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INTERDISCIPLINARY APPROACH TO UNDERSTANDING A CHILD'S ORIENTATION IN THE ENVIRONMENT: SOME REMARKS FROM RUSSIAN PERSPECTIVE

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Introduction

We scrutinize the problem of a man's orientation in the environment from the following three positions: 1) environment - a system of interconnected components and elements; 2) considering orientation of a person in the environment as process and result of his life-space expansion; 3) research of the question "man – environment" in natural science and humanities.

Nowadays man lives in a quickly changing world, however the problem of dialectical unity of a person and nature is as urgent as never before. Relationships of a person and his environment have always been in the scrutiny of philosophy, natural science, but recently also of sociology, psychology and pedagogics. Not enough up-to-date process of integration of science knowledge about nature and man has resulted in asymmetric concept of modern environment structure and ways of interaction with it in present and future. Relationships of man and nature have been researched most thoroughly due to historic reasons. To a much smaller extent - with the other environment components, especially, the spiritual aspect of these relationships. However V. Vernadskiy confirmed in his concepts of Noosphere-genesis the idea that life and activity of mankind will in the future be based on the energy of the human culture or cultural bio-geo-chemical energy as creative energy in relationship with the environment. This energy is to provide an irreversible evolution process in mutual development of man and environment, their co-evolution. In this connection, it is possible to speak of man's ecological planet and cosmic consciousness, as well as about development of his characteristics as of an active man-subject, whose thought-

Abstract. *The article highlights the research of a man's interaction with the environment. The research is based on literature sources in natural science and humanities. From the pedagogical point of view we prefer considering the orientation of a child, residing in an environment as research of his relations with the entire environment: with the natural, social and modified components. A tool to understanding this kind of a child's relationship with the environment is an interdisciplinary approach which helps to thoroughly characterize the main tendencies of a person's interaction with the environment from the different sciences perspective.*

Key words: *interdisciplinary approach, science education, interaction with nature.*

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over activity will responsibly define relationships to the world. Thus, the integration of natural and social sciences gains special importance. For this integration means consideration of the questions of “man – environment” interaction in interdisciplinary aspect, as being versatile in determination of man’s activity and his understanding of modern environment. **Object of the study** - relations between man and the environment. **Purpose of the study** - carrying out the analysis of the scientific literature in terms of a child’s orientation in the environment.

Methodology of Research

Methodological base of the study is the method of analysis of scientific literature and its generalization in understanding dialectical unity of man and nature, expressed by classical and contemporary authors of philosophical thought, as well as ideas of scientists in different areas of knowledge about nature and development dynamics of these relations, realized in mankind’s experience (Vernadskiy, 1989; Berdyaev, 1946; Brushlinskiy, 2003; Blauberg, 1973; Moiseev, 1990; Safronov, 1992; Stepin, 1994; Rose, 1984; Rubinshteyn, 1997).

Results of Research

Initial concepts for forming pedagogical orientation of a child in the environment

Questions of child’s orientation in the environment are part of the general problem of understanding and development of modern relations of man and the world. In this connection study of “not only a person with the world, but also about the world in correlation with person as an objective” becomes the main orientation mechanism of the interaction with surrounding reality (Rubinshteyn, 1997).

We consider a child orientation in environment through understanding the following: a) the environment, as a whole system phenomena; b) essence of the person and c) ways of his interaction with different components of the environment: with natural, social and modified.

