

# PERCEPTION OF HEALTH IN THE CONTEXT OF ENVIRONMENTAL ISSUES AS A BASIS FOR TRANSFORMATION OF PROFESSIONAL TRAINING OF TEACHERS

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**Abstract:** *The results of our research of environmental issues including the undergraduate students of primary school are presented. The questions of thrifty life style connected to the support of individual health are discussed. The results presented in our study will create the basis for the formation of a new system of teachers' preparation. It is clear that students perceive the damage to the environment and feel the need to protect it and contribute to the care of the environment. Their interest in the environment as well as the personal engagement are considered as determining factors of optimal health. Mapping of ideation, opinions, attitudes and values can influence the content of curriculum for preparatory and follow – up education of teachers.*

**Keywords:** *health, environmental education, ecopedagogical/environmental competence, preparation of teachers, curriculum of preparatory education of teachers*

## The Staring Points

### **Competence of a teacher and the ecological /environmental education**

Under the influence of ecological / environmental tendencies, which are associated with the fulfilling of the vision of „life in accord with the nature“ and „services in the area of survival“ (for comparison Rýdl, 1999, p. 12), the need of a high quality of complex capability of teachers to carry out ecological/environmental education (ee), referred to ecopedagogical/environmental competence. The subjective dimension of such a competence forms an engaged style of thinking of the world, concept of life, values, attitudes, and live orientation, empathy, interest, cultivated action. It is very close to the competences of values-ecosocial-life-oriented (Horká, 2005, p. 98), which should be the basis of all teachers competences. It is based on a positive conception of correspondence of internal and external world, man and nature, the humans, the nature, the society and the culture and the understanding of reality that any change of the external system (complexion and status of global society) depends on the nature and the existence of individuals. The individuum should comprise the world in order to actively

and creatively participate on its development. Regarding such a ecosocial competence partial elements are derived.

Thus the teacher should be capable to:

- to educate man who has hitherto paradoxically acquired status of creator, guardian and/or destructor
- to contribute to a change of value orientation nowadays, unilaterally and self-destructively focused on prosperity and achievement
- to satisfy more and more obvious human need of spiritual dimension of life
- to influence some unwanted manifestation of the action and behaviour in the context of changing conditions of life (to prevent superficiality, pretences, utilitarianism, tendencies leading to intolerance, irresponsibility, aggressiveness, egoism, indifference, cynism, guide to care for cultural values in contrast to contradictory influences, lures and temptations, to influence the life style, sensitive perception of beauty, growing compliancy of human race to doctrines, including the effect of advertisement, fashion and publicity campaign etc.)

Comprising the above noted facts and in subsequent change of the structure and content of teachers education, our target is to contribute to analysis of problems of teachers preparation based on the concept of health support and sustainable development. (08)

## **Research examination**

The aims of reaserch examination: to carry out description of ideation of students of pedagogy concerning the environmental issues in context of health support with a speacial focus on the below noted areas:

- I. to trace the opinions and thoughts of respondents, related to the relation and behaviour to nature / environment in context of health support, in other words the conceptual apparatus, the respondents dispose of and their ability to apply it in consideration regarding the topics noted, to identify divergent views, or disent angles of views of respondents (for comparison Horká; Bubeliniová, 2004)
- II. attitudes and values regarded by respondent critical for the protection of environment as a basis of the decision making process concerning the matters of the care for the environment, the forms of participation in its protections and ways of decisions and actions in accord with the active support of health.

## **Methods:**

method of analysis of content of students work (essay called Values and environment comprising my life style)

questionary with closed and open points<sup>1</sup>

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<sup>1</sup> We chose quantitative investigation in which the final information is substantiably reduced. From the questionnaire we choose only several items.

## Sample of respondents

46 students of second year-class of pedagogy of primary school of combined study (school year 2004/2005)

163 students of faculty of pedagogy of Masaryk University in Brno (school year 2006/2007)

## The results and their interpretation:

*Ad I.* A significant unit of **the content analysis of students work** is the practice of the care for the environment. The incidence of certain factors are source of recommendations. The content units are referred to analytical categories. Following categories concerning the topic have become crucial for the students: **the protection of environment, childhood and education, future – regarding the next generations, use of nature ( positively and critically), values and attitudes to the problems comprising the health and the environment.**

*Our interpretation and conclusions oertaining to individual analytical categories are accompanied by authentic comments of respondents in order to make a complex comprehension of their thinking.*

### Category of environment protection

It refers to the actions the respondents consider to be beneficial for environment/nature. The waste sorting and recycling are dominant activities. The 34 of 46 students states in their essays the importance of the waste sorting (they either sort and recycle the waste on their own or they point out the importance). Saving of energy and water is also a significant sign of the students' sample (24 students of 46).

