ЕКОЛОГІЧНА ОСВІТА

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ENVIRONMENTAL EDUCATION AS A MAIN TOOL OF THE PROSSES OF SOCIALISATION OF THE SCHOOLCHILDREN

In the article the try to analyze the influence of the environmental education on the process of the socialization of the school children is made. The history of the existence and the development of the environmental education is considered, the problems and shortcomings of the system of the environmental education and upbringing is analyzed. And the possibility of the realization of the environmental education for organization of the process of the school children socialization nowadays is revealed.

The key words: environment, outdoor education, experiential education, environmental literary people, socialization, philosophy, sociological and psychological theories, development.

Погрібна Л. ЕКОЛОГІЧНА ОСВІТА ЯК ОСНОВНИЙ ІНСТРУМЕНТ ПРОЦЕСУ СОЦІАЛІЗАЦІЇ ШКОЛЯРІВ
Ззроблені спроби проаналізувати вплив екологічної освіти на процес соціалізації учнів загальноосвітньої школи. Розглянуто історію виникнення та становлення екологічної освіти, проаналізовано проблеми та недоліки системи екологічної освіти і виховання та можливість застосування екологічної освіти для організації процесу соціалізації учнів загальноосвітньої школи на сучасному етапі.

Ключові слова: екологічний, освіта на вулиці, експериментальні освіта, екологічно грамотні люди, соціалізація, філософія, соціологічні та психологічні теорії, розвиток

Погребная Л. ЭКОЛОГИЧЕСКОЕ ОБРАЗОВАНИЕ В КАЧЕСТВЕ ОСНОВНОГО ИНСТРУМЕНТА В ПРОЦЕССЕ СОЦИАЛИЗАЦИИ ШКОЛЬНИКОВ
Сделаны попытки проанализировать влияние экологического образования на процесс социализации учеников общеобразовательной школы. Рассмотрено историю возникновения и становления экологического образования, проанализировано проблемы и недостатки системы экологического образования и воспитания и возможность применения экологического образования для организации процесса социализации учеников общеобразовательной школы на современном этапе.

Ключевые слова: экологический, образование на улице, экспериментальное образование, экологически грамотные люди, социализация, философия, социологические и философские теории, развитие

Environmental education is a learning process that increases people's knowledge and awareness about the environment and associated challenges, develops the necessary skills and expertise to address the challenges, and fosters attitudes, motivations, and commitments to make informed decisions and take responsible action (UNESCO, Tbilisi Declaration, 1978). It is necessary to think of environmental care seriously enough to reverse the habits that caused damage to date, to our planet. It is necessary to incorporate the idea that, over time and keeping harmful behaviors towards the environment we are losing the opportunity to have a better quality of life, we are deteriorating our planet and the creatures that inhabit it [1].

It is also very important to have environmentally literary people. The best result can be reached if schools would provide environmental education. The adoption of a conscious attitude to the environment that surrounds us and of which we are an inseparable part, depends heavily on education and education of children and youth. Pedagogy and school play a major role in this process. Beyond traditional education, it is the mere fact of providing knowledge, environmental education related to the man and his environment, his surroundings and looking for a change of attitude, an awareness of the importance of preserving for the future and to improve our quality of life. This education goes beyond the traditional formal education, not be confined only to schools, but employees also at work in the enterprise or workplace, which offers an excellent vehicle for communicating values for the environment, relating to production characteristics. Moreo-

ver, the effective development of environmental education demands the full use of all public and private resources that society has, through various application systems and subsystems, linked with legislation, policies, plans and programs implementing the measures and control mechanisms and the decisions that governments take on the environment.Environmental education is an educational process, comprehensive and interdisciplinary approach that considers the environment as a whole and that seeks to involve the general public in identifying and solving problems through the acquisition of knowledge, values, attitudes and skills, making decisions and active and organized [1].

In its definition of Environmental Education, United Nations tells us that it aims is a training of individuals to know and recognize the interactions between what is natural and social in their environment and to act in that environment. Trying not to print their guidance activities posing a serious deterioration in the balance of natural processes have been developed, making possible the existence of a sound environmental quality for the development of human life.