The criterion of primary school child orientation is his relationships with the environment, which are formed up on understanding that, a child, as subject is being inside the objective reality and as “a real and practical creature” creates his life space, realizing his own action programs, realizing creative potential, directed in overcoming of any determinant influence, external, as well as internal (Brushlinskiy, 2003). In process of the interaction of a child with the environment based on different knowledge and experience the extension of possible variants of his attitude to the world and to himself happens, providing more comprehensive cut-in in different contexts of reality. Amongst the main components, forming environment - natural and social, anthropological aspect prevails, determining development of the relationship of the person with the whole environment in present and future. The reasons, influencing upon forming positive, as well as a negative attitude of a child to environment, and consequently, his socializing, can have different nature. The fact is that the main part of a modern person’s life is organized and realized in a social environment, in such types of communities, as family, school, street, while natural environment occupies attention of a schoolboy to a smaller extent, particularly the one, living in a large city. A need to consider the whole complex of a component environment, which interacts through sensations, presentations, knowledge, experience of a child, allowing him to form the complete image of the real world is urgent. Under our investigation is the process of child’s interaction with the environment, which expects viewing him in three aspects: 1) environment surrounding a child, its structure and structured particularities; 2) a child - a subject in his surrounding environment; 3) relationships “child – environment”.

The review of certain natural science, psychological, sociological and pedagogical articles has shown that their authors don’t have a common opinion in determining of the environment and its structure. The analysis of available definitions of the environment has shown that they include different components, elements and aspects of the relationships of the certain subject, as well as



their multitude; conditions, and also a complex of world-outlook background. As a result of carried out research, we have determined "the environment". This definition is based on understanding the environment, as a multi-component system, being a totality of the natural, to some extent varied natural environment and also the social one, which is being in dynamic balance, when the past, present and future are determined by certain conditions. Mankind (society) being capable or not capable to create such conditions with the purpose of keeping civilization safe on the basis of up-to-date relationships of, moral and ethical standards accepted in the society.

From the educational process point of view, we consider the environment as a scientific-pedagogical phenomenon, being a real contemporary sphere of action for schoolchildren's active reality, which is determined by multi-level and multi-featured structure of elements, interacting with each other and with man. In reference to this, the concept of general education in the environment, having been accepted during UNESCO - UNEP Inter-Government Conference (Tbilisi, 1977) for us is the direction, which allows developing equal relationships of a child with all the environment components in a quickly changing world. Based on this environment education in Russia is to become an integrate part of the general education and continue during the whole life, and thus "be incorporated" in all educational structures (Gvishiani, 1995).

The concept "orientation" is used in many scientific researches. In a literal sense it is characterized, as a skill of the person to understand the present situation at the environment. Our idea about orientation as a process is also based on the process of the active subject to plan his actions beginning from the idea up to the result with the purpose-choice, tools of achievement, estimations of the actions according to the own life-scheme (Kiryakova, 1996). Then, understanding the orientation process would be a transformation of situational relationships of a child with the active reality in a steady system of value orientation, which defines the general way of a person's life and his future relationships with the environment. In such a context, the process of orientation is considered as the child is constantly expanding life space, in which he forms his own way of the relationships with all of the changing environmental components: with nature, society and himself, in accordance with the chosen direction based on inner and outer world interaction. In this case, the teacher can "design" the orientation of a child in the environment as a purposeful step-by-step process of expanding young schoolchildren relationship area with its various components as early as in the primary school, when a child is the object as well as the subject of these relations changes. As a result of the orientation process a child is freely able to manage a wide range of skills and knowledge concerning the environment and interact with its elements, grounded on his own experience in acquainting with it. Taking into consideration the fact that the educational concept "orientation" implies time and space continuation, we view environment as a "place", where a growing up and socializing person acquires a life-orientation point and grounding as outlined by him. He values the environment as a contemporary space of existence and defines his own role in it. In this case the process of "child - environment" interaction is viewed as an expansion of basic initial parameters in relationship with the environment. Understanding environment as a multi-component system in our research we will view primary school children orientation as not only towards the social component, but also in terms of other components of the integral system of "environment". It is important to emphasize this circumstance in connection with the development of the global ecological crisis on the planet, which has faced man with the choice: preservation of the acceptable natural environment for further existence in the future generations or perishing of man himself. Let us note the importance of the fact that modern people understand the essence of the different environmental components, which also determines the preservation of the physical natural environment for it serves the base of the development of man's prosperity as before.

