ECOLOGICAL LANGUAGE - THE ESSENTIAL DIMENSION OF TEACHING ECOLOGICAL EDUCATION IN SCHOOLS

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Abstract

This study aims to clarify some of the expressions that have emerged recently in studies that are made with reference to ecological education.

In 1977, with the occasion of the Inter-Governments UNESCO Conference, the Tbilisi Declaration was adopted, in which ecological education was appended with a new concept: "environment protection education", aiming to track the evolution of consciousness and responsibility of humankind towards nature and its on-going issues. The ecological education outlook implies personal and social development, inciting cooperative and critical approach of the economic realities of the environment but also creative seeking of apposite solutions.

Nature conservation education – is focused on the biological problems and conservative strategies; the main role in conservation efforts belonging to man.

Education in the spirit of bio-centric democracy, having as foundation the idea that all forms of life have value; it aims to encourage those educated to adopt an eco-friendly behavior, both individually and within a community, shaping skills of: participating, initiating, gathering, inciting and hiring members of the community for eco-protective actions.

Keywords: *education about the medium, education within the environment, education for the environment, ecological culture, ecological consciousness, ecological attitude, ecological demeanor/habits.*

Ecology began under the sign of the Darwinian paradigm of natural selection and struggle for survival being a comprehensive concept, explaining

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and ordering the data of the natural history of plants and animals, which were nothing more than a collection of empirical observations, hunting and fishing stories.The botanists and the zoologists of the time understood only the sensory concrete, being the prisoners of a way of thinking that actually excluded thinking. Instead of a systemic gaze on the relationships between living matter and the environment, a reductionist treatment was imposed, each aspect of nature being analyzed profoundly, broken whole.

In the twentieth century mankind has become aware of a number of serious environmental problems: continuous deterioration, limiting natural resources, vertiginous demographic growth, and so on.

Questions such as „What is to be done?" emerged.

These problems went beyond the field of expertise of the specialists, becoming real problems for all of humanity. Therefore, the concept of contemporary world issues has arised, which generated a number of well-defined liabilities among which the protection of the environment.

Educational systems have responded to these issues through innovation, thereby defending the new education methods.

Ecological education is thus a basic orientation of New Education, one of the longest and most thoroughly grounded in the process of human knowledge evolution, and among the best structured and vertiginously developed in contemporary times.

The evolution of the concept of ecological education over the years and the evolution in the specialized studies makes us indebted to explain in turn all the expressions appearing because of it.

We will first clarify the following terms: education about the medium, education within the medium, education for the medium (A.Teleman, S.Ginju, Ecological Education, Course Support, Chisinau, 2014), terms we could encompass within the pale of three stages of comprehension:

- Education about the medium - the stage where students learn about the environment, the theory of notions, watch documentaries, listen to stories, poems, powerpoints about the environment, etc; it ensures students' understanding of how the natural systems work, how human activities could have a negative impact on these systems; it develops investigative capabilities and critical thinking; it underpins the formation of a student's cognitive support (which will then enable him / her to make decisions in favor of the environment)

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- Education within the medium - executed after pupils have participated in environmental education; are in nature, in direct contact with reality; provide the practical experience of everything the student has learned in the first stage, that of education about the medium; it develops the ability to observe, collect data and even investigate environmental issues; it stimulates environmental concern
- Education for the medium - a crowning of the first two activities made by the teacher with the pupils both through theoretical knowledge taught during the „about the medium" classes and what children will be able to observe / find / live when doing activities outside ; it develops the responsibility of children towards the green surroundings, the motivation to participate in the improvement of their condition and to do something for the sake of our Earth and for the smooth running of things, the teacher also resorting to the moral qualities of the one being educated.

If we carefully analyze these three concepts as a whole, we deduce from here the purpose of ecological education itself: the behavioral change of the educated who, through his or her behavior, will lead to a group change (at school, in the family) will expand into society, so we will achieve the much desired social change.

In addition to the concepts discussed above, we also encounter terms such as: relative environmental educationecosystem education, sustainable development education.