Environmental education has crossover with outdoor education and experiential education [1]. These fields of education complement environmental education have unique philosophies.

• Outdoor education means learning «in» and «for» the outdoors. It is a means of curriculum extension and enrichment through outdoor experiences [1]. Environmental education is often taught or enhanced through outdoor experiences. The out of doors experience, though not only environmental in nature, often contain elements of teaching about the environment.

• Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experiences [2] experiential education can be viewed as both a process and method to deliver the ideas and skills associated with environmental education.

While each of these educational fields has their own objectives, there are points where they overlap with the intentions and philosophy of environmental education [1].

The roots of environmental education can be whatch out in the 18th century when Jean-Jacques Rousseau stressed the importance of an education that focuses on the environment in Emile: or, On Education. Several decades later, Louis Agassiz, a Swiss-born naturalist, echoed Rousseau's philosophy as he encouraged students to «Study nature, not books». These two influential scholars helped to lay the foundation for a concrete environmental education program, known as nature study, which took place in the late 19th century and early 20th century [1].

The lessons of nature study helped pupils to develop an appreciation of nature. Anna Botsford Comstock, the head of the Department of Nature Study at Cornell University wrote the Handbook for Nature Study in 1911, which used nature to educate children on cultural values. Comstock and Liberty Hyde Bailey, helped Nature Study garner tremendous amounts of support from community leaders, teachers, and scientists [14].

The modern environmental education movement, which gained significant momentum in the late 1960s and early 1970s, stems from Nature Study and Conservation Education. One of the first articles about environmental education as a new movement appeared in the Phi Delta Kappan in 1969, authored by James A. Swan.[6] A definition of «Environmental Education» first appeared in The Journal of Environmental Education in 1969, authored by William B. Stapp.[7] Stapp later went on to become the first Director of Environmental Education for UNESCO, and then the Global Rivers International Network [15].

Ultimately, the first Earth Day on April 22, 1970 – a national teach-in about environmental problems – paved the way for the modern environmental education movement.Then, in 1971, the National Association for Environmental Education was created to improve environmental literacy by providing resources to teachers and promoting environmental education programs.

Internationally, environmental education gained recognition when the UN Conference on the Human Environment held in Stockholm, Sweden, in 1972, declared environmental education must be used as a tool to address global environmental problems. The United Nations Education Scientific and Cultural Organization (UNESCO) and United Nations Environment Program (UNEP) created three major declarations that have guided the course of environmental education.

Stockholm Declaration

June 5–16, 1972 - The Declaration of the United Nations Conference on the Human Environment. The document was made up of 7 proclamations and 26 principles «to inspire and

guide the peoples of the world in the preservation and enhancement of the human environment».

Belgrade Charter

October 13–22, 1975 - The Belgrade Charter[9] was the outcome of the International Workshop on Environmental Education held in Belgrade, Jugoslavia (now Serbia). The Belgrade Charter was built upon the Stockholm Declaration and adds goals, objectives, and guiding principles of environmental education programs. It defines an audience for environmental education, which includes the general public.

Tbilisi Declaration

October 14–26, 1977 - The Tbilisi Declaration «noted the unanimous accord in the important role of environmental education in the preservation and improvement of the world's environment, as well as in the sound and balanced development of the world's communities». The Tbilisi Declaration updated and clarified The Stockholm Declaration and The Belgrade Charter by including new goals, objectives, characteristics, and guiding principles of environmental education.

Later that decade, in 1977, the Intergovernmental Conference on Environmental Education in Tbilisi, Georgia , emphasized the role of Environmental Education in preserving and improving the global environment and sought to provide the framework and guidelines for environmental education. The Conference laid out the role, objectives, and characteristics of environmental education, and provided several goals and principles for environmental education.