General approaches to understanding of the essence of man and his activity in the environment

We analyzed the nature of "man - environment" relationships, having been reflected in scientific literature, which has shown that, the environment, created and modified by humans



became greatly different in its characteristics and qualities from the initial, natural environment. So if the natural environment possesses the ability to self-revitalize and self-develop and "human-affected" environment is deprived of these characteristics due to introduction of artificial objects then it needs constant regulation of the person to maintain it in an optimum state. The man himself, being in process of interaction with the environment, constantly has a multitude of the relationships with all its components, which he does not always realize. That is why the knowledge about environment becomes of greater value not merely for conservation developments of the natural environment, artificially created, but also for humans as species. Scientists-ecologists have stated general regularities of on going processes in nature and artificially created environment. The fact is that, the more time it takes to evaluate man's influence on natural objects, the less predictable results of such influences can be. On the generally positive background of techno-oriented society achievements in changing the environment - life expectancy of the planet population increase, liquidation of the dangerous diseases, increasing of life comfort, guaranteed agricultural output etc., facts of negative characteristic were revealed. These are - contamination of the environment with chemical, physical, bacteriological waste, arising out of the new viral diseases, exhaustion of the soil fertility, disappearance of minerals and wood, reduction of biological life diversity on planet etc. However in order to build up non-profit, spiritual ways of the relationship of "man-environment", highlighting the value of the environment, it is necessary to form these relationships in accordance with laws of nature and society (Hesle, 1993). The Realization of such way becomes possible on the basis of changing the environment outlook not only of adults, but also children. Integration of knowledge about the environment on the basis of interdisciplinary approach in school education will contribute in creating in a child's mind a general concept about contemporary reality and create non-pragmatic ways of the relationship with it in present and future.

The man's functions in the environment are determined by his biosocial nature, placing him on the same level with the other life-forms on the Earth. However, while understanding the laws of nature, from merely witnessing the processes and events in the world the man becomes their associate which obliges him to be in charge of preservation of the whole environment. Naturally each generation of people, as a rule, in certain period of time saves and cultivates the ways of the relationship with the surrounding world, which were characteristic for the previous epoch. Such style of the relationship is possible due to the fact that for consciousness of the person prevailing former stereotypes of thinking and ways of behaviour in environment are typical. But, the new look at the problem of the relationship of "man - environment", is in need of realignment in the contemporary public, as well as individual consciousness of people of different nationalities, beliefs in terms of understanding the environment as a multi-component system, a part of which is man himself. The relationships between the environment and the person are complex and many-sided. That is why it is difficult to analyze and forecast them with a particular branch of science, but their consideration and interpretation from different science positions provide thorough understanding of the problem (Medvedev, Aldasheva, 2001). A notion where merely anthropoid-centered consciousnesses understanding the "man - environment" relationships, widely spread in science, has brought about the fact that person is towered over all other elements of nature. This caused the basis for the people using surrounding environment for satisfaction of their own human needs thus damaging other forms of life, the subject world. It is high time to change the outlook ideals (anthropoid -centered and profit-oriented) in the society, for more up-to-date cosmos-centered, ecumenical thinking of the person (Safronov, 1992). Development of such a way of thinking will provide understanding of the surrounding world and processes taking place in it, as space of the relationship of equal partners of different organizational levels on the basis of the respect of all participants' status. But realization of man's dominant influence on environment (the reasons, ways and results) reveals his functions in the ecological system of the planet. These functions are varied and not always acceptable for all component environments. The nature of these "manifestations" can have different specifics - be passive; actively positive; actively negative. However, in the process of interaction of people with the environment man's determination of his



part as the system's component becomes important, in cases, when the man associates himself: a) with the environment, b) "inside" the system, in) "outside" ("over") the system.

