

From Environmental Education to Pro-nature Oriented Education



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Theoretical framework



- The new interpretation of education highlights the environmental dimension.
- Healthy development of the individual, society and nature requires a change in the content structure of education with regard to clarifying essence of culture and its relationship to nature.
- Education shall be directed to the development of attitudes and behaviour that will determine the running and ways of social and economic development in line with sustainable development.
- It aims at an integrated view of the world by integrating, expanding, consolidating and systematization knowledge from different areas (science, humanities, engineering, economic, philosophical and arts, etc.).

Biophiled orientation of education



- In the education should be clarified the essence of a culture (civilization) as a system of artificial, man-made, with its own subjective and organizational forms (material culture and institutions) with the spiritual culture and its own reproduction and evolution.
- It simplifies the human life, but also makes it difficult for biological adaptation of the human body, its reproduction, ontogenesis and by its expansion is caused a loss of irreplaceable nature.



- Content structure of education should be according to J. Šmajš (2001, p. 8) in accordance with not only the current knowledge about the world, but even with such an evolution ontological minimum.
- Self-centered activity of an individual will be balanced by esteem and respect for the perfection, beauty and vulnerability of natural harmony, humility and admiration, not pragmatic - utilitarian calculation (Kučerová, 1996, p. 76).

Principles of pro-nature oriented education



- Transforming educational curriculum is characterized by principles (Šmajš, 2008, p. 50-63), which represent the transition:
 - from the orientation “*abiotic to the orientation biotic and pro-nature*”
 - from the predominance of “*partial information and the passive acceptance of knowledge to the development of evolution and systems thinking*”
 - from “*axiological arrogant anthropocentrism and mechanistic interpretation of reality to education of environmentally responsible citizen*”
 - from “*distancing / alienating to nature to value rehabilitation nature by imprinting of life as the highest value*”

What do principles mean for the school practice?



- To replace the superiority of partial information and passive acceptance of knowledge by promoting procession thinking and sensitivity for links and connections in nature;
- To strengthen systemic and evolutionary way of thinking, in the sense that *“we do not create nature, for its functioning and evolution, taking place without us, we are not responsible”*; person is responsible for culture, for his work (Šmajš, 2008, p. 58);
- To explain value priority of nature for human life and that the natural world is not necessary to protect just because it could serve to man; nature has a value *sui generis* regardless of the needs of man;
- To clarify what is nature, culture, evolution, and its products and, in particular, the material culture *“is built only from substance and energy, which were built in unique natural structures”* (Šmajš, 2008, p. 54).

Czech education



- In the terms of Czech schools, the efforts to emphasize **the synthesis, interdisciplinary context and integration of knowledge** have become a positive conceptual feature of Framework Educational Program for Basic Education (FEP).
- They are implemented into the cross-curricular themes, where is Environmental Education.
- It should lead individuals *“to understanding the complexity of human relationships and the environment, ie to understanding the necessity of gradual transition to sustainable development of society and understanding the importance of responsibility for the actions of society and each individual ... Leads individuals for active participation in protecting and creating the environment and affects in the interest of sustainable development of human civilization lifestyle and value orientation of pupils.”* (FEP, 2007).

Conclusion



- Studying of available literature led us to conclusion that partial knowledge about creating the relationship of man to the environment is the reasoning and administered unilaterally.
- Dominate impersonal approaches of science and abstract philosophical and sociological.
- The solution brings the concept of harmonious development of man, society and nature in the relationship and context.
- It is necessary to overcome still surviving concepts isolated informative, divorced from the recipients and their local or regional capabilities and needs.

Literature



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Thank you for your attention!



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