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Environmental education as the means of clip consciousness' overcoming

For a long time the modern researchers mark the tendency to perception of the world in " clip style " of modern youth. All of us can remind, how our attention is attracted by bright advertising on TV (in the people speak "is impossible to come off it"), and as youth like videoclips, and as these videoclips are dynamical and are aggressive in giving information. The modern youth in our post-industrial world gets used from the childhood to such perception of the information and, as a consequence, to such perception of the surrounding. Such perception also is named clip-style (or clip consciousness), - it means a low mental and logic susceptibility of youth of slow events development. The new generation can not identify the existence with slowly varying natural processes. Young man can not already form a complete picture of the real world, he does not perceive himself as a part of an living nature any more. It is fraught still with large opposition of new generation of the people to a nature, that in process of development of productive forces of economy inevitably results to not only aggressive relation to a nature, but promotes a forcing of the consumer relation to it [Mamedov, 2001]. As a consequence, such feelings in relation to a nature, as the responsibility, love and even aesthetic pleasure will be inherent only in small share of all generation.

The creating situation we can prevent. One way of improving of perception of an environment at youth can be the education of children, in spirit of unity with a nature. For this purpose it is required by every possible ways to introduce an educational method of formation at children of an ecological way of thinking in the program of children's training from it most initial stages, - to say in another word, environmental education. And it is also required mostly not only general educational bases or not even by the profound study of subjects of ecology, protection of environment and nature resources, but complex pedagogical receptions combining in the theory and practical lessons. Owning ecological knowledge, the man rediscovers the environmental world, begins to understand importance of many, earlier seamed minor, connections in a nature and attitude of the people to them [Mamedov, 2001]. The theoretical lessons should give a basis of ecological knowledge a child, and the practical lessons are called to wake at the child interest to a nature and to develop love and careful relation to it.

The part of huge work of "ecologization" of education can undertake a public. Naturally, the resources of public organization are those, that it by definition has no an opportunity to apply a school method of education. Thus, on a share of public organizations there is an important mission of ecological education [Kudryavtsev, etc, 2001]. The work in this direction carried out by the members Regional NGO " Tomsk ecological student's inspection by name Lev Blinov " for a long time and also is not unsuccessfully. It also is made for children of all ages from first steps of the child.

Today say about several forms of additional environmental education[Deryabo, Yasvin, 1996]:

1. Environmental holidays - set of the ecological measures dated for certain date;
2. Environmental games - the game activity of the participants stimulating a high level of motivation, interest and emotional participation;
3. Children's environmental movement - mass form of eco-education, organizing and coordinating voluntary after-hour ecological activity of the schoolboys;
4. Environmental school - complex form of environmental education, allowing to integrate all other forms of ecological formation (education);
5. Environmental exposition - specific form of demonstration of objects and materials on the ecological theme submitted on certain system, employee to the purposes of eco-education;
6. An educational environmental pass - natural territory, specially equipped for the educational purposes, where the conditions for performance of system of the tasks organizing and directing activity of the pupils in a natural environment are created;
7. Environmental excursion - group visiting of natural ecosystems or establishments of culture in the educational purposes;

8. Environmental camp - complex intensive form of ecological formation (education) which is taking place in maximum active contact with the world of a nature in conditions of natural environment in a recreational context.

TESI has shown the vigorous activity in all sets above. And we can see remarkable, creative and reforming activity of TESI in this given question. Some forms of education are frequently integrated in one combined measure. For example, during the World Earth Day there were ecological games carry out with the schoolboys, and there was a practical action - cleaning of dumps. The environmental expositions, dated for a holiday, may be organized here too.

The annual actions of tree planting, in which participate children of kindergartens, orphanages and schools, favorably influence on formed children's mentality. At some schools the various measures will be carried out, which purpose is in the expansion of an outlook of the child in the field of natural sciences, including ecologies. The identical age children are together take part in various ecological interactive games, identifying itself with objects of an living and lifeless nature, and go to excursions on ecological tracks, and take part in "Birdwatch Days", to participate in every possible festivals and competitions on environmental and nature protection subjects. Really, even short-term "contact" to a nature or any of it part charitably influences health and psychology of the man, and especially of the child. And the most important, that changes and corrects all complex of theoretical and practical ecological knowledge is formation of new mentality all human activity. This new mentality is one of the main parameters of new, environmental, culture. During similar measures it is possible to form an active vital position and outlook of the child in a nature protection direction. Increased lately quantity of voluntary visiting by the schoolboys of the nature protection actions of public organizations is served as evidence to this.

Speaking about the roles and place of public organizations in environmental education, it would be desirable to illuminate not only questions of external work in sphere eco-education, but also questions of attraction and education of the competent experts inside environmental organizations. One of the main tasks on achievement of the nature protection purpose in TESI determines constant functioning and development of activity on education of the new people for nature protection movement, as the active workers of ecological organizations have most perfect type of the relation to a nature. Subject perception of a nature is peculiar to the persons with the given type of the relations; not only relations between the people is sphere regulated by the ethical requirements, for them, but also interaction with animals, plants and whole ecosystems: everything, that is inadmissible in relation to the man, is inadmissible and with natural object [Deryabo, Yasvin, 1996]. In the given branch of work the forces TESI will carry out annual scientific - practical seminars "School of young environmental inspector" for a plenty of ecological organizations. Within the framework of these seminars the bases of activity of public environmental organizations and of practical direction on an example of TESI are taught to the young participants of nature protection movement. Simplicity in a statement and emphasis on strengthening in consciousness of the trainees of positive thinking on environmental activity at similar schools are called to create favourable ground for occurrence new and deeply motivated environmental active workers. For attraction of the young people, which want to benefit to a society, but do not know where to apply their abilities and energy, in TESI the regional analogue of the "large" seminar - school of the ecological leader will be carried out local. On this School the students operatively penetrate into activity of organization and become a part of stuff, which thus applies a maximum of efforts for psychological adaptation of the beginners.

The active workers and pupils of public ecological associations, undoubtedly, are a basis of all system of environmental education. These people except personal example of struggle against clip consciousness actively will carry out work on introduction of its alternative - education of ecological consciousness and development of ecological culture.

Thus, the ecological education should be directed to opening to the persons the described opportunities of interaction with the world of a nature; in this case environmental education becomes the factor of general development and formation of the person [Deryabo, Yasvin, 1996]. And each person is one of those "stones", of which all building of ecologized society is constructed. Thus, we came to a conclusion that the ecological education is the precondition of development of ecological culture, owing to what the society gets rid from clip consciousness through purchase new, ecological, consciousness.

The more the world of the man develops, the more deeply and wider there are its connection with a nature, it becomes faster by a condition and factor of actually human development.

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The environmental culture not simply opens in front of a society an opportunity of development of the child in spirit of unity with a nature, but thus it is forms yet the preconditions of practical work on improvement in the future of a environmental condition. It would be desirable to hope, that at the future generation it is possible to revive interest to life, in the most capacious understanding of this word, because we do not have other choice.

THE LITERATURE

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