Man's admission of himself as part of one integrity – the systems "environment", distributes his attention on particularities of the development of the relations to new subject world, to other people, to himself. There is the opinion that in modern scientific knowledge a united scientific concept, which would be able to comprehensibly describe the relationships of the person with the environment, is so far absent (Sitarov, Pustovoytov, 2000). Acknowledging the system nature of the interaction of nature and society, their wholeness and unity, many sciences choose only elements of the certain unity as the subject of their studies. The differentiated approach to knowledge about environment, in school subject as well does not contribute to making an integral belief about the contemporary world situation among the growing generations. The reason for such judgments are the scientific studies of the relationship of the person, above all, with physical natural environment, but in a school curriculum - a study of these relationships with biology or ecology positions, the person is considered either as a biological, or as a social subject. The natural environment was mostly interpreted by the people as basic to industry development and use of natural resources - as means of society existence. Isolation of natural environment from other environmental components and a single side approach to the study of the ecological conflict of the person and natures has caused complication and change of the relationships between people in society, as well as a juxtaposition of different societies' interests. This process has shown that in intensively changing environment the transformation of a person's characteristics and qualities, his relationship to the environment takes place.

Searching for the new ways to solve the conflict "man - environment", has brought the researchers to necessity of explaining the essence of the problem through understanding the system character of the phenomena, where society acts as a part of socio-geo-system, following the laws, which are specific for interaction of a part and the unity. Following the mentioned above, the nature of modern relationships of the society with the environment, must be based on the principle of ranking, co-ordinations, correlations (the order of interconnection, the nature of the parts' connection, the nature of the change of the parts themselves) amongst which, the principle of the optimal correspondence of society and natural environment is the most important. At different historical periods of human development and nature their relationships were of an ambiguous nature. The character of man's assimilation with nature, suggested by F. Engelse, and divided by him in three phases, - savagery, barbarity and civilization, is as a rule a basis for classifying the relationships "man - nature" with all other researchers. In the modern view the question from the point of view of social ecology is considered as history of the interaction with nature of a "ready" society and a "ready" person (Girusov, 1976). From "modest" and partial use of nature, man transferred to a system usage of its resource, and from savagery to civilized reasonable relationships. That is to say, from consumption of the natural product of nature, through the process of domestication and civilizing wild nature, thanks to getting partial artificial product the person proceeded to create an artificial subject in the modified environment. During its "universal activity" the history of development and enrichment of " man's original nature, is expressed in the measure of how "capable he is to humanize the whole of nature by means of his activity" (Asmolov, 2000, Ivanov, 1977). In other words, the essence of the strategic human relationships with the surrounding natural environment looks like this: survival, mastering, transformation and, finally, realization of the need of harmony (Lastochkin, 1993). The analysis of different historic situations between people and the environment indicates a need for modern people to realize and confess their ruinous role in relationships with nature. Having started since the Neolith period, when people came out from biosphere, its live part (the Biota) in a special, specific part became social, since then the social began to determine the leading role in relationships with nature. Unlike theoretical estranging from nature, having got its development in the medieval epoch, further development of the society fostered practical excommunication of the people from nature. Reanimation of people's spiritual co-existence with wild nature, as well as changed by him, would be efficient if man would be willing to replace the established antagonistic relationships with the



environment into a different cooperation (Kamshilov, 1980). The proceeding of the intensive natural resources mastering, as well as implementation of new physical-biological technologies, directed on improvement and transformation of man's natural features draws him to an "artificial" state of mind and to development of the new consciousness mode "to be oneself" (Zlotnikov, 1990). Thereby, somehow preferring one of the directions in the development of a complex and many-sided relationships "man - environment", the person himself as personality, society with its culture, values and morality withdraw to the background. Value-oriented paradigm in modern culture, based on the idea of nature and society as a unite, viewing the wholeness of the natural ecosystems as value, warns the man about a thoughtless invasion in nature and spurs him to search for creative attitude to nature (Karpinskaya, 1995). So, consolidation of a scientific knowledge complex is necessary: of natural, humanitarian, culture study and philosophical knowledge dealing not only with relationships "Man - Nature", but also "Man - Environment". So, ecological psychology offers to consider the relationship of the people and the environment, as mostly Man's problem, his consciousnesses and characterize it in three levels, as 1) relations of a separate subject with natural environment; 2) relationships with other people; 3) a person's relationships with himself. However, all three levels of the relationships of person with the environment can differently reveal themselves in the environment in different social groups, which are non-homogenous in terms of: a) area; b) nationality and ethnicity; in) professional duties (corporative membership); c) social membership (family, organization, political party). The fact is that in different people's communities original outer-biological programs of various cultures reflect people's outlook and their attitude to the environment: people, nature and society are saved and reflected in a specific way (Stepin, 1994). Having been formed by the society itself some relationships among its members (having become acceptable and taken by the majority), are transferred and spread on objects of nature, and then on a new object world, on "second nature", becoming the background incentive reason for different age groups behaviour and activity in the environment. That is to say, society as a whole, reproduces that very way of the relationships with environment, which corresponds to people's outlook on his being, contemporary for the history epoch, based on scientific, philosophical and cultural particularities.