*Examples: „I am learning to spare energy at home, I also pay my attention to waste sorting, even with a significant delay.“ „I am not spending extra half an hour in shower, I don't brush my teeth and keep the tap water running, I sort the wastes partially, I walk, I bike, I go by car sometimes. I pick up paper lying on the street, I don't damage the environment.“*

*„I try not to waste the energy by reducing excessive lightening at home, I buy the energy saving bulbs.“*

*„I stick to strict rules regarding the right choice of utensil when making food at home.“*

*„I placed a paper bag for collection of waste paper in our staff room.“*

*„I have been trained to put on my plate adequate amount of food since I was small.“*

*18 of 46 students write in their essays about direct protection of the nature, regarding the care for forest, green zones and landscape (plant saplings, cleaning forest etc, e.g.:*

*„We started to clean up the forest, and make a pound and a variety of passage ways.“*

*„...kids take care of the tideness of the forest.“ „I helped to plant saplings...“*

*„I don't use any poisons and herbicide to liquidate weed. I keep a frog in my sun house, I always bring a small frog in spring and make a small pound. The frog helps to destroy insects. When the autumn is on, the frog leaves for a nearby brook.“*

Almost one third of respondents points to the problems related to the use of cars. For example: *„I like to walk, I prefer biking or means of public transport...“ „I use*

public transport and bike.“ „I go to work by bike.“ “It is nowadays impossible to live without car; we have got a car with catalyser.“

The analysis of the above noted life style documents that the selected group of respondents belongs to population with a limited understanding of ecological issues.

### **Category - childhood and education**

24 of 46 respondent appreciate education of their own children or those given to keep **supporting devotion to protect the environment**. 22 respondent remember their first experiences associated with emotional enjoyments during childhood, e.g.:

„My parents has trained me to protect environment since I was a child. The parents were a very good example in this regard.“

„My parents showed me how to love and appreciate the nature in order to enjoy every single plant or animal.“

„...If you dont get the knowledge from adults, it will not come to your mind to try it on your own....“

*I teach my daughter not to waste food and water, I try not to waste energy...“*

„My three year old son takes for granted waste sorting.“

### **Category - future – regard on next generations**

21 of 46 students noted worries about the future of their own children and (next generation), they also propose possible solutions, e.g.:

„We have just realized that our selfish way of life brought about the damage to environment for generation of our children“.

„Right now while spending beautiful moments in the nature I start to think of the importance of the fact that my son could spend the same moments in the nature as I do.“

„Will there remain a piece of intact nature in a few years?“

Is there any way to sort out this problem? The students propose e.g.:

„Think globally, act locally, change yourself!“

„We could live less consumer life and think more about the future of our children.“

„I have just comprised the value of the above noted and thus I have an uneasy conscience toward my son.“

„In year 1980, region Bile karpaty was declared as protected landscape area. It is very important to save such a landscape for generations to come. We have to start to learn again what we have already forgotten. Namely, it is time to appreciate the nature again and to live in harmony.“

„My friend is an orthodox ecologist.He has not got family and does not wish to set up one. It is no way to load up the Earth which has already become overloaded. There aint point to have children while the air is poisoned by smog and other toxins while tap water is undrinkable. No point....“

### **Category - friendly use of the nature (in the positive sense of word)**

18 of 46 students assesses the significance of the nature from their personal point of view, pointing out the recreational, aesthetic as well as recognition value.

„Regarding the nature we are equal, there aint foreigners or natives, the nature is our

home-place. ““We often spend time in nature, we travel to our cottage, to mountains, rivers... ““we enjoy wandering, sleeping under canvas, camping..... “

„Is there anything more beautiful in comparison to what the nature brings to us? It is enough to slow down and notice the sun sets, the water loquacious in a small brook, such a peaceful and silent evening today?... “

### **Category health**

Following up the context of ecologically sensible, thrifty life style and health support we have concluded that 12 of 46 students explicitly notice the health in their essays. The major feature of their work is the relation of the health and devastated environment and the worries about their own health and the health of their children.

