MATURITY OF THE AXIOLOGICAL COMPONENT INSIDE THE INDIVIDUAL ENVIRONMENTAL OUTLOOK

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Abstract. The article discusses axiological component of the individual environmental outlook, which includes the values, principles, norms, canons, and ideals that govern the interaction between an individual and nature and form his or her focus and motivation, as well as relations within the personality structure. The research work was conducted to identify the maturity of this component among students of pedagogical university according to such issues as philosophical understanding of the problem of interaction between an individual and nature, the negative impact of society on nature, the relationship of ecology and aesthetics, moral environmental regulation, legal regulation of relations between an individual and nature, educational value of nature, nature, as a source of spiritual inspiration, and the reflexive ability to evaluate an individual’s actions and those of others. It was revealed that first-year students have low level maturity of the axiological component inside their ecological outlook. The reasons depend on the previous levels in the education and environmental education in the family, lack of knowledge about moral norms and rules of behavior while interacting with nature, as well as the importance of environmental phenomena for human life.

Introduction

The concept of environmental education in Ukraine determines that the result of environmental education is the formation of values and moral qualities of an individual which encourage the willingness to take environmental actions and save natural resources preventing destructive behavior of other individuals. They are appropriate components of an individual’s outlook, and an individual’s behavior is a part of his or her environmental activity. It becomes apparent that the source of an outlook is the needs, motivations, interests, aspirations and desires of an individual.

The issues related to the development of an individual outlook are widely mirrored in the works of scholars (V. Vandyshev, S. Goncharenko, E. Il’ enkov. Y. Krasovsky, W. Tabachkovsky, D. Chernilevsky). Research results of such scientists as I. Cohn, I. Frolov, and V. Shynkaruk, etc. indicate the specific feature that allows distinguishing environmental outlook, as a specific form of social consciousness, and its other forms. This feature reflects the material reality as a whole with a certain point of view - namely, through the prism of relations between the two major components of this reality: the world of an individual (civilization, culture) and the world of nature. The authors recognize that individual ecological outlook is complexly structured. In addition, one of the elements of that structure is the individual belief and judgment.

Method

To study the maturity of the axiological component inside an individual environmental outlook, the following methods were employed. Theoretical methods comprise analysis and synthesis of philosophical, psychological and pedagogical literature so that one can outline a structure of the environmental outlook of the person, find out the degree of scientific development of the issue. Empirical methods include observation, interview, questionnaire, and empathic listening so that one can collect primary analytical database on the maturity of axiological component inside the environmental outlook of students.

Results

Many philosophical, psychological, and pedagogical studies are devoted to the problem of forming beliefs (A. Disterveg, I. Ivanov, Y. Komensky, Y. Legkov, V. Sukhomlinsky K. Ushinsky). Scientists have identified beliefs as a stable property of an individual and his or her views that correspond to the level of consciousness, life aspirations and needs and are regulators of his or her own behavior based on knowledge in the form of intellectual conviction providing certain content for that belief.
Such beliefs comprise the belief in the unity of an individual and nature, the belief in the need to preserve and improve the environment as a condition for the survival of humanity, the belief in the need to preserve native wildlife and unite the efforts of all nations in solving environmental problems, the belief in the necessity of legal regulation of the use of natural resources, the need to protect nature as a condition of maintaining health and physical strength.

So, in the structure of the ecological outlook, valuable relations and their ideological basis - beliefs and related needs should be combined. However, the core beliefs are the knowledge of the value of nature, which must also be an element of the environmental outlook. In addition, elements of environmental outlook should embrace activities in which these relationships can be seen. Therefore, to ensure that environmental values are entered into the structure of the environmental outlook, those values should be provided with other elements: needs, beliefs, knowledge, and related activities.

Basing on the above said, we consider it possible to assert that there is the axiological component in the structure of the individual ecological outlook that includes the values, principles, norms, canons, the ideals that govern the interaction between an individual and nature and form the focus and motivation component in the personality structure. As a result, a person must feel inside the nature and not outside of it. He or she must not be an outside observer, but as a part of nature. This feeling may arise if people realize ideological idea of the dialectical unity of an individual and nature, their common basis, i.e. use a substantial ecological knowledge and experience in dealing with nature.

Axiological component combines formal aspect (the study of the general laws that underlie the value relations), material (the study of the structure and hierarchy of values available) and spiritual (traditions, customs, experience). As you can see, valuable relationships suggest the presence of three essential components: subject, object, and some relationships between them.

So, having axiological component in the structure of the environmental outlook of the person is defined as the maturity of motivation and a system of valuable relation to the phenomena of the material and spiritual culture, the ability to assess the state of the environment, and other people behavior while interacting with nature, understanding nature, as a universal value.

The level of maturity of the axiological component was defined according to the following areas: philosophical understanding of the problem of interaction between an individual and nature, the negative impact of society on nature, the relationship of ecology and aesthetics, moral, environmental management, legal regulation of relations between an individual and nature, educational value, understanding nature as a source of spiritual strength, and reflexive ability to evaluate their actions and those of others.