Environmental education has been considered an additional or elective subject in much of traditional curriculum. At the elementary school level, environmental education can take the form of science enrichment curriculum, natural history field trips, community service projects, and participation in outdoor science schools. EE policies assist schools and organizations in developing and improving environmental education programs that provide citizens with an in-depth understanding of the environment

Schools can integrate environmental education into their curricula with sufficient funding from policies. This approach – known as using the "environment as an integrating context" for learning – uses the local environment as a framework for teaching state and district education standards. In secondary school, environmental curriculum can be a focused subject within the sciences or is a part of student interest groups or clubs. At the undergraduate and graduate level, it can be considered its own field within education, environmental studies, environmental science and policy, ecology, or human/cultural ecology programs.

In schools tnvironmental education is not restricted to in-class lesson plans. There are numerous ways children can learn about the environment in which they live. From experiential lessons in the school yard and field trips to national parks to after-school green clubs and school wide sustainability projects, the environment is a topic which is readily and easily accessible. Even more, celebration of The Earth Day or participation in week of ecology ,which must be compulsolary in every school, is a great way to dedicate lessons to environmental education. The education should srive for a desire to understand the existence of objects in nature, to respect them and appreciate them.

The final aspect of environmental education and certainly not less important, is training individuals to live in a sustainable society. In addition to building a strong relationship with nature, citizens must have the skills and knowledge to succeed in a 21st-century workforce. Thus, environmental education funds both teacher training and worker training initiatives. Teachers must be trained to effectively teach and incorporate environmental studies in their curriculum. On the other hand, the current workforce must be trained or re-trained so that they can adapt to the new green society.

A good environmental education is the combination of, among other aspects, a sense of appreciation for the natural world around us, realization of one's existence within a community, practice of appropriate environmental ethics, identifying where man's influence on nature is unreciprocated, and an eventual understanding of how to practice conservation methods.

When a baby sees the world for the first time it does not have skills of the right behavior. A baby is born with no knowledge on what conduct is considered proper or improper until he is taught by parents and peers. Unlike other living species, whose behavior is biologically set, humans need social experiences to learn their culture and to survive [7]. Environmental education refers to organized efforts to teach about how natural environments function. The term is often used to imply education within

the school system, from primary to post-secondary. However, it is sometimes used more broadly to include all efforts to educate the public and other audiences, including print materials, websites, media campaigns, etc. As it was said environmental education provides explanation for human beliefs and behaviors, helps to find the human's place in the society. So with the help of the environmental education society gives the examples of right behavior. In other words environmental education is the processes by which human infants begin to acquire the skills necessary to perform as a functioning member of their society, and is the most influential learning process one can experience [8].

The child grows and develops under the influence of a complex educational process, in which the school plays a social role that has the objective that the future citizen to receive education and training, and integrated into the society we live in a harmonious way, politically and ideologically formed in correspondence with the principles of our society. Many scientists say that the prosses of socialization essentially represents the whole process of learning [9]. We agree with it. But we could say that environmental education is a condition and the tool for the most sucssesfull socialisation.

Socialization (or socialisation) is a term used by sociologists, social psychologists, anthropologists, political scientists and educationalists to refer to the lifelong process of inheriting and disseminating norms, customs and ideologies, providing an individual with the skills and habits necessary for participating within his or her own society [6]. There are some theories of socialization :

Macrolevel theories of socialization try to explain how society as a whole works, not necessarily the individual parts. The main macrolevel theories of socialization consist of functionalism or conflict theory. According to «Human Behavior and The Social Environment, Macro Level», functionalism believes that all parts of society are necessary for the system to function

The mezzo level of analysis in socialization theories involves how a person reacts to other members of society. The dominant theory is social reaction, or labeling theory. Social Reaction Theory believes that people become what others in society want them to becomeSelective exposure, modeling, identification, positive reinforcement, negative reinforcement and nurturance are all methods of socialization.

Selective Exposure
o Selective exposure is a socialization method that controls what influences a person is exposed to. This is also known as planned socialization, because it takes effort to decide and implement positive influences only. It involves removing negative influences from the person being socialized.

Modelling
o Another method of socialization is modeling, which means the person being socialized sees a person she admires and chooses to imitate his behavior. This is also known as natural socialization, because the person being socialized decides on their own who is worthy of modeling and who is not.

