

Theory and practice of environmental education

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Probably there will be no person who disagrees that relevant environmental education is required for environmental economy formation. There are a variety of disciplines, which compose environmental education, there are a number of issues that are understood by pupils.

Theoretical understanding and environmental education implementation programs have quite different practical applications which are much different from the theoretically planned ones. There is worse introduction of environmental education in the rural areas, i.e. beyond the city and information centres.

Environmental education implementation surveys and immediate participation in the implementation allow us to identify issues and remove them. This encourages environmental education proliferation in Ukraine.

Personal scholastic experience allows to identify the following problems:

1. Absence of information: the information does not exchange amongst specialists, information dissemination is not encouraged at the local level, availability of much essential but suppressed for the public access information, provision of incomplete information, incompetence of experts providing the information, lack of responsibilities for having provided no information or false one; ignorance of official duties, absence of sufficient contact with environment in cities which is a key element to understanding the basics of environmental education, lack of interest in the environment as a source of information about the outer world. Moral, intellectual, and physical degradation of population comes in consequences.

2. Absence of skilled labour: good experts capable of providing the proper level of education) stay in cities (information centres), social and household conditions of the rural areas do not enable to do researches (due to the lack of strength, time, investments in researches). Often there are no objective living conditions (it disables doing researches). There are no like-minded people and qualified ones to unify and implement new ideas, projects, participation in grants etc;

3. Management does not help: officials are not interesting attracting new staff because it is viewed as a threat (competition among new specialists), there are no incentives on the part of the management to unify to realize certain projects;

4. Low funding of educational sphere and political speculation disables from implementing the environmental education;

5. Financing is scarce and there are no ways to earn money on personal knowledge or during projects implementation (on environmental education or social and economical projects), absence of information on projects, grants, ways or directions of environmental education implementation;

6. Destroying the interest: ban to introduce new technologies, lack of humble stimuli, lack of opportunities to explore new ideas (destroying by management or staff leads to disbalance).

There are many problems listed above, but the list is incomplete. There are certain ways to tackle the problems and their solutions allow to improve the environmental situation in Ukraine.

Environmental education is a strategically important direction because its consequences are much prolonged in time. The current education can yield results in 20-30 years, therefore finding solutions to the problems is urgent and crucial for the future of Ukraine.