

Psychology of Environmental Education: World Experience and Contemporary Problems

Kizhanum Kafarova^{1,*}, *Nino Botsieva*², and *Tamara Muskhadzheva*³

¹Kadyrov Chechen State University, Sheripova Street, 32, 364024, Grozny, Russia

²North Ossetian State Medical Academy, st. Pushkinskaya, 40, 362025, Vladikavkaz, Russia

³Chechen State Pedagogical University, Subra Kishieva str., 33, 364068, Grozny, Russia

Abstract. In any discussion devoted to certain environmental problems and ways to solve them, sooner or later the question of the so-called “environmental consciousness”, “turn”, or “revolution”, the thinking of the people around us on the “green rails” appears. It is quite difficult to do this, experts admit, because it is behavioral or value reactions that change slowly, work, including environmental communicators, has to work long, hard and often, at first glance, to no avail. That is why often the most popular ideas in the field of environmental education are programs for children - here, as most environmental educators note, “the field has not yet been plowed”, and its “sprouts” will have an impact not only on themselves, but also on their parents - and thus for the whole society.

1 Introduction

The issues of environmental education are, of course, extremely important for schoolchildren and students, this lays the “base” for further thinking and lifestyle of future generations, however, many environmental problems require immediate solutions – “here and now” [1]. And then, from decisions aimed, rather, at the next generations, it is necessary to start working in all directions already “yesterday”. The key approach to environmental education, which we wanted to show in this issue of Ecology and Law, is comprehensiveness [2]. Environmental education is both work at the level of educational institutions and the organization of extracurricular activities, educational events, promotions and competitions. Eco-education includes green cultural events, eco-cinema, exhibitions dedicated to environmental issues, theater, modern dance, and art in general - they are increasingly talking about environmental issues in their work. Eco-education is also useful, easy-to-use resources where you can get information about the state of the environment, the composition of a particular product, learn about the ecological footprint of goods, collect waste for sorting, the possibility of transferring unnecessary things for further use - such resources are more convenient to do in the form of interactive maps or applications [3].

Nevertheless, researchers in the development of environmental education in Russia note three main trends in recent years (see: Rybalsky N. G. et al., “Environmental education in the Russian Federation is a 25-year journey: history, state and prospects”, journal “ Use and

*Corresponding author: kafarovak@mail.ru

Protection of Natural Resources in Russia”, 2016) [4]: – the contradiction between the interest in education on the part of students and teachers and the impossibility of its formal implementation; – reduction in the number of scientists, teachers and specialists in the field of environmental education; – promotion of informal environmental awareness and education through advertising, the media and the formation of “fashion for the environment”. For the last point, it should be noted that environmental education is often carried out by non-professionals, which leads to the formation of false, scientifically unfounded environmental thinking. And in this matter, one should take into account the lack of professional training among those who broadcast environmental ideas to the masses. This idea is confirmed by the leader of the ECA movement, Tatyana Chestina [5]: “Although the importance of environmental education and its necessity are declared in the Law “On Environmental Protection” and the Fundamentals of State Policy in the Field of Environmental Development of the Russian Federation for the period up to 2030, we do not see what it really means in practice. given significant attention. There is no serious training for teachers who would then be ready to transfer to students not only comprehensive systemic knowledge about modern environmental problems at the global and local levels and ways to solve them, but also teach how schoolchildren or students can apply the acquired knowledge in practice [6]. Today, the level of development of environmental education, in my opinion, is far behind the level of severity of environmental problems that we face as a society.” At the same time, if we pay attention to international processes and recall the ideas of education for sustainable development, which have already become established in Europe (numerous methodological materials have been developed, many educational seminars and programs are being held for both students and teachers), it can be noted that that focusing only on the environmental aspect can cause Russia to lag behind international education standards. At the level of formal education, the lack of a systematic approach, critical thinking and the formation of skills in making rational decisions, which are based not only on aspects of environmental protection, but also include social and economic problems, can lead to the fact that the citizens of our country will not have those skills and competencies that are required for competitiveness in the international labor market [4-5]. In the future, this will be reflected in the work of all sectors of the country’s economy, as in developed countries, the principles of sustainable development are being introduced more and more at all levels of professional and social activity. The lack of elements of education for sustainable development in formal education will also lead Russian companies to lag behind the world, and they will have to resort to training their employees abroad to fill knowledge gaps. The lack of education in the field of sustainable development at the informal level also has negative consequences, since the population of our country will not be aware of the interconnection of all processes, will not be able to realize its direct impact on the world in which we live [7].

And the Constitution of the Russian Federation, adopted in 1993, established the right of every citizen to a favorable environment and the obligation to preserve nature and the environment, to take good care of natural resources. Presidential Decree No. 236 of 1994 “On the State Strategy of the Russian Federation for Environmental Protection and Sustainable Development” designated environmental education and upbringing as one of the most important areas of state policy [8]. In the same year, the Russian Environmental Federal Information Agency was created, whose work included information support for activities in the field of environmental education, education and upbringing of the population [9]. As a result, in 1995 “Ecology” as an independent subject was introduced into the federal basic curriculum and became a compulsory subject in all Russian schools. In subsequent years, a large number of methodological recommendations and programs for environmental education and education at all levels of educational institutions are being created. Only for the subject “Ecology” in just three years, 12 versions of teaching aids on

ecology for educational schools were published in various publications. Ecological and biological centers were created throughout the country, where children could learn more about the world around them and get acquainted with the basic principles of caring for it. In 1995, the development of a draft federal target program “Ecological Education of the Population of Russia” for the period up to the year 2000 was started. However, the Russian Ministry of Finance did not support this initiative, and as a result the government did not approve the program. In 1997, the subject “Ecology” was withdrawn from the federal educational plan for secondary schools. This led to the fact that only in those regions where opportunities allowed, this subject remained in the curriculum. In addition, the financing of all programs and funds that were created for the development and implementation of environmental education in Russia has been reduced. It is believed that everything that happened was connected with Presidential Decree No. 1177 of 1996, which lowered the status of the Ministry of Environmental Protection and Natural Resources of the Russian Federation and was replaced by the State Committee for Environmental Protection, where only a few people began to deal with environmental education. In 2000, the committee was replaced by the Ministry of Natural Resources of the Russian Federation, and all the work fell on the shoulders of one employee.