R. Gladushina, A. Gladushin, M. Laptev note that during millennia a potential of knowledge forms of social and educational structures, which today has acquired new features has been accumulated. In this regard, they propose to revise the place of an individual in the universe, his or her role in the planetary evolution. Today, people are increasingly violating the natural balance in the environment. According to them, “... Biosphere had existed before an individual appeared on the Earth and can exist without an individual. However, people outside the biosphere cannot exist”.

To stop the destructive action of the mind is possible only with the help of reason and civilization generated by it. Decisive role belongs to a philosophical system influencing human consciousness and psyche, to family, school, society in which personality exist. Therefore, it is necessary to concentrate efforts of philosophers and educators towards the development of society and person’s ability and willingness to manage themselves and their world basing on the reasonable needs.

Analysis of the students' answers to the questionnaire (How, in your opinion, does the philosophical comprehension of environmental problems affect: 1) environmental knowledge, 2) environmental outlook, and 3) environmental practices?) detecting the level of maturity of their philosophical views on the problem of human interaction and nature made it possible to take into account three components: philosophical knowledge, value attitude toward nature and the ability to combine them in the activities in accordance with the philosophical views.

Results of the survey showed that the maturity of philosophical views includes an important component – that is, entry of philosophical and environmental knowledge in the structure of personal inner perception. This is achieved by setting the ideological development that reflects the readiness of the individual to adhere to the principles in everyday life and ethical behavior in the environment. This is the opinion of 32.9% of the students of the geography department, 21.7% - physics and mathematics department, 28.1% - philological and
historical department, 27.3% - faculty of primary education department. So, a philosophical axiology can give students the opportunity to understand the value of ecological material to achieve positive results in the formation of environmental outlook.

The results of the study of students’ outlook towards ecology and aesthetics relationships showed that 59.3% of the respondents see the beauty in nature. Of the outward signs, they observe a variety of colors, the various forms of life in their own dynamics; 37.6% gain their spiritual strength from the nature (vacation, walking). In this case, nature is seen as a holistic natural complex: fields, gardens, rivers. 11.9% of the students have a different opinion: in nature, there is nothing surprising, it all depends on belief. This group of students substitutes the beauty of nature with its utility and is of anthropocentric orientation. 20.3% notice the environmental consequences of human activity, but only those that can be seen with the naked eye, they do not have a sense of their own involvement in these issues. Only 3.8% of the surveyed students see the phenomenon of interaction between man and nature at the level of emotional perception: animal death, mutilated trees, and sick children.

Thus, the study of emotional and value sphere showed underestimated phenomena and processes in the environment related to human activities.

Analysis of answers to the moral and legal regulation of relations between man and nature has shown that 94% of students do not know the laws governing the relationship between man and nature; however, they called only bans: selling snowdrops, hunting animals in uncertain places. 79.9% of respondents regulate their behavior towards nature according to their own needs.

Reflection provides that a student forms his or her ability to environmental actions through the self-confidence and consciousness. This ability is realized through the self-education, understanding and appreciation themselves and others, and seizing the means of self-regulation and self-improvement. Bondar and other scientists have considered a reflection, as one of the important conditions for understanding, critical analyzing and constructive acting to improve the process of reflection of the inner world of others through the analysis of his or her own “I”.

Consequently, the function of reflection is to understand, critically analyze and constructively self-improve. To know his or herself, the individual must choose and build his or her own system of values, acquire knowledge, take creative ways to solve scientific problems and understand life, understand the “I” category and learn how to manage him or herself.

To determine the reflective capacity of formation of future teachers, we conducted a survey of first-year students on issues that were summarized in four groups:

1) Knowledge of their own place in the world, the importance of nature for themselves;
2) Determination of the structure of activity: the ability to carry out specific actions to determine the motives of their own, self-control, self-esteem, and self-correction performance;
3) Identification of personal interests, attitudes, beliefs, and experience;
4) The ability to draw their own conclusions, generalizations, analogies, comparisons, evaluations, as well as experiences and ability to solve problems.

The study identified a number of deficiencies in the formation of reflective capacity of students. Among them are the most important:
- Formation of his or her own relationship to the environmental knowledge, problems and their solutions occurs spontaneously, mainly due to reflection of natural and mathematical sciences;
- When learning, repeat and overlap occur; so, the attitude towards them is not systematized;
- The traditional approach of transferring knowledge without a creative approach inhibits the development of reflective component;
- Environmental work is not taken at schools and in higher education establishments. Training activities for future teachers to be ready for environmental performance are not undertaken.

All this together does not provide the student with the opportunity to effectively realize, critically analyze and improve their environmental performance and the ability to form a reflective attitude.

Discussion

The main conclusion that has to be drawn from the results of study is that the level of development of the axiological component does not meet modern ecological situation. Students’ attitudes and judgments revealed a weak awareness of students in this direction. Their value judgments about the interaction between an individual and nature are one-sided - that is, characterized by an anthropocentric orientation. Reflexive ability
is low and does not allow students to analyze their own work and the work of others.

We found that the maturity of axiological component of the first-year students is dependent on the preceding links between education and environmental education in the family; lack of knowledge of moral norms and rules of behavior in nature, the importance of environmental phenomena for human life, and etc.

The low level of development of the students’ axiological component of environmental outlook can be improved by the introduction of a comprehensive system of measures, the search for new forms and methods of purposeful work.

References