*E.g.:* „Our health and the health of our relatives are the highest value we possess. Moreover the word association- environment and life style are very closely connected. “

„And I also think that someone who is able to live healthy life and simultaneously sticks to the rules of the environmental protection has approached eco friendly and /or healthy life style. “

....,as we know that every little helps especially concerning the environmental issues and we would stick to such a rule, then there would not be plastic bags and papers flying over our heads instead of kites, there would surely be less allergic persons in our home land. “

It has been shown that our respondents associate „healthy life style“ with „ecological activities“ and thus we can assess their attitude to the health only depending on the frequency of the conception „Health“ expressed in their essays. The threat appearing oftenly in their writings appears to become a style of life damaging to the environment (especially consumption life style).

*E.g.:* „Most of the developed countries seem to set up the fundamental values including the health, the love and the happiness. “

„Healthy nutrition and food are the milestones of acceptable standard life style. I can't say that I only eat the low calories diet but I am trying to eat regularly, avoid overfeeding and prefer fruits, vegetables, fish and dairy products. “

„I really enjoy sports. “

„I like walking and biking (especially in the nature). “

„I don't smoke. “

„It is a bright idea to develop so called eco-farms. “

Taking into account the answers of our respondents, it is obvious that their life style gradually develops. We can also note the influence of cultural stereotypes especially regarding the family. Our respondents believe that proper education is critical for sensitive and responsible attitude towards the nature. The essential element of the declared qualitative change is not only the perception of our commitments to the nature as we are considered to be a part of it but also the choice of life style compatible with the needs of the environment.

*E.g.* „Today I can see things I have not seen yet. The birds singing from the spring till the autumn, a green forest, the animals living in there, the mountains, the colourfulne-

ss of the nature and the landscape, the beneficial sun. It is beautiful to be here and to perceive evything around us.“

„I am an outsider regarding the environmental issues, I have never had a chance to encounter it but I love the nature and I am deeply hurt seeing its devastation.“

„I say that people we really are the most stupid living things occupying the Earth. Our action is unbelievable and perplexing. I can notice it not only concerning my surroundings but also on me.“

„(regarding the nature), I have a strong feeling that we approach it as we are absolute rulers of the world.“

## Ad II. Descriptive analysis of our questionnaire

Esperimental hypotheses (for our group of students of Pdf MU):

P1: Respondents attitudes towards the environment are rather positive.<sup>2</sup>

P2: Most of the respondents take part in the protection of the environment somehow.

P3: Most of the respondents highly appreciate the value of their own health.

P4: Most of the respondents attempt to care for their health.

P5: Some forms of devastation of the environment are considered by the students as a substantial threat to their health.

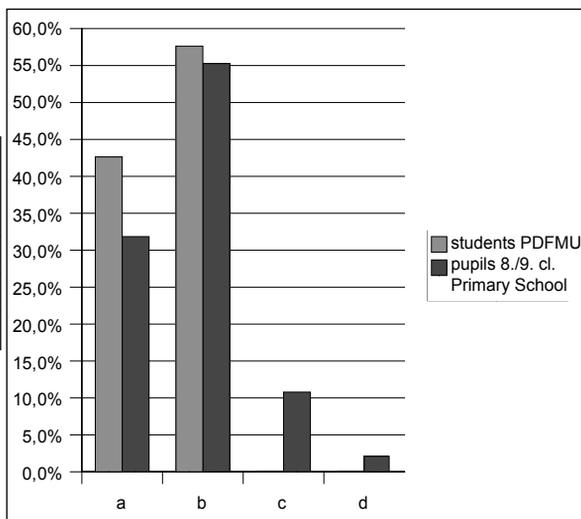
## Results

### Attitudes towards the protection of the environment

Do You agree upon the below noted statement?

„I want to take part in the protection of the nature“.

Students of Pdf MU; 160 valid respondents		
a	Definitely yes	42,5 %
b	Rather yes	57,5 %
c	Rather no	0,0 %
d	Definitely no	0,0 %



<sup>2</sup> In this investigation it is fundamental that attitude as a construct “can not by directly observed but we can infer it from the behaviour and expressed opinions“ (Jandourek 2001, p. 189). The construct attitude is explained in the context of evaluation. “Relationship to values is the content of attitudes; attitude to something – and the object of attitude can be anything – expresses the evaluation of the object by the subject which ranges from absolutely positive to absolutely negative relationship, i.e. e.g. a total agreement or disagreement with a statement“ (Nakonečný, 1998, p. 118.).

Do You agree upon the below noted statement?