Within the framework of the question scientists-psychologists, offer their vision of the problem of the relationships "man - environment": a) direct study of the person's environment, including different content of objects and people in it; b) inter-connections between environment's variables and different features of man's psyche; c) the relationships between a person's behaviour and his physical environment. They believe that the reason for the global ecological crisis is the result of not some particular negative relationship of man with the environment, but the system of the relations of the person with nature, with people, with objects. Man considering himself the exclusive being in contrast with other inhabitants of the planet, has lead to the growing idea of superiority of the person over nature firstly on a physical, but then on a psychological level. (Deryabo. 1996). The negative result of such system functioning was a gradual person's moving away from the natural environment, as biological species and then his estranging from nature, which resulted in a psychological opposition to it. According to reasons mentioned above, it is possible to state that during a long historical period of man's development in the natural environment he has mastered a specific behaviour "matrix", which provided nature's subservience to the person on all levels. The development of this process was solely promoted due to man's concept of the environment as of external life-space, in which the person realizes only his own selfish purposes. The heart of the matter is that the new European humanism, inherent for the western civilization model, "has constructed" a modern person's way of thinking, moving him away from external nature and changing the ontological status of the person. The destruction of the person's internal and external unity revealed in actions and words, has entailed him to change his moral and ethical orientation in respect to life values. Nature is not included in the category of "eternal" values anymore. New information space appearance, on the one hand, promoted the reinforcement of people's communicability, his independence from the environment, but at the same time became the incentive for development of a real person's loneliness in the modern



world, his going away from a voluptuous-contact form of people interaction through belonging, which are formalized and taken away from their owners. Natural origin in a person's life is displaced with an artificial and origin the nature of the relationships with the new environment becomes mainly functional: useful - not useful, significant - insignificant, like - do not like, which realization is needed "right here and right now". For the new super-industrial society system, inter-personal relations cease being adjusted in a pre-rational and over-rational way - a feeling, custom, faith, love and hate, the good and the evil, sin and chastity, the beautiful and the ugly. They become harder, profit-oriented, leading a person to a super-personality and "supermanhood". Prevalence of virtual reality practice in a modern person's activity in the environment obstructs him from finding his way in real life. However, a particular person's experience, which is gained in process of direct contact with the external world, with people, is still important, for it creates the concept of "self" in its contraposition - with "not self" (Mead, 1934, 1982; Nikitina, 2002; Yaspers, 1997; Kazakina, 1989). The person's inner world is realized in activity, in contact, in communication with the like ones. At the same time, a child as the owner of general, particular and single characteristics, being the expression of their wholeness, being a particular "formation" in the surrounding world, is not identical neither to single, nor to specific, nor to general, but emerges in their syntheses. So, starting the process of the world cognition, being a universal creature, he can be abstracted neither from the natural component, nor from the other ones forming the entire environment where his development is taking place. In this context, the environment should not be considered as isolated external space in opposition to the person, also the person must not oppose himself to the environment. A person's realization of the external and internal world unity in the general interaction process will provide the invariant ways of the relationships with it, founded on understanding the importance of the relationships between all the participants of the process. With a such approach to the problem we can say that "endless something", which in fact contemporary environment is, as life-space, can not be limited within frames of a single science understanding since "supposes the endless cognition process i.e. endless system of knowledge" and multiplicity of its interpretation (Oyzerman, 2000). Only on this basis, getting to know environment, the child will increase his life space in constantly changing world.

