

ENVIRONMENTAL ASPECTS OF EDUCATION FOR THE HEALTH IN CURRICULUM OF PREGRADUAL PREPARATION OF TEACHERS

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Abstract: *Author determines and reasons current structure of environmental competence at three levels: factual, skills and personal. Her work focuses on student's capability to undergo preparation and to understand ecological and / or environmental education interrelated with education for human health. The targets pertaining to the above noted area of education devoted to teacher's education have been summarized and a proposal of standardized pregradual ecological / environmental preparation of teachers has been taken into account. The results of scientific examinations mapping student's considerations and thoughts of environmental problems/issues as well as description of perception of the health among the students of the faculty of pedagogy, Masaryk University, Brno related to environmental issues have been discussed. Regarding the interdisciplinary character of ecological/environmental preparation, some proposals aiming at teacher's preparation are shown.*

Keywords: *ecological/environmental education, education for the health, eco-pedagogical competence, environmental competence, value-ecosocial life oriented competence, targets of ecological/environmental teacher's preparation*

Teacher's competence as a source of transformation of professional preparation

Physical, social, economical and cultural attributes of environment, in which the individual lives, are crucial determinants of behaviour suitable for the health. The domains of the education supporting the health also refer to environmental aspects of the health, analysis and search for relation – man and the nature as well as the nature and the human health. To address the versatility of the problem and to cultivate the decision making process in favour of healthy alternatives can be only achieved by the teacher, who is properly prepared especially comprising the facts and methods. Our aim is to provide theoretical and empirical basis for the reformation of pregradual teacher's education in the frame of partial objective titled „Environmental aspects of education for the health“. The starting point is being the question: What should the teacher dispose of in order to

be able to build successfully the relation of pupils to the environment, attract them and acquire their attention to take care of environmental issues, cultivate their action and opinions and build up their awareness of the new value system...?”

The concept of professional preparation including the environmental competence focused on the area of saving environment, active attempt to protect the environment, logically interrelated with Delors aim „to teach in order to deal“ and with integrative function of school (VAŠUTOVÁ, 2001, s. 33) has been transformed under the actual needs of the society. The justification of systematical formation of teacher’s competence reflecting healthy life style and competence of universal scope/ of personal cultivation influencing the value system of pupils has already been confirmed. The influence of teacher’s competences of value-ecosocial-life-oriented (HORKÁ, 2005, s. 98) including the features of personality, concept of teaching attitude, life orientation, the world-consideration, the life conception and the values is undeniable. Such qualities are very important as they are reflected in teacher’s ability to develop pupil’s empathy and awareness of value of human life, to cultivate the respect to value of the nature, to carry on active cooperation and tolerance, to form constructive attitude towards urgent questions of the care for the environment. Overlap of the education for the care for the environment (ecological/environmental education-EE) and the education for the health is obvious especially if the teacher forms the relation of the pupil towards himself and then the adequate care of the health ensues, in other words the art of being himself/herself is then achieved. Regarding the relation to other people , the aim is to guide the pupil to be able to cope with others and to be responsible, not only fulfilling the role of a good housekeeper with all economical and spiritual values of human life and the world. The cultivation of the relations to the nature connected with the skills to live naturally in harmony with the nature (against apathy, annihilation), accentuating the care for healthy air, tap water and livable earth (against the noise, the disorder, the wastes etc.....).

Based on the theoretical resources and our educative and research activities we come to the conclusion that the ecological /environmental preparation of teachers requires determination of precise targets and standards in order to form teacher’s qualification for implementation of ecological education , in other words so called ecopedagogical competence. We insist on our previous research works (HORKÁ, 1996, 2001, 2005) describing teacher’s activity at cognitive, cognitive-affective and cognitive – motor levels and subsequently they lead to:

- Gradual and reasonable acquirement of elementary knowledge about the environment which is closer to the pupil and seems to be meaningful, beneficial, interesting and understandable as well as useful for the ongoing learning and the practical for future life.
- The acquaintance with common danger surrounding the child, the prevention and the safety means, the standards of adequate and safe behaviour at home as well as in community.
- Providing information about the existence of other nations and cultures in different countries as well as about the Earth, the universe etc.
- Following up the changes and the course of events in the nearest surroundings. Leading to understanding that the changes are natural and obvious (everything is changing, developing, moving and transforming and those changes are inherent

part of human life). Helping to adapt to variable circumstances at home as well as at school.