2 Research Methodology

Ecological monitoring is an effective way to organize mass research activities. Monitoring tasks may include assessment of ecosystem and habitat parameters: qualitative and quantitative, development of skills for qualitative assessment and measurements using various tools. Monitoring programs should be flexible enough and meet the following conditions:

- expediency in specific natural and socio-cultural conditions (compliance with the characteristics and needs of a particular region);
- compliance with the tasks and available monitoring tools (special equipment and other means - computers, smartphones, software, etc.);
- compliance of monitoring tasks with the number, age and basic level of training (tasks and results should be available for understanding by specific monitoring participants, but require certain efforts from the student);
- availability of performance by each student of his task within the framework of monitoring;
- motivating tasks, including providing access to the results after the completion of all work and the possibility of analyzing previous data and conclusions obtained by predecessors in the framework of similar monitoring. Experiments can be considered as a separate format for organizing the research activities of students for the formation of environmental literacy.

3 Results and Discussions

In the last decade, non-profit organizations and individual representatives of civil society have been most active [1-2]. Many NGOs offer their materials for teachers to conduct additional classes at school on environmental topics. This makes it possible for the teacher to explain to children the pressing environmental problems, possible ways to solve them and receive additional bonuses when implementing additional education programs in an educational institution. At the same time, it is practically impossible to take into account such activities of teachers at the country level, therefore there are no official statistics on these activities. Also, NGOs are engaged in the formation of various presentations and

materials available on the Internet and at open events that correspond to modern environmental trends both in the world and in Russia [10].

We can say that these organizations create a “fashion for the environment”, because the environmental aspect becomes an integral element of a high quality of life. Through educational and educational projects, the population receives information about how important it is to make an informed choice in favor of environmentally friendly products, rationally use natural resources and take a responsible approach to outdoor recreation, waste recycling, saving water and electricity. The activities of such organizations are accompanied by local actions to plant trees, clean up water bodies, collect garbage in forests adjacent to cities, etc. promoting the ideas of ecology, an active state position on this issue is necessary.

Many informal organizations and projects are implemented in Russia by people under the age of 35, that is, by international standards, young people. It was this generation that went through the education system of the 1990s, when ecology was taught as a compulsory subject, when the centers of additional environmental education were the most active and received support at the state level. It really helped shape a generation of environmentally conscious people - people who today actively promote the need for environmental protection and the rational use of resources [8]. It should be noted that during the Year of Ecology in all regions of the Russian Federation, many educational and educational events were held, both within the walls of educational institutions and for the general public. At numerous conferences that are regularly held in different cities of Russia, the importance of environmental education in the country was discussed, but this did not find support at a high level [6]. Thus, at the recently held II International Exhibition-Forum Ecotech-2017, a round table was held on environmental education and enlightenment in Russia, at which the need to include environmental topics in all curricula was once again emphasized. The need of modern enterprises for environmental specialists who are able to make competent design decisions was also considered. Alexander Brychkin, General Director of the Russian Textbook Corporation, believes that not only knowledge is needed, but also the skills of how to behave and act successfully in everyday life, while understanding that people in society are connected with each other and with natural systems and that they can make this connection stable.

4 Conclusions

At the level of formal education, the lack of a systematic approach, critical thinking and the formation of skills in making rational decisions, which are based not only on aspects of environmental protection, but also include social and economic problems, can lead to the fact that the citizens of our country will not have those skills and competencies that are required for competitiveness in the international labor market. In the future, this will be reflected in the work of all sectors of the country's economy, as in developed countries, the principles of sustainable development are being introduced more and more at all levels of professional and social activity.

The lack of elements of education for sustainable development in formal education will also lead Russian companies to lag behind the world, and they will have to resort to training their employees abroad to fill knowledge gaps. The lack of education in the field of sustainable development at the informal level also has negative consequences, since the population of our country will not be aware of the interconnection of all processes, will not be able to realize its direct impact on the world in which we live.

References

1. K. Z. Kafarova, I. S. Getaeva, M. A. Kosumkhazhieva, Influence of unsuccessful families on the psychological health of children, **2(22)**, 83-90 (2022).
2. K. Z. Kafarova, A. A. Munaeva, A. M. Sugaipova, Negative impact of computer games on psychosocial and cognitive behavior of adolescents, **1(19)**, 58-63 (2021).
3. V. I. Panov, Environmental psychology. Experience in building a methodology, 135-148 (2004).
4. Yu. P. Povarenkov, Yu. N. Slepko, A. E. Tsymbalyuk, Systemogenesis professional activities, 125-145 (2019).
5. V. A. Tolochev, Style characteristics and interactions of leaders in the management structure, **14(3)**, 11-19 (1995).
6. A. G. Ismagilova, Style of pedagogical communication: polysystemic approach. Abstract, 325-452 (2002).
7. A. V. Kaptsov, Psychological and pedagogical concept of personal development of students in a study group, 365-458 (2017).
8. A. V. Karpov, Psychology of activity. Structural organization, 584-654 (2015).
9. M. M. Kashapov, Psychology of creative thinking, 128-138 (2017).
10. E. A. Klimov, Individual styles of activity depending on the typological properties of the nervous system, 225-258 (1969).