

THE ESSENCE OF MIND STRATEGY IN THE RELATIONSHIP WITH NATURE: HUMAN-NATURE-WISDOM UNITY

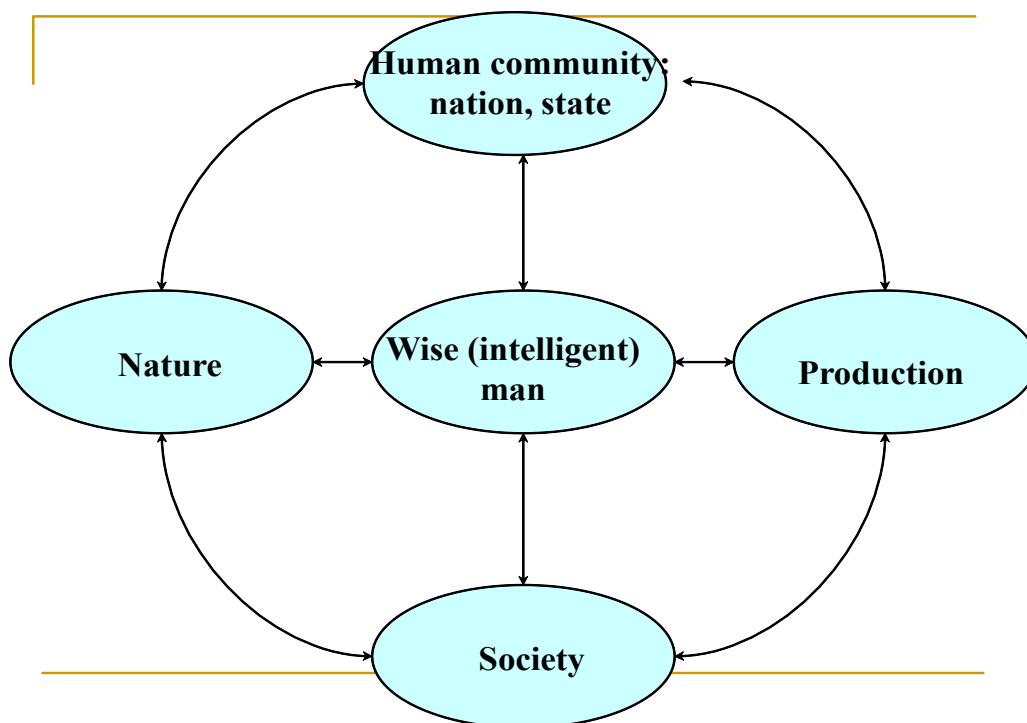
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Natural science and technology education is undoubtedly an important area of general education. Living in the 21st century, which is often referred to as modern biology, chemistry, physics, etc., age, and the age of constantly improving technologies, it is impossible to act without sufficient education in this field (Lamanuskas, 2023a). It is generally undeniable that education is a complicated and complex system. Moreover, it is an integrated and integral system of teaching and learning at different levels and in different contexts. In the public academic educational discourse, the need to search for modern teaching and learning methods is constantly expressed so that educational institutions can better respond to the changing educational needs of learners and society (Lamanuskas, 2023b).

Figure 1
Human-Nature-Wisdom Unity



It is obvious that partial images of the world (physical world, chemical world, biological world, etc.) are fragmentary and weakly related to each other; they affect our consciousness

as a stream of separate images. Therefore, it is necessary to form a system of accumulated knowledge of all natural subjects, establishing interdisciplinary connections, integrating the knowledge of natural science subjects, forming a coherent worldview, returning to one world for all. Thus, in order to deeply know and understand the environment and nature, to understand the relationship between phenomena and laws existing in it, and to be able to navigate in nature at today's level of scientific knowledge, both the differentiation of natural sciences and the integration of these sciences are equally important: the restoration of the "dismantled" nature as a unified system at a much higher theoretical level of knowledge. Philosophy, based on the empirically collected and summarised data of natural and social sciences and the propositions devised a priori by philosophers, makes generalised conclusions about man, nature, man's place and his role in nature and society. This is where the necessity of systematic thinking