- Explanation of the meaning of the environment (the nature and the society) for man, being aware of the fact that the behavior influences his own health and the environment.
- To understand the order of the world, the nature and the human world, it is versatile and remarkable, indefinitely various and heterogenous.
- To acquire awareness of the broader social, factual, natural, cultural and technical environment and the events accompanied by practical experiences and available practical exhibitions in the child's surroundings.
- To distinguish activities which may support the health of surrounding environment as well as those which may be harmful with a special focus on the disorders, damage and make a notice of them.
- To participate actively in the care of the environment (to be particular about tidiness, follow up the rules regarding the wastes, take care of plants, contribute to the wellness, protect the nature, the living things in the neighbourhood etc.).

It has been shown that the ecological / environmental preparation at the faculty of pedagogy should lead to the below noted targets concerning the education and learning:

The students should be able to:

- To clarify the basic ecological and environmental terms and the relationships as well as to characterize the relations of man and the nature, the position of humans in the nature, current status and the problems related to the environment in Czech republic, global issues, the instruments of the care for the environment.
- To mediate the understanding of the above noted topics by means of the interdisciplinary active teaching.
- To be able to orientate themselves in the historical context of the evolution of the environment and to clarify recent trends in environmental education.
- To be familiar with the fundamental documents as well as the most important institutions in the area of environmental education.
- To take responsible views (e.g. in discussion about the thrifty life style, value orientation and human needs), moreover to be able to argue for their justification.
- To reflect personal dealing and educative action, to evaluate critically the activities of others concerning the environment, to make conclusions and implement them in the praxis, to support the active engagement in the care of the environment.
- To implement spontaneously the ecological-educative contents into the educational curriculum and into the real tuition.
- To project strategy of teaching, theoretically as well as practically manage the teaching methods, to introduce effectively unconventional training methods, by means of creative dramatics, simulation, games and authentic activities supporting the building up of ecological culture of personality, to diagnose the pupil's conception of curriculum regarding the environmental issues and the ability to deal with them.

- To prepare a long term program for the pedagogical activity reflecting the real situation.
- To focus on the local needs and update the curriculum depending upon the environmental issues (creative activity involving the local elements), to provide a tailor made minimal curriculum for certain pupils reflecting the regional/local demands in regard to the environment and providing adequate educational and training value.
- To organize sight-seeing tours, excursions, camps, practical course for pupils and teachers.
- To revive and develop traditions of good achievements and concrete targets.
- To guide the pupils to recognize, to improve and to protect their home (to start off at their doorstep), the environment of the school, the village/hometown and finally the homeland.
- To motivate pupils to search for their ancestors, to learn more from their experiences, their failures and their advantages.
- To organize practical activities (outdoor, activity with tools, observation, analysis, experimental work, decoration of classroom, care for the environment at school).
- To form the widest possible opportunities for application of the curriculum in the real everyday life.
- To encourage skills and habits ecologically positive actions. To guide the kids to be responsible for their behaviour, to create positive atmosphere at school, in classrooms and to build up pro – social features and attitudes.

Research probes as a corrective for the teachers' preparation

In order to correct the preparation of teachers, we have introduced research probes that help us to identify typical experiences regarding the environmental issues, mapping the consideration and thinking about the problems about which the teachers and the students communicate most frequently (HORKÁ, BUBELINIOVÁ 2003; HORKÁ, 2007).

For example we refer to categorization of social discourse of the sample studied including teachers and students of pedagogy of infant school, and the topics and the areas that should become a part of the professional preparation of teachers.

Based on the recent data, the results show that the respondents:

- refuse the superiority of man in relation to the environment (so called hard anthropocentrism);
- realize current bad status of the environment, they point out the human ignorance as a major cause;
- stress clear cut dependence of the status of the environment and human health status;
- confirm very important role of the family and the example of parents;
- understand the school as a critical element influencing the relationship to the environment, on the other hand they refuse an immense responsibility of teacher for the pupils' behaviour in the environment and they agree upon the view that the

knowledge about the environmental issues does not guarantee positive attitude towards the nature;

- refer to current status of environment as beyond sustainability, it is no more considered to be without problems and the only solution is to change the attitude toward the environment qualitatively;
- disagree with the opinion that the current generation is less sensitive to the environment and less understandable as well as more utilitary and thus brings about a higher risk;
- that they are not absolutely convinced about the determination of human activities and behaviour concerning the nature, considering the existing behavioral patterns. The only exception is the family. The parents having a strong influence on the future action of their kids and attitude to the environment and the value orientation.