Relative nvironmental education or ecologic education is the science that deals with the study of the interaction between organisms and their environment. (DEXI, 2007).

Environmental education or environmental education has been under the aegis of UNESCO since the 1975 Belgrade colloquy and defined its meanings through the Joint Action Program set up in Tbilisi in 1987. Postulates are clear: the transmission of ideas, the formation of beliefs and the exteriorization of environmental attributes (in terms of content), it should not be regarded as an educational discipline, but as an unprecedented perspective on all study materials (as a tactic); where it is necessary to engage in active intervention and to cover society as a whole (in duration and scope).

Education or the mediu is not limited to ecological education but includes it: it is a science based on chemistry, physics, biology and geography; it teaches

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about living organisms, their habitat,a and the manner theyinteract with each other and the places they live in (as inecological education); it defines the arrangement of the interconnections and interdependencies of all forms of life with the scope of cultivating precepts and attitudes.

A valuable approach to consider can be found in Angela Teleman's work, Developing environmental exploration-investigation skills... , p. 23, a work that goes beyond the fields of scientific interest, comprising: the formation of ecological culture, the formation of environmental consciousness, the formation of ecological attitudes, the formation of green conduct.

Comparative pedagogy studies, (Robinson T. Y. 2005). sociological studies done on various levels of education (Litzenberg CM, 2005) prove that young age is appropriate to develop students' sensitivity to the environment and to form capacities and habitudes that actively participate in solving environmental problems, primary schools being the basic links in promoting ecological education. Belotcaci A. (2005) supports the universal pedagogical character of knowledge about nature being taught in primary classes. .

Therefore, we derive the idea that the problem of ecological education exists all over the world; problems arising daily are studied and debated and solutions that are relevant to solving it are sought after. .

We will continue to discuss the main areas of scientific interest in organic education:

1. Ecological culture - fundamental level of personality development having the cognitive, emotional-axiological, consciousness and behavioral component;

2. Ecological awareness - the spiritual sphere of ecological culture;

3. Ecological attitudes - the ability to act without harming the nature

4. Conduct / ecological behavior - the way in which consciousness, formed through education, determines the ethical actions and attitudes of each educated one

1. Ecological culture, according to researcher Pecico L. , includes: - the cognitive activity of the pupils through being acquainted with mankind's trials in human-nature interaction, as a basis of natural values;

-the work culture: the result of work does not harm nature;

-the culture of spiritual communication with nature

Tzvetcova A (1998) emphasized that the ecological culture of the pupil of small school age represents the fundamental level of personality development with the cognitive, emotional-axiological, consciousness and behavioral components. At the same time, she highlighted the dynamics of ecological culture

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formation according in the primary classes: appropiation of notions, the emotional-representative perception of the socio-natural environment, the systematization of the representations and the motivated behavior.

2. Environment consciousness - a segment of general human consciousness directed towards the world of bios, each component of the natural megasystem is a behavioral entity.

- is linked to social and individual consciousness
- represents the spiritual sphere of organic culture Bumbu I. 1993
-is determined by the modern conception of the world regarding the restoration of the good national traditions of environmental protection Vrednic N.2003

Niculescu B (1999) stated that the ecological consciousness's substratum includes being aware of: the ecological balance in nature, the human-nature relation and nature's inability to be conceived beyond interaction with the human factor; it must be perceived as a living organism.

According to the philosophical sources (Fonari.E, 2000), pedagogical (Namolovan, L., 2002) and psychological ones there are two basic types of ecological consciousness: the anthropocentric type according to which nature is a man's domain, as past generations were educated , an object of unilateral action and the ecocentric type according to which man develops in symbiosis with nature, as equitable partners, always maintaining the balance of interactions, without harming it in any way.

Unfortunately, it is very hard to get to the second type of conciousness as far as past generations are concerned; if at school they learned that it is all at their discretion, without being put in the position of thinking or answering one of the questions: What if the wood in the forests will deplete at some point? What if the thrown glass bottles do not melt? What if If I throw litter all over and the sweeper does not pass; what will happen with those debris ?etc . Currently,it is very hard for them to believe what their children are taught: that all resources are exhaustible at some point, that our health depends on the nature's health, that nature is not healthy if we pollute it etc .