**„I want to live in an environmentally friendly way.“**

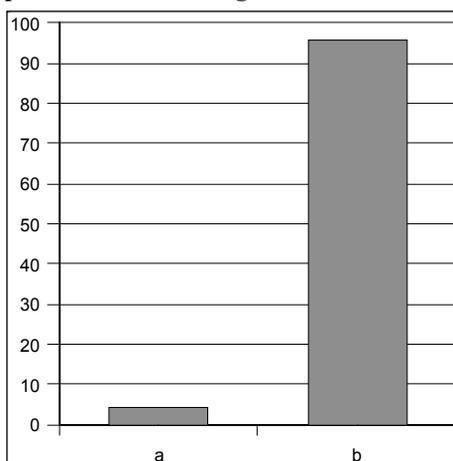
a	Definetely yes	43,6 %
b	Rather yes	55,2 %
c	Rather no	1,2 %
d	Definetely no	0,0 %

It seems that the students involved in our study are capable to protect environment. Their attitude towards the participation in the protection of the environment is positive and more obvious than the group of pupils of basic school.

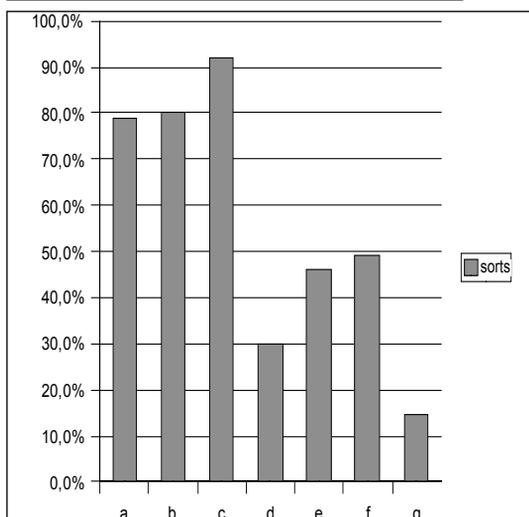
## Participation in the protection of environment

It has been inquired whether the respondents are assorting the waste and which type.

<b>Students of Pdf MU;</b> 163 respondents		
a	Non-sorting	4,3 %
b	Sorting	95,7 %



<b>Types of sorted waste</b>		
a	Glass	79,1 %
b	Paper	80,4 %
c	PET – bottles	92,0 %
d	Other material plastic	30,1 %
e	Metals	46,0 %
f	Dangerous waste	49,1 %
g	Miscelaneous waste	14,7 %

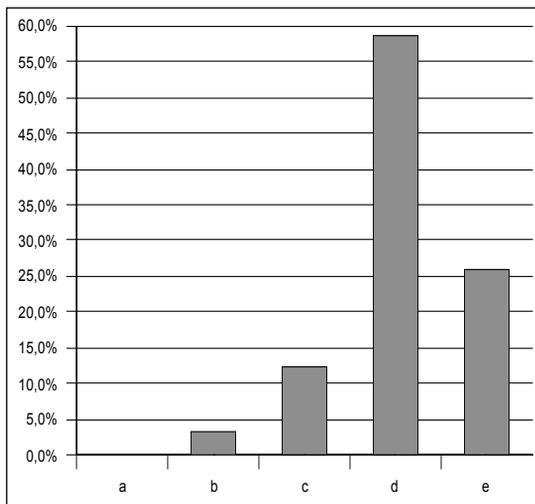


Most of the students actively take part in sorting waste including three main categories: glass sorting, paper sorting and very popular PET-bottles sorting. It corresponds with the trend appearing in Czech Republic wherein the number of people sorting waste steadily increases due to a general awareness of possibilities and reasons for recycling. Waste sorting has gradually become a social standard. Not sorting waste is considered to be embarrassing (it is also due to a mass advertising).

The degree of approval of the statement shown on the interval scale noted below:

**„I consciously buy eco - friendly products, especially concerning their economical manufacturing.“**

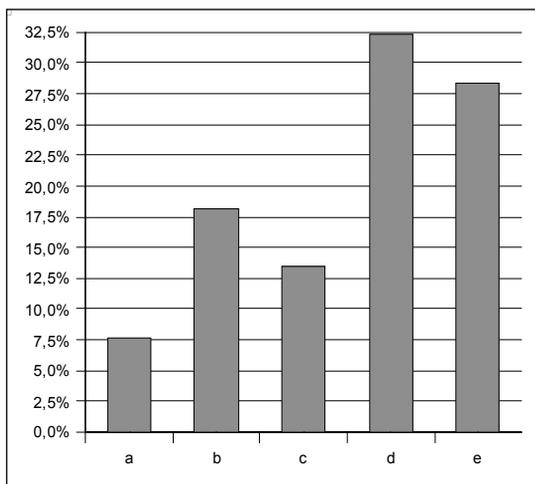
Students of Pdf MU; 162 respondents		
a	Permanently	0,0 %
b	Very often	3,1 %
c	Often	12,3 %
d	Sometimes	58,6 %
e	Never	25,9 %