Identification
o Identification takes modeling a step further. Instead of simply imitating a person's behavior, the person being socialized starts to identify with that person. They see themselves as having the same characteristics as the person they are modeling.

Positive Reinforcement
o Positive reinforcement teaches a person which behaviors are socially acceptable because they are rewarded for those behaviors with affection or praise. For example, softball team members gives a person high-fives when they hit a home run.

Negative Reinforcement
o Negative reinforcement teaches people which behaviors are not acceptable based on negative feedback. For example, if children make fun of a kid because of a particular pair of shoes he's wearing, he won't wear those shoes again.

Nurturance
o Nurturance is similar to negative and positive reinforcement because it involves both negative and positive feedback, and that feedback comes from a person who the subject greatly admires, so their. In his book «Social Structure and Personality Development» (Hurrelmann 1989/2009), he reaction to a particular behavior has a bigger impact [3].

Social science concerns the nature of the institutions and behaviors that lead one from childhood to useful social roles. Environmental education influences a child with the help of all theses methods. Selective Exposure is used to implement positive influences when the examples of the right behavior is given, Modeling is used when a teacher, usually a person whom a child sees and admires, shows how to imitate his/her behavior. Identification another step of

modelling when a child starts to identify with that a teacher. Positive Reinforcement recomends which behaviors are socially acceptable, Negative Reinforcement teaches children which behaviors are not acceptable in the society, Nurturance involves both negative and positive feedback, and that feedback comes from a teacher who the child usually greatly admires and has bigger impact on the child. So realising the aim of the environmental education teachers always develop a sense of community between child and nature, demonstrate problem solving skills and flexibility when caring for the environment. Evidently developing an environmental education which gives not only an exploration into the ecological perspective itself, and opens a new world of natural beauty to those who seek to discover it, it is the way to involve children into society and lead the prosess of socialisation more complex. There were many scientists who worked with the problem of socialisation. They worked out the number of the ttheories:

Klaus Hurrelmann. From the late 1980s, sociological and psychological theories have been connected with the term socialization. One example of this connection is the theory of Klaus Hurrelmanndevelops the «Model of Productive Processing of Reality (PPR)». The core idea is that socialization refers to an individual's personality development. It is the result of the productive processing of interior and exterior realities. Bodily and mental qualities and traits constitute a person's inner reality; the circumstances of the social and physical environment embody the external reality. Reality processing is productive because human beings actively grapple with their lives and attempt to cope with the attendant developmental tasks. The success of such a process depends on the personal and social resources available. Incorporated within all developmental tasks is the necessity to reconcile personal individuation and social integration and so secure the «I-dentity». (Hurrelmann1989/2009: 42) Most noted and also often discussed at schools and universities, particularly in pedagogy, social sciences and health sciences, is his «Model of Productive Processing of Reality (PPR)». The core assumption of this model is that «personality does not form independently from society any of its functions or dimensions but is continuously being shaped, in a concrete, historically conveyed life world, throughout the entire space of the life span» («Social Structure and Personality Development», Cambridge University Press, 1988, reissued 2009, p. 42). The PPR model places the human subject in a social and ecological context that must be absorbed and processed subjectively [9].

Lawrence Kohlberg's (1981) theory of moral development studied moral reasoning (how individuals judge situations as right from wrong) within three stages of young childhood. The first is the pre-conventional stage, where children experience the world in terms of pain and pleasure. Second, the conventional stage appears in the teen years of maturation. Teenagers learn to define right and wrong according to the desires of their parents and begin to conform to cultural norms resulting in a decrease of selfishness. The last stage of moral development is the post-conventional level where people move beyond society's norms and consider abstract ethical principles[12] . Lawrence Kohlberg developed his theory on the basis of the assumption that human beings are internally motivated to learn and broaden their horizons by experiencing through the environment they interact with on a daily basis [10].