Respondent are not able to comment on certain thesis, thus we conclude that the education in the ecological and environmental area should be focused on the below noted range of problems:

- Ecological ethics. Ethics of sustainable development.
- Value orientation and a variety of aspects of the attitude toward the world of recent man- alternative value to assure sustainability.
- Relation – the individuum and the society (responsibility, decision making, solution of conflicts).
- Social determination of human behaviour in respect to the environment.
- Quality of life, the active interest of the health.
- Values of sustainable development. Voluntary humility.
- Life style. Life-demands. Pro-material and post-material orientation. Dubiousness of strategy of consumer society.
- Social and economical roots of ecological crisis. Economical growth and quality of life.
- Public participation in decision making process regarding the environmental matters (resolution of contentions).
- Personality culture incorporating ecological aspects. Ecosocial competence. Ecological literacy as a complex of competences.
- Ways and limits of ecological education (sphere of school, family, afterschool).
- The influence of family on the development of the relationship to the nature (environment). Generation gap and its influence on the attitude towards the environment.

The correlation between the perception of the health and the protection of the environment has not been confirmed in our further research (HORKÁ, H.; HROMÁDKA, Z., 2008) devoted to the description of perception of the health (students of the Pd F MU have been involved) and the context of environmental issues. A weak association has been shown between the attitude to the protection of the environment and some activities pertaining to the protection of the environment. Most of the students actively participate in assorting the wastes involving three main categories: the glass, the paper

and PET bottles- such a behaviour is referred as so called modest category of the care of the environment. It is not surprising that the students point to the popular waste sorting as a means of care of the environment. The second largest relative frequency is the passive activity including “not making mess”. The third place is occupied by “economical means of transport”, the respondents note their voluntary self- limitation regarding the use of cars. Such an activity pertains to so called “difficult task“ providing the benefits for the environment.

It has been shown that the students highly appreciate their health. Almost half of the respondents have pushed the value of their own health at the top. Healthy nutrition and motion have been shown to be the core activity supporting the healthy life style. The degree of resistance to the smoking has been surprisingly high. The students relate their worries about their own health with the environmental problems (automobile traffic, smog-air pollution, wastes, industry, lack of green zones, noise).

Summary

The ecological/environmental preparation has interdisciplinary character. Integration and synthesis of the knowledge derived from a variety of research areas and passing the barriers in between them require understanding, cooperation coordination and a high standard of ecological culture of personality of university teachers. The responsibility of university teachers comprises the fundamental commitment to implement standards for preparation for ecological education and education for the health.

For the improvement of theory and praxis of education for the health related to the environmental issues we intend to:

- Reconsider the proportions between the education for the health and the ecological/environmental education, concentrate on the theory and methods
- To prepare in cooperation with others a new concept of integrated subject reflecting the question of the health in the full sense of word
- To make the strategy of comprising the activities supporting the health more effective and make them more suitable for everyday life
- To continue research, projects comprising the area of the care for the health and the care for the environment.

ENVIRONMENTÁLNÍ ASPEKTY VÝCHOVY KE ZDRAVÍ V KURIKULU PREGRADUÁLNÍ PŘÍPRAVY UČITELŮ

Abstrakt: Autorka vymezuje a zdůvodňuje strukturu environmentální kompetence v rovině věcné, dovednostní a osobnostní. Vychází z obsahového zaměření způsobilosti k ekologické/environmentální výchově v kontextu výchovy ke zdraví. V dané oblasti výchovy vyvozuje cíle pro přípravné učitelské vzdělávání a opírá se o návrh standardu pregraduální ekologické/environmentální přípravy učitelů. Uvádí výsledky výzkumných šetření, které mapují jednak uvažování a přemýšlení o environmentálních problémech, jednak popisují vnímání zdraví mezi studenty PdF MU v Brně v kontextu problematiky životního prostředí. S ohledem na interdisciplinár-

ní charakter ekologické/environmentální přípravy jsou prezentovány některé návrhy směřující do přípravy učitelů.

Klíčová slova: ekologická/environmentální výchova, výchova ke zdraví, ekopedagogická kompetence, kompetenci environmentální, kompetence hodnotová - ekosociální – životně orientační, cíle ekologické/ environmentální učitelské přípravy