The degree of approval with the below noted statement shown on interval scale:

**„I consciously use the cosmetics I am sure about that it has not been tested on animals.“**

Students of Pdf MU; 162 respondents		
a	Permanently	7,7 %
b	Very often	18,1 %
c	Often	13,5 %
d	Sometimes	32,3 %
e	Never	28,4 %



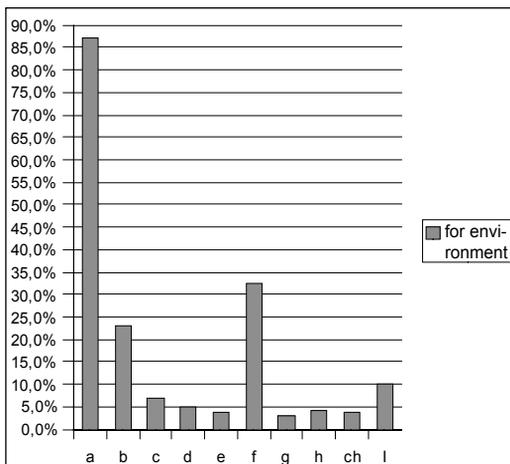
We have also been interested in the status of our students as consumers. Beside waste sorting which belongs to so called „modest category regarding the care for environment“<sup>3</sup>, we have also evaluated students' preference and searching products not affecting environment or are thought to bear a lower risk to the environment in comparison to the other ones.

We have been rather interested in the students' views reflecting the degree of their participation in the care for the environment in a particular area. It has been shown that in the case of the preference of eco - friendly products the results obtained are worse than those reflecting the waste sorting.

Students preference for the products declared not to be tested on animals pertains to the matter of ethics rather than the care for the environment. Nevertheless, it is associated with basic value declaring „the respect for life“ thought to be a critical poin of the theory of ecological ethics (for comparison Kohák 1998). In spite of the fact that the students were „lukewarm“ regarding this matter, 7.5 % of them have *permanently* consciously used the cosmetics without being tested on animals. Moreover 18.5 % of them have declared to use such a cosmetics *very often*. There has been one vegetarian involved, the rest of the students have been non-vegetarians. It is an important fact regarding the respect for life.

### Open file: “What are you doing for the environment?”

Students of Pdf MU 161 respondents		
a	Waste sorting	87,0 %
b	Economical mode of transport	23,0 %
c	Sparing energy	6,8 %
d	Sparing water	5,0 %
e	Individual activity in nature	3,7 %
f	Not making a mess <sup>4</sup>	32,3 %
g	Preference for bio-products and food made in an eco-friendly way	3,1 %
h	Preference for products made in a way not damaging environment	4,3 %
ch	Sparing the plastic bags	3,7 %
i	Miscellaneous	9,9 %



Regarding the above noted results it is very important to stress that it is an open point. In other words it has been formed on the basis of authentic answers of our respon-

3 G. Pfligersdorffer (1993) differentiates one area of human behaviour in favour of environment connected with shopping and waste sorting („a modest category“) from another area of behaviour related to transport („a more difficult task“).

4 This category involves a variety of ways of not making a mess comprising- the litter belongs to a dustbin only, I don't wash my car in nature, the litter does not belong to forest ...

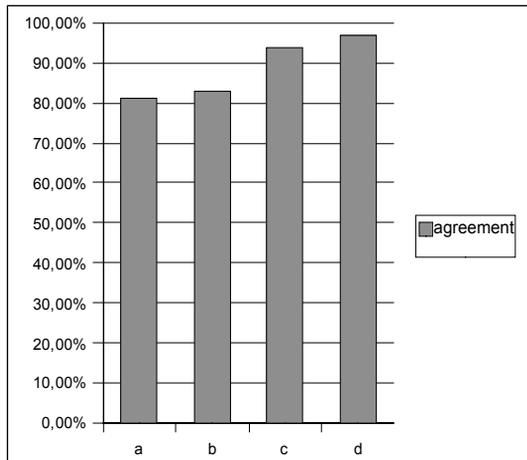
dents. It is not surprising that the students are prone to sort the waste. The second place on our scale belongs to passive activity described as „not making a mess“. The third place is surprisingly devoted to an „eco friendly ways“ of transport comprising intentional limitations of the use of personal cars. Such an activity belongs to so called „more difficult taskŰ in the frame of the care for the environment