Conclusions

Question of orientation of the child in the environment is part of the general problem of understanding and development of to days relationship of the person with the surrounding world.

We understand the child's orientation in the environment from positions of the integral process, in which: a) environment is considered as a system phenomena, b) the person is a subject in the environment and c) his ways of interaction with natural, social and modified components. In the process of interaction of the person with environment his place as a component of the system is defined: when a person associates himself: a) with the environment, b) "inside" the system, in) "outside" ("over") the system.

The criterion of the primary school child's orientation is his relationship with the environment, which are formed up on the basis of understanding that, a child, as subject is inside the objective reality and as "a real and practical creature" creates his life space, realizing his own action programs, realizing creative potential, directed at overcoming of any determinant influence, external, as well as internal (Brushlinskiy, 2003). In the process of the interaction of the child with the environment based on different knowledge and experience the extension of possible variants of his attitude to the world and to himself happens, providing more comprehensive in put in different contexts of reality.

Consolidation of the scientific knowledge complex: natural, humanitarian, culture-study and philosophical sciences, aimed at research of understanding the whole environment and determining the person's function allows the analysis of the nature of modern relationships of person with the environment, find out reasons and effects, which caused the ecological crisis, moving the person away from nature.



At the same time, differentiated approach to study of the problem of man's interaction with the environment, widespread in science and practice, does not provide a full scientific picture of the world. On this basis an interdisciplinary approach to education in the field of environment can be considered as one of the ways to recognize the surrounding reality and the more appropriate one in the present situation since it allows realizing the orientation of the person to the full extent and in all directions of the reality with its ingenious extension. The fact is that reason for negative relations of the person with the environment is a complex of all his relations and attitudes, founded on anthropoid consciousness, rather than separate sides to his activity. It is necessary to acknowledge the need of studying the environment as a system, consisting of components and elements, different in quality and importance, but genetically bound with each other. In the process of studying the interaction of people with the environment the person's understanding of his part, as the component of the system that allows associating him with environment, being "inside" the system, begins to determine his functions in the present and future. Then the problems of the preservation of the natural environment are to be solved in the context of conservation and development of the whole system. Under such an approach to understanding the problem the child's orientation in the environment will be considered by the child himself as process and result of the extension of his life space, which includes natural, social and modified environment.

Thereby, our vision of the problem of the child's orientation in the environment does not contradict the main trend of the development of different sciences knowledge about environment, which expect the study of the person's environment and clarification of his place in this environment. However, the orientation process will be more successful if:

- as early as in the primary school the child will understand the term "environment", as a multi-component system, being an integrity of natural, changed (to different extent) environment and the social one, being in dynamic balance, when past, present and future are determined by conditions, which mankind (the society) is capable or not capable to create in the purpose of saving the civilization, on basis of time-appropriate relations, moral-ethical values, accepted and being used in the society;
- the child is to be considered as the subject of the activity and interaction with the environment, being inside the system, possessing psyche and capable to form up his life space, according to his wish;
- the child's orientation is to be viewed as a process, which is directed to transformation of a child's particular situation relationships with the surrounding reality into a stable value-oriented system;
- the result, which determines a general person's life-line (activity, actions) in his present and future relationships with the environment, is to be directed by viewing the environment as the main value.

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Резюме

МЕЖДИСЦИПЛИНАРНЫЙ ПОДХОД В ПОНИМАНИИ ОРИЕНТАЦИИ РЕБЕНКА В ОКРУЖАЮЩЕЙ СРЕДЕ: РОССИЙСКИЙ ВЗГЛЯД

Элеонора Мельник

Вопросы ориентации ребенка в окружающей среде является частью общей проблемы понимания и развития современных отношений человека с окружающим его миром.