Erik H. Erikson (1902–1994) explained the challenges throughout the life course. The first stage in the life course is infancy, where babies learn trust and mistrust. The second stage is toddlerhood where children around the age of two struggles with the challenge of autonomy versus doubt. In stage three, preschool, children struggle to understand the difference between initiative and guilt. Stage four, pre-adolescence, children learn about industriousness and inferiority. In the fifth stage called adolescence, teenagers experience the challenge of gaining identity versus confusion. The sixth stage, young adulthood, is when young people gain insight to life when dealing with the challenge of intimacy and isolation. In stage seven, or middle adulthood, people experience the challenge of trying to make a difference (versus self-absorption). In the final stage, stage eight or old age, people are still learning about the challenge of integrity and despair [12]. According to Erikson, the environment in which a child lived was crucial to providing growth, adjustment, a source of self-awareness and identity[10].

George Herbert Mead (1863–1931) developed a theory of social behaviorism to explain how social experience develops an individual's self-concept. Mead's central concept is the self: It is composed of self-awareness and self-image. Mead claimed that the self is not there at birth, rather, it is developed with social

experience. Since social experience is the exchange of symbols, people tend to find meaning in every action. Seeking meaning leads us to imagine the intention of others. Understanding intention requires imagining the situation from the others' point of view. In effect, others are a mirror in which we can see ourselves. Charles Horton Cooley (1902-1983) coined the term looking glass self, which means self-image based on how we think others see us. According to Mead the key to developing the self is learning to take the role of the other. With limited social experience, infants can only develop a sense of identity through imitation. Gradually children learn to take the roles of several others. The final stage is the generalized other, which refers to widespread cultural norms and values we use as a reference for evaluating others.[15] The emergence of mind is contingent upon interaction between the human organism and its environment; it is through participation in the social act of communication that individuals realize their potential for significantly symbolic behavior, that is, thought. Mind, in Mead's terms, is the individualized focus of the communication process [10].

Judith R. Harris (b. 1938) graduated magna cum laude with her masters degree in psychology from Harvard University. She received the George A. Miller Award for her proposed theory of group socialization (GS theory). This theory states that a child's adult personality is determined by childhood and adolescent peer groups outside of the home environment and that «parental behaviors have no effect on the psychological characteristics their children will have as adults». Harris proposes this theory based on behavioral genetics, sociological views of group processes, context-specific learning, and evolutionary theory. She says that environment play a very iportant role in the prosses of socialization [12].

Despite profound differences between these theoretical traditions, their conception of socialization was identical in one important respect: for all the theories, it was a unidirectional process in which children are essentially passive recipients of parents' rearing practices.

Today, there are no monolithic accounts of the process of socialization. Moreover, contemporary researchers typically address the topic not in a comprehensive and general manner, but in a domain-specific way (e.g., independently examining moral socialization, gender socialization, cognitive socialization, emotional socialization, etc.). Notwithstanding the absence of an overarching theoretical account embracing the many biological, cognitive, and cultural factors that are implicated in children's socialization, a unifying theme in current work is the view that, from the outset, children play an active role in their own socialization.

A further sense in which children are actively involved in their own socialization is reflected in research on identity development (Martin, 2000). Such research has revealed that children actively seek out information relevant to their social identities. For example, having categorized themselves as a boy or girl (something that typically happens by the age of 2 years), children increasingly attend to information relevant to their own sex. Boys may learn that skipping games are 'for girls,' and, as a result, cease further information- search. Girls on the other hand, recognizing that «this is relevant to me», are likely to attempt to supplement their existing knowledge about such games. Consequently, children develop an own-sex schema that guides the acquisition and processing of potentially self-relevant information. To summarize, it is clear that children demonstrate a greater interest in information that is relevant to their ascribed identities than to other identities [12]. In this respect, children actively engage in their own socialization. Action theorists, moreover, go further by contending that with increasing age children come to play a directive role in their socialization in that they set goals for their own development and pursue means to achieve those goals. Thus, from this relatively new perspective, socialization is to some extent a self-conscious process; by late childhood, the child is seen as a driving force in his or her own development.