## Individual care for health

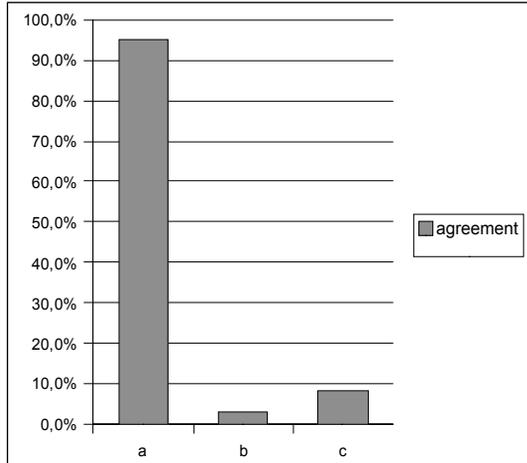
The below noted table (and diagrams) express the relative frequencies of agreement (disagreement) upon the statements. For the sake of clarity, originally ordinal variable were transformed into the dichotomic ones. Particular elements involved in the below noted tables are dealing with possible modes of care for individual health.

Abbreviation „S“ refers to statement

Students of Pdf MU; 160 respondents		
a	S: I am trying to eat in a healthy way	81,2 %
b	S: I am trying to keep an adequate water intake	82,8 %
c	S: <sup>5</sup> Moving is very important for me.	93,7 %
d	S: Adequate sleeping is important for me	96,8 %

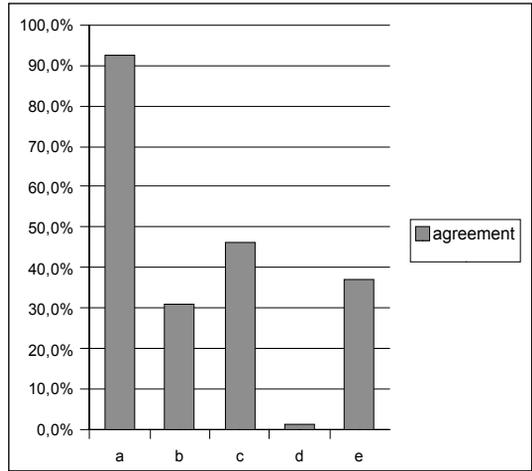


Students of Pdf MU; 135 respondents		
a	S: smoking is dangerous	95,1 %
b	S: cigarette smoking is acceptable	3,1 %
c	S: smokers are more popular than non smokers	8,1 %



<sup>5</sup> The file body movement comprises – exercises, long distance walking, biking and active sports.

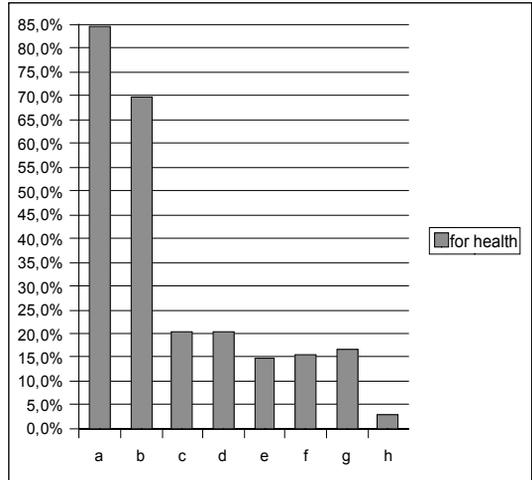
Students of Pdf MU; 153 respondents		
a	S: Occasional alcohol drinking is acceptable	92,6 %
b	S: Regular alcohol drinking is acceptable	30,8 %
c	S: Use of soft drugs is acceptable	43,1 %
d	S: Use of hard drugs is acceptable	1,2 %
e	S: Smoking of grass is nowadays considered normal	37,2 %



We are aware of the fact that the indicators of the care for individual health are not complete. Thus we have made it possible for our respondents to clarify the care for their health by adding an open point to the questionnaire.

### What are you doing for your health?

Students of Pdf MU; 161 respondents		
a	Movement	84,5 %
b	Healthy nutrition	69,6 %
c	Resistance to addictive substances	20,5 %
d	Intake of water	20,5 %
e	Psychic wellness	14,9 %
f	Enough sleep	15,5 %
g	Walking in nature	16,5 %
h	Doing nothing for health	3,1 %



It has been shown that students care for their individual health by means of **healthy nutrition and movement**. It has been surprising to find a relatively high resistance to smoking. Aside from the number of the smokers involved in our study, the attitude towards smoking is clearly negative.

