

Ecologic and psychologic approach to the environmental education and upbringing

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There are many dangers in the modern world which are left out of sight of people due to daily routine. Science developments and new achievements of humanity blunt the psychological sense of fear before the dangerous factors. Particularly dangerous are those factors consequences of which come after some time has passed. They do not draw sufficient attention of the humanity now and do not bring the psychological condition to cause activity.

This issue becomes acute when disciplines connected with economics, ecology, human biology, natural history, nature management, health bases, valeology etc are taught. The theoretical information being vague and not practically grounded, does not have relevant psychological effect on pupils. Therefore it is neglected and regarded neither as an action plan nor as important information.

There is a way out of this problem. For this purpose a psychological condition of a human at a global catastrophe should be explored. Its consequences can be observed when the catastrophe arises (time span between threat arising and its consequences is little).

Let's take the Chornobyl catastrophe as an example.

The Chornobyl accident in 1986 caused an extreme environmental situation and shocked the psychological condition of the population. It demanded urgent actions to wind up the catastrophe consequences. The humanity experienced the catastrophe in a second and understood all the danger and responsibility when handling the nuclear energy. The psychological condition of a human tells that he or she will never experiment on the dangerous object, use it not again or anticipate all possible dangers and create as safe exploitation conditions as possible.

The main reason for such psychological condition is an ability to see immediately the initial income status (utilization of dangerous objects or acting) and the end result (catastrophe, ruining, degradation, losses etc).

It is possible to design person's psychological condition on the basis of global events (catastrophes) and use designing for modeling person's psychological condition for less extreme situations, strengthening it when needed. Therefore it is possible to achieve high psychological perception towards even less extreme situations, conditions of which being known after some time.

It plays a very important role in the environmental education for pupils and students, i.e. young people who are not fully aware of consequences of smaller extreme situations and those consequences of which can be known only after some time.

Modeling a certain situation and demonstrating the final result with indicating possible losses and results can help achieve deep psychological perception and worries which can lead towards acts of anticipating the consequences or abandoning the harmful activity of an object.

Similar approaches have been long used in the World, one of them known as "shock commercial". It is enough to show a smoker lungs of a person who has been smoking long, the shock from seeing this, deep psychological perception and worries will be the best stimuli to give up smoking.

Similar psychological condition can be modeled for such situations as cutting down the wood, creating water reserves (watering the territory respectively), destroying certain kinds of plants, flies, animals etc.

For the disciplines composing the environmental education should not remain another casual, boring subject in a pupil's schedule, it is necessary to employ psychology in full on the basis of curriculum psychology.