In a book edited by Vasta (2002, 222) there is Bronfenbrenner's (1979, 27) own definition of human development: it is the process through which the growing person acquires a more extended differentiated, and valid conception of the ecological environment, and becomes motivated and able to engage in activities that reveal the properties of, sustain, or restructure that environment at levels of similar or greater complexity in form and content. According to Bronfenbrenner (1989; 2002, 222) the utmost goal of any scientific effort is to understand in a systems way the processes and results of human development as a common equation of man and environment. Bronfenbrenner did not create his theory out of nothing. He has transformed Kurt Lewin.s

human behaviour formula to suit straight development description needs. The starting point in itself is highly promising, but imposes certain restrictions as well.

According to Bronfenbrenner, development and socialization are influenced by the different width rounds or circles of the environment with which a person is in active interrelation. This includes three significant assumptions:

1) person is an active player, exerting influence on his/her 7 environment,

2) environment is compelling person to adapt to its conditions and restrictions .

3) environment is understood to consist of different size entities that are placed one inside another, of their reciprocal relationships and of micro-, meso-, exo- and macrosystems. (Bronfenbrenner 1979; Saarinen et.al., 1994, 88.).

The Kurt Lewin (1935) classical field theory behavior formula is as follows: B=f(PE), where behavior (B) is the result (f) of interaction between person (P) and environment (E) (Bronfenbrenner 1989; 2002, 223). In a book by Saarinen et al. (1994, 90) the same thing is presented in the following way: underlining the meaning of interaction is based on an understanding that an individual's behavior is a consequence of the interaction between person and environment. It is the question of an influence that is effective in both ways: person influences environment and environment influences person. Bronfenbrenner (1989, 189-193; 2002, 223-224) remade Levin's formula into the formula of development in the following way:

$$D = f(PE),$$

where developing (D) is the result (f) of interaction between person (P) and environment (E). But because development means change, a process, and it takes place in time, Bronfenbrenner wanted to go on perfecting the formula. The time factor is expressed by bottom indexes in the following way:

$$Dt = f (t\text{-}p) (PE) (t\text{-}p),$$

where t – is time under 5 which the result of development (D) is observed; t-p – is the period or periods in the course of which the powers that are related to person and environment act together, leading in the course of time to a result that is observed at a certain moment of time [14].

As we see that all the scientists insist that environment play a very important role in the process of socialization. Using the term environment psychologists mean not only nature which around children. They mean all the people around and all the relationships where the child is involved. But first environment which every child begins to know first is the nature. The experience of exploration of nature gets the first and the main examples of the behavior in the nature and in the society which is the part of it. So getting the examples of the behavior in the environment we help children not only become environmental literary people who are responsible for themselves, we help them to feel themselves a part of the environment and the whole planet.

We can say that environmental education goes through all the different size entities and influence the child's development of their reciprocal relationships and of micro-, meso-, exo- and macrosystems.

Environmental education generate changes in quality of life and greater awareness of personal behavior, as well as harmony between human beings and between people and other forms of life. So creating a good system of the environmental education we can say that we create the main institute of the socialization where all the members of the process play important role . With the help of the process of environmental education, as well as the processes of care and teaching, children can be fit into society socialization. The formation and development of right habits in children, with regard to the protection of the environment in the school and its surroundings. This makes it easier to understand the importance of environmental protection and other factors, regional and national level, and how a company can plan and control the influence of the environment for the benefit of the community. It is necessary to develop the studying of environmental education in a systemic perspective.