Ориентация ребенка в окружающей среде понимается нами с позиций целостного процесса, в котором: а) среда рассматривается как системное явление, б) человек - субъект в окружающем пространстве и его в) способы взаимодействия с природным, общественным и модифицированным компонентами. В процессе взаимодействия человека со средой определяется его место в системе, как компонента: когда человек ассоциирует себя: а) со средой, «внутри» системы, в) «вне» (над) системы (ой).

Критерием ориентации ребенка младшего школьного возраста служат его отношения с окружающей его средой, которые выстраиваются на основе понимания того, что ребенок, как субъект погружен внутрь бытия и как «реальное и практическое существо» создает свое жизненное пространство, осуществляя собственные программы действий, реализуя конструктивные потенции, направленные на преодоление влияния любых детерминант, как внешнего, так и внутреннего свойства (Брушлинский, 2003). В процессе взаимодействия ребенка со средой на основе различных знаний и опыта происходит расширение возможных вариантов отношений его к миру, к самому себе, обеспечивая более полное включение в различные контексты бытия.

Консолидация комплекса научных знаний: естественных, гуманитарных, культурологических и философских наук, направленных на изучение понимания целостной окружающей среды и выявление функций человека позволяет проанализировать характер современных отношений человека со средой обитания, установить причины и следствия, которые привели к возникновению экологического кризиса, отчуждению человека от природы.

В тоже время, широко распространенный в науках и практике дифференцированный подход к изучению проблемы взаимодействия человека с окружающей средой не обеспечивает формирование у него полной научной картины мира. На этом основании междисциплинарный подход к образованию в области окружающей среды следует рассматривать как один из вариантов к познанию окружающей действительности и более адекватный в данной ситуации, поскольку позволяет осуществить ориентацию человека в полном объеме и по всем направлениям окружающей действительности с непосредственным



ее расширением. Установлено, что причиной негативных отношений человека со средой является комплекс всех его отношений, основанных на антропоцентрическом сознании, а не отдельных сторон его деятельности. Следует признать необходимость изучения окружающей среды как системы, состоящей из разных по качеству и значению компонентов и элементов, но генетически связанных между собой. В процессе исследования взаимодействий человека со средой определяющим его функции в настоящем и будущем становится понимание человеком своей роли, как компонента системы, что позволяет ассоциировать ему себя со средой, находясь «внутри» системы. Тогда проблемы сохранения природной среды будут решаться в контексте сохранения и развития всей системы. При таком подходе к пониманию проблемы ориентации ребенка в окружающей среде будет рассматриваться самим ребенком как процесс и результат расширения его жизненного пространства, которое включает природную, общественную и модифицированную среду.

Таким образом, наше видение проблемы ориентации ребенка в окружающей среде не противоречит основным тенденциям развития знаний об окружающей среде различными науками, которые предполагают исследование среды обитания человека и выяснения его места в этой среде. Однако, процесс ориентации будет более успешным, если:

- под окружающей средой, уже в начальной школе, ребенок будет понимать ее как многокомпонентную систему, представляющую собой совокупность естественной природной, измененной (в различной степени) природной среды и общественной, находящуюся в состоянии динамического равновесия, когда прошлое, настоящее и будущее детерминировано теми условиями, которые способно или не способно, создать человечество (общество) в целях сохранения цивилизации, на основе соответствующих времени отношений, морально-нравственных норм, принятых и действующих в обществе;
- ребенка рассматривать как субъекта деятельности и общения с окружающей средой, находящегося внутри этой системы, обладающего психикой и способного выстраивать свое жизненное пространство по своему желанию;
- ориентацию ребенка рассматривать как процесс, который направлен на преобразование ситуативных отношений ребенка с окружающей его реальной действительностью в устойчивую систему ценностных ориентаций;
- результат, определяющий общую линию жизни человека (деятельность, поступки) в его настоящих и будущих отношениях с окружающей средой, направленных на признание среды как основной ценности.

Ключевые слова: междисциплинарный подход, естественнонаучное образование, отношения с природой.

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