### „Intersection“ of care for health and environment

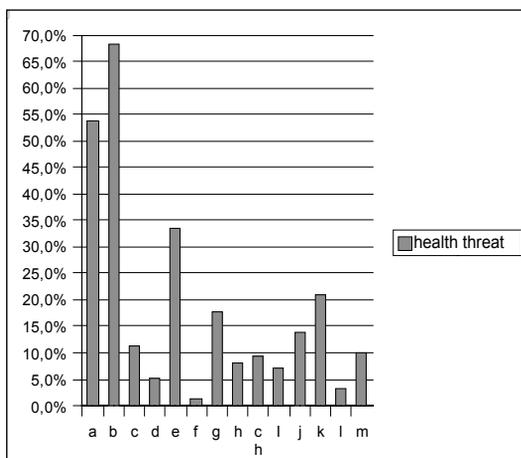
The nutrition represents an interesting construction of thinking about the intersection of the categories „care for health“ and „care for environment“. Regardless of

other ethical dimensions the vegetarian diet represents the safest way of nutrition energetically and environmentally. We did not identify any respondent who could fit such a criterion.

Regarding the global burden on environment the production of food is very troublesome especially due to the fact that the international corporations providing so called fast food services are responsible for wasting of resources, energy, disregarding the environment not only during the production but also during the distribution (srv. Keller 1995). Our results show that even though the selection of a place for food was fully dependent on the student's decision, the choice of Mc Donalds (or KFC) was only acceptable for 0,6 % of respondents ( on contrary the above noted choice was supported by 25,3 % of pupils of eight and ninth school year of basic school in Brno). Modal category is simply represented by „eating at home“ (71,6 %). The food originating from the fast food restaurants is actually designated to be a „threat to health“ for 10 % of our respondents who commented on an open point in our questionnaire.

### „Comment on a potential health threat to your life in a city“

Students of Pdf MU; 158 respondents		
a	Automobile transport	53,8 %
b	Smog – air pollution	68,4 %
c	Crime – violence	11,4 %
d	Infections	5,1 %
e	stress – flurry	33,5 %
f	Obesity	1,3 %
g	Wastes – contamination	17,7 %
h	Lack of movement	8,2 %
ch	Drugs-addictive substances	9,5 %
i	Industry	7,0 %
j	Lack of green zones	13,9 %
k	Noise	20,9 %
l	Xenophobia, racism	3,2 %
m	Fast food	10,1 %



We have made following categories reflecting the answers of our respondents: *automobile transport, smog-air pollution, crime-violence, infection, stress-flurry, obesity, waste – contamination, lack of movement, drugs - addictive substances, industry, lack of green zones, noise, category comprising xenophobic expressions, fast food.*

We conclude that the core of our investigation is the fact that our respondents connect the worries of their own health to the environmental issues (*automobile transport, smog-air pollution, wastes-contamination, industry, lack of green zones, noise*).

The most significant categories regarding the relative frequencies are smog-air contamination (68,4 %) and automobile transport (53,8 %)<sup>6</sup>

It has been shown that our respondents associate the automobile transport and subsequent air pollution as potential threats to human health. It is not surprising that the emission arising from the public transport (especially microscopic particles of pollution enriched by exhaust gas) represents a real and serious threat to human health. Thus the natural human need to breathe a fresh air has become very troublesome in urban areas.

## Relational analysis of questionnaire examination

**Hypotheses:** ( related to our group of students of PdF MU)

H1: There is a relationship between the attitude to individual health and the attitude to the protection of environment

H2: Our respondents who highly appreciate their own health intend to participate in the protection of the environment.

H3: Our respondents stressing the threat to the health arising from automobile transport intentionally choose a more economical way of transport

H4: There is a relationship between the attitude to the protection of environment and authentic activity in favour of the environment

h1<sup>7</sup>: There is a relationship between the attitude to the protection of environment and „a variety of ways of waste sorting“<sup>8</sup>.

h2: There is a relationship between the attitude to the protection of environment and the preference of economical mode of transport.

h3: There is a relationship between the attitude to the protection of environment and the preference of products which are considered to be eco friendly.

h4: There is a relationship between the attitude to the protection of environment and the preference of the cosmetics without animal testing.