We must realize that the conceptualization of environmental education content covers several fields: conservation, equity, pollution, urban environments / rural, human rights, ecology, environmental science, integrated education, population, energy, poverty, ethics, sustainable development, society, technology, quality of life, among others It should stimulate the formation of societies socially just, ecologically balanced, which together maintain a relationship of interdependence and diversity.
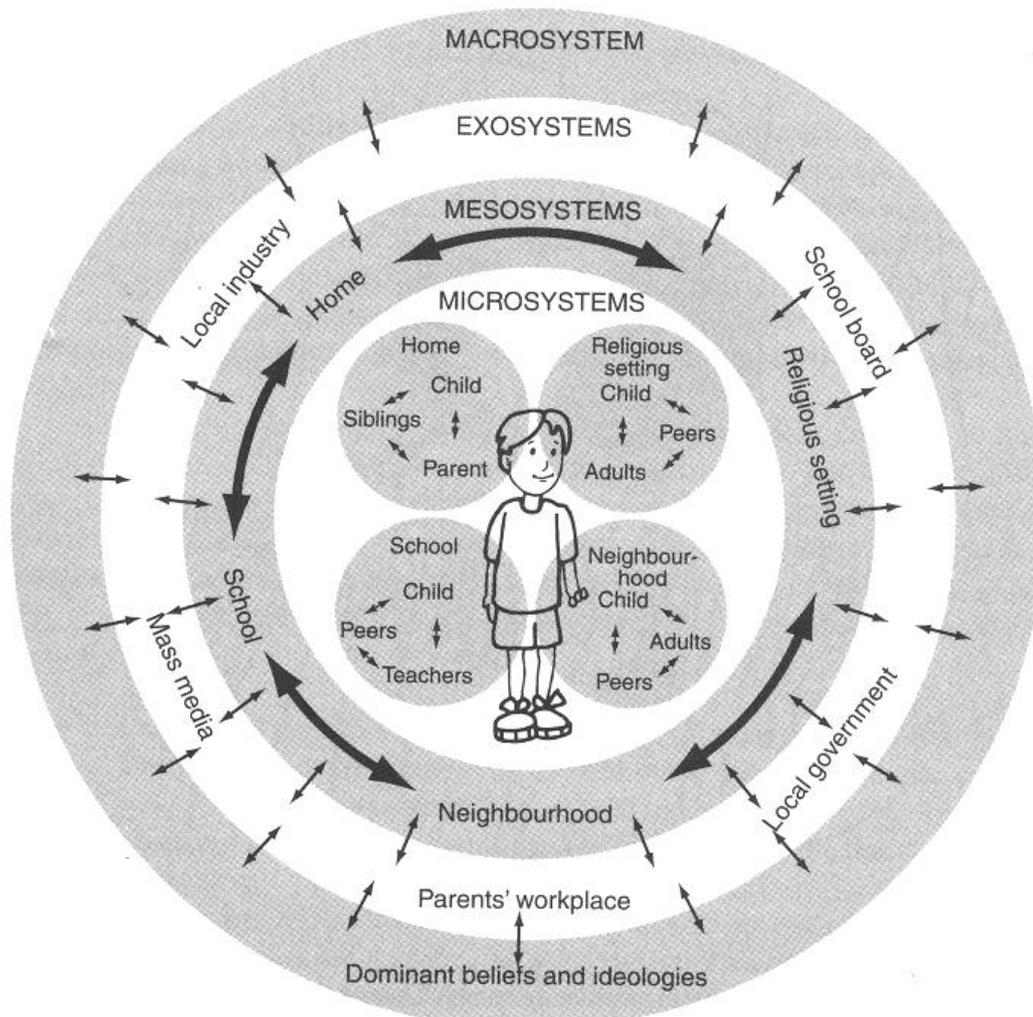
Figure – The ecological approach, which hypothesizes the layers of influence on a young child's development. (Picture scanned from Penn, H. 2005. Understanding early childhood education, Issues and controversies)

Conclusions

As we see that all the scientists insist that environment play a very important role in the process of socialization. Using the term environment psychologists mean not only nature which around children. They mean all the people around and all the relationships where the child is involved. But first environment which every child begins to know first is the nature. The experience of exploration of nature gets the first and the main examples of the behavior in the nature and in the society which is the part of it. So getting the examples of the behavior in the environment we help children not only become environmental literary people who are responsible for themselves, we help them to feel themselves a part of the environment and the whole planet.

So we can say that realizing the aim of the environmental education teachers always

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develop a sense of community between child and nature, demonstrate problem solving skills and flexibility when caring for the environment. Evidently developing an environmental education which gives not only an exploration into the ecological perspective itself, and opens a new world of natural beauty to those who seek to discover it, it is the way to involve children into society and lead the process of socialization more complex. Social science concerns the nature of the institutions and behaviors that lead one from childhood to useful social roles.

So we can definitely say that the environmental education is the main tool of the prosses of socialisation of the schoolchildren nowadays

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