It remains in our power, the teachers, to strive to inform young generations about the importance of ecological awareness, to strive to mold emotional feelings of "reprimand" inside their mind, identification or empathy and, at the same time, bring strength to them so that they transmit the information received , take the attitude when needed and mobilize society in the ecocivic spirit.

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3. Ecological attitudes can be seen in the pupil's behavior towards nature and in the activity of protecting the environment:

- the ability to make decisions about the activities performed in the natural environment in accordance with the requirements of the society and the moral obligations;

-capacity to act without harming nature;

- sensitivity to nature (Lierman R, 1995);

-representation of environmental issues and needs;

- fundamental ecological concepts;

-knowledge of behavioral norms in the environment;

-regulation of environmental behavior;

- awareness and valorisation of ecological actions

Christmas C. (2003) highlights the fact that pupils of small school must be shaped: the necessity to communicate with the living world, the interest in knowing the laws of nature, the reasons for action in order to protect the environment, the beliefs of necessity and the protection of the environment. According to their precepts, Christmas notes that the attitudes towards the environment are: the theoretical knowledge system about nature, that is, what we have analyzed, the ecology of culture, the ideological system of the ecological orientations, the capabilities of using knowledge and theory in manifesting the attitude towards nature. .

Moiseeva L. and Castunov I (2005) studied the impact of ecological activities on ecological attitudes, demonstrating that without practical applications in concrete situations in the area they live in, the knowledge acquired will not help them achieve goals of forming ecological attitudes.

4 Conduct, ecological behavior: automated actions become internal needs that can not be easily modified,

- a firm and optimistic view of positive thinking, avoiding the accentuation of disastrous aspects and a hopeless approach to the negative effects of human activity on the environment, said Designer J. (1983)

- a feasible product of self-control capacity on emotional-expressive behaviors in the context of inner feelings, in the vision of Gardner G.T. and Stern P.C. (2002)

- civilized behaviors and habits, as well as positive character traits, Săvescu C.M. (2008)

-the way in which the eclectic consciousness endures the actions and ethical attitudes of each educated Pop I. (1998)

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In 2002, Haheu E. brought in the foreground the criteria for the formation of ecological behavior seen in children at a young age

-the presence of elementary representations;

-understanding the need for nature protection;

-the presence of skills and abilities to create conditions for the life of living organisms;

- the link between ecological representations and the actual behavior of the child in nature

Sorin Cristea, 2008, stated that the directions of ecological education derive from the general directions of education, ecological education as a practical theory not being able to remain within the limits of immediate reality, embarking upon the imperative necessity of shaping the personality of the educated one from the perspective of the future. It also has an open character, ought to be expanded as an application of permanent education, an open field of content.

Concluding, we can assert that organic behavior will only exist when the educator first has the basis of the concepts of ecological education acquired through ecological culture, gained in school, family, society, implemented through and found in the ecological attitude formed during schooling, if it is thoroughly sedimentary and built on a solid basis of knowledge, it will remain within every being as an unwritten law or normality of everyday life.

Changing the morality and mentality of adult generations by educating younger generations is a very harsh but crucial mission of all teachers. Educational strategies have to form a social ecocentric type of consciousness, so that environmental ideas and vital duties penetrate everyone's social life and personal life.

The current situation substantially increases primary school teachers' responsibility for the environmental performance of the young generation and the families they are part of.

Ways to overcome the traditional educational paradigm aresought after, so as to form the ecological personality - considered to be the bearer of ecological values, the owner of ecological thinking and culture, with a strong ecological consciousness.

Ecological activity should encompass interactions of the subject with the natural, social, legal, economic and political interaction setting. Collaboration of all institutions to prevent and stop ecological disasters should be on the agenda of every manager, in any institution in the job description of any worker from the simple employee to the CEO of that corporation!

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Only then will we be able to say: that we cater for the environment, that we have done something to help and that we care about nature and its inhabitants!

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