H5: There is a relationship between the preference of cosmetics which has not been tested on animals and the products made in an eco friendly way

For determining the avidity between the variables while testing the hypothesis we have chosen appropriate summarising statistical methods (association and correlation coefficients) depending on the type of a variable (ordinal, nominal) and on the number of variants of variables.

Regarding the hypothesis H1, H2, H3 and the partial hypotheses h1, h2 pertaining to the hypothesis H4 we have not proved that any relationships between the variables.

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<sup>6</sup> For comparison we present results belonging to a study made on pupils of basic schools –eight and ninth school year“: smog and air pollution perceived as a health threat by 53,3 % (of 246 respondents), cars (automobile transport) is considered to be a health threat by 43,3 % (of 246 respondents).

<sup>7</sup> In accord with a recommendation (Pelikán 2004) we formally divided the hypotheses into two categories: the main (e.g. H1) and the accessory (e.g. h1).

<sup>8</sup> Nowadays separating waste seems to be a social norm as shown by the result of the descriptive investigation in the item 7 (“Do you separate waste?”) - 95.7 % answered yes. In this sample, however, there are differences in the number and sort of waste the respondents separate.

There is a weak correlation ( $T_c^9 = 0,31$ ) concerning *the relationships between the attitude to the protection of environment and the preference of the products which are considered to be friendly to the environment*. (partial hypothesis h3 pertaining to hypothesis H4). A weak correlation ( $T_c = 0,22$ ) has also been found in the case of *relationship between the attitude comprising the protection of environment and the preference of the cosmetics declared not to be tested on animals and preference of the products made in an eco friendly way* (partial hypothesis h4 of the hypothesis H4). Almost a 50 percent correlation ( $T_b = 0,47$ ) has been shown between variables: *the cosmetics declared not to be tested on animals and the preference of the products which are produced in an economical way protecting the environment* (hypothesis H5).

In the frame of the relation part of our study we have not proved any relation between the attitude regarding individual health and the attitude towards environmental issues. A weak relation has been shown between the attitude to the protection of the environment and some forms of action comprising the environmental issues.

## Summary

The results presented in our study will be used for the formation of systematical preparation of teachers. It is obvious that students perceive the damage of the environment and are in the need of its protection and active participation in the care for the environment. The interest in the environment and the personal engagement are considered to be determining factors of optimal health. The worries of our respondents about the health potentially becomes a strong motivation for the change of the behaviour in favour of the environment.

Identification of the content unit, analytical categories and their comparison with professional discourse of environmental issues reflecting the context of the health support reveal possibilities of influencing curriculum of preparatory education of teachers. The validity of systematical formation of teachers competence of healthy life style and competence of universal view/ cultivating personality which influences the value system of students has been confirmed. Thus, it is necessary to harmonize the system of teachers' preparation and the concept of health support and sustainable development in order to create a multidisciplinary and complex conception enabling the understanding of the knowledge and its application in a complex framework, systematically, supporting the knowledge of relationships and providing a deeper spiritual ankering.

In accord with the fact that the ecological education pertains to cross-curricular topic, it affects the work of teachers of all subjects. The need to make their professional preparation (either undergraduate or postgraduate) more effective is obvious. Similarly, overcoming the informative, non appelling concepts as well as those isolated from receivers and their local or regional possibilities and needs. We cannot manage without properly prepared teachers who are able to train others how to learn properly.

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9 This symbol refers to correlation coefficient Kendall tau-c used to measure the avidity of relation between ordinal variables for rectangular table (Kendall tau-b for square table).

# **VNÍMÁNÍ ZDRAVÍ V KONTEXTU ENVIRONMENTÁLNÍCH TÉMAT JAKO VÝCHODISKO PRO ZMĚNU PROFESNÍ PŘÍPRAVY UČITELŮ**

**Abstrakt:** Stat' prezentuje výsledky výzkumu se studenty učitelství 1. stupně ZŠ o environmentální problematice – konkrétně o otázkách ekologicky šetrného životního stylu v kontextu podpory zdraví. Prezentované výsledky šetření budou použity k vytváření systému učitelské přípravy. Lze počítat s tím, že studenti vnímají poškození životního prostředí, mají potřebu jej ochraňovat a podílet se na péči o životní prostředí. Zájem o životní prostředí a osobní angažovanost jsou považovány za určující činitele optimálního zdraví Zmapování myšlení, názorů, postojů a hodnot může ovlivnit obsahové kurikulum přípravného i dalšího vzdělávání učitelů.

**Klíčová slova:** zdraví, environmentální výchova, ekopedagogická/environmentální kompetence, příprava učitel, kurikulum přípravného vzdělávání učitelů