gained by collaborating with local and international tourism companies.

Methodology and Teaching Approaches.

1. Problem-based learning (PBL) – Students are presented with real tourism problems and they explore solutions.

2. Interactive and technology-based – Lessons are made more engaging through virtual tours, mapping programs and simulations.

3. Project-based learning – Students prepare their own projects by researching local tourism potential.

4. Excursions and fieldwork – Practical experience is gained by visiting real tourism destinations.

These approaches can be assured to help develop professionals in the tourism sector who are professional, environmentally responsible and innovative.

References

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2. «Azerbaijan 2030: National Priorities for Socio-Economic Development». Approved by the Decree of the President of the Republic of Azerbaijan No. 2469 dated February 2, 2021. URL: <https://e-qanun.az/framework/46813>
3. National Security Concept of the Republic of Azerbaijan, Baku: May 23, 2007.
4. «Azerbaijan 2020: A Look into the Future» Development Concept. Approved by the Decree of the President of the Republic of Azerbaijan No. 800 dated December 29, 2012. URL: <http://e-qanun.az/framework/25029>

ФОРМАЛЬНА ТА НЕОРМАЛЬНА ЕКОЛОГІЧНА ОСВІТА МОЛОДІ: ДОСВІД УКРАЇНИ ТА ЗАРУБІЖЖЯ

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Формальна екологічна освіта прописана у законодавчих документах та нормах і передбачає програмове вивчення у профільних та сумісних курсах упродовж навчання у закладах освіти усіх ланок. Результатом вивчення яких і є формування екологічної компетентності.

Міжнародний стандарт класифікації освіти, розроблений ЮНЕСКО (International Standard Classification of Education, ISCED, 1997), неформальну освіту визначає як будь-яку організовану систематичну освітню діяльність, що проводиться поза межами формальної системи для забезпечення окремих підгруп населення обраними видами навчання. При цьому програми неформальної освіти можуть мати різну тривалість та надавати або не надавати сертифікат після завершення навчання [4, 10].