

# ECOLOGIZATION OF THE WORLD OUTLOOK AS THE KEY PURPOSE OF EDUCATIONAL PRACTICE

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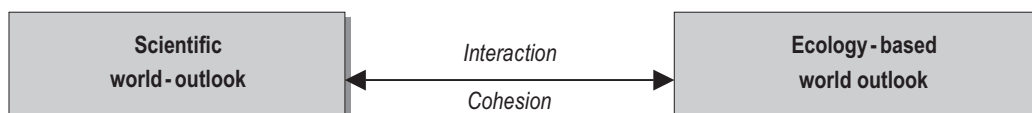
It is obvious that the educational model to the XXI century is oriented at goals of Sustainable Development. This topic is becoming very trendy and urgent in and outside Lithuania. Recent correlation with nature carries a problematic character. D. Birnbacher proposes that “bearing in mind the increased people’s possibilities to influence the future of humankind and other conscious beings, responsibility for the future generations... is an incontrovertible duty” (Birnbacher, 1980). None of the environment protection laws could tackle problems of ecology as a huge part of a contemporary society produces a primitive ecologic culture and very often is completely illiterate. Therefore, the tasks of primary ecology education are to foster ecologic pupils’ culture and raise their ecologic consciousness because the past and present life offers a great number of lessons in ecology including ecology catastrophes, anthropogenesis impact on nature (20<sup>th</sup> century), etc. Moral responsibility for natural (environment) preservation is relevant as never before today. Hence, the *ecologization of the world outlook* of society is also crucial. From this point of view, academic literature on methodology suggests different positions:

- the construction of the ecologization of the world outlook is a task of 21<sup>st</sup> century (Mendejeva, 2000; Lamanuskas, 2001, etc.);
- the development of positive children’s thinking (Kulijev, 2000 etc.);
- the creation of pupils’ mentality of ecology (Tokarskaja, 2000 etc.), ecologic culture (Akvileva, Klepinina, 2001 etc.) and cultural ecologization of the world outlook in general (Zacharova, 2000).

The ecologization of the world outlook is implemented mastering the ecologic culture of the epoch. The world outlook performs a crucial function as it puts together the control processes of perception and human activity, directly influences consciousness and sub-consciousness. The ecologization of the world outlook heightens responsibility of ecology (Lamanuskas, 1996). On the other hand, the world outlook inwardly implements two basic components – *the world picture* and *sensual perception of the world*. The children’s world picture is their cognitive-affective-value-based comprehension of the world determined by individual cognitive-affective-value-based experience. Obvious expansion (in the context of natural science education in particularly) of the childish world takes place in primary school. According to J. Vaitkevičius (1995), the world picture is the first stage of the world outlook. In other words, it is the extrinsic world observed with the five senses. Sensual perception of the world is the second “step” of the world outlook formation process. The pictures of the world are transferred into the intrinsic human world with the help of senses and are based on mind and ideas at this

level. The shape of the concept is established.

The issue of the world outlook generates discussions in order to find proper definitions. However, in any case, the world outlook helps to explain the world, life and tries to describe why something has happened. Thus, the world outlook is the foundation of our life, and therefore it is an integral creation. Despite the diversity of evaluation (*different concepts of the world outlook vary*) the world outlook is a spiritual human phenomenon immediately concerned with a social activity of the subject. Recent perception of nature cannot be abstraction. Nature has to be grasped as the whole phenomenal system through the prism of social relations. The establishment of a harmonious correlation between nature and environment is a relevant task. The successful and effective implementation of the task needs strong, harmonious personalities that is, in turn, encourages to ecologize the world outlook. A contemporary situation of the educational system requires changes in the training process pointing to the ecologization of the world outlook.



**Figure 1: The interaction of the two components.**

Dealing with the ecologization of the world outlook, attention should be turned to the following questions:

- why is the ecology situation getting worse?
- does an ecology crisis really mean a moral crisis?
- why will not the ecology situation be able to be improved?
- can we operate a real objective situation?
- is the information describing the ecology situation available to everyone?
- why is moral responsibility so important?
- can the problem of “the ecology crisis” be tackled?, etc.

Therefore, the issue of the ecologization of the world outlook should be tackled in a complex way. A personal system of values – personal theoretic background (information) – practical individual abilities make a closely correlating system that cohesively functions through a specific private activity. It is worth to refuse stereotypic, conservative attitudes towards the correlation between nature and environment. Only educational work cannot ecologize the world outlook, i.e. it is not enough to gain only theoretic knowledge about ecology as information has to be implemented in practise. Human being (a child or adult) must be able to continually evaluate predictable subsequences of any of the activities in nature. None of them can be based only on knowledge and mind (natural science positivism) as they are not absolute values. On the other hand, everyone should try to improve the ecology situation and feel weighty responsibility as they are the vitality factors of contemporary human being. Hence, a society and nation should be interested to reach that yet primary school focused on the formation of the world outlook (ecologic aspect is extremely important) because at present technocratic, stereotyped and destructive thinking is alive and onward developed.

The process of the ecologization of the world outlook should follow as:

- The revelation of ecology problems.
- The required knowledge (information) to tackle the issues of ecology.
- Shaping the stereotypes and models of particular behaviour.
- Attaining an active personal position dealing with the questions of ecology.

- Continuous, systematic actualization of the principles of human morality.
- Ecology conscience and responsibility development.
- The correction of the ecologization of the world outlook.

The main possible expressions of the ecologization of the world outlook are as follows:

- the interpretation, comment, assessment and evaluation of the reasons and results of the ecology crisis (different kinds of literature, the press, role-play and imitation, eco-mysteries, etc.);
- mastering the ecologic culture of the epoch through the educational process;
- individual involvement into a specific, appropriate activity (for example, environment protection, eco-actions, Greenpeace Movement, etc.);

The succeeding points should be highlighted in the discussion about the ecologization of the world outlook:

- the formation of the world outlook should not be versatile and effective without an ecologic aspect /component/;
- the ecologization of the world outlook means life in unison with nature;
- the crises of ecology and spirit are concurrently coherent;
- ecology education is necessary for all types, stages and profiles of schools and **particularly in the rudimentary concentre**. Although only the elements of ecology field are apt in the primary school educational content, they are supposed to be necessary.
- teachers should mainly deal with relevant issues of ecology, the evaluation of human behaviour in terms of ecology;
- the approaches to the world outlook are not the foremost points. Even more important factor is that every world outlook includes three essential components: cognitive, value-based and behaviour. Hence, the ecologization of the world outlook, in a broad sense, should follow all these directions that have to be coherently interrelated.

The achievements of natural sciences are striking today. The Universe, stars, planets, substances and their structure (mega and micro world) are the objects of research. On the one part, everything is brilliant but on the other part, the man and created technologies behave cruelly and remorsefully towards both nature and human being. The inward world is getting poor, the needs of consumerism have grown into compulsion of spoliation (a pragmatic correlation with nature). The youth's behaviour changes. They frequently kill and torture animals, act aggressively and sadistically. We simply cannot live and think that *apres moi le deluge*. We must save the Earth which is our unique shelter for the future generations. Thus, we have to foster respect for everything around us since early childhood. Generally speaking, the ecologization of the world outlook is the key purpose of educational practice today. And finally – the ecologization of all education demands more attention in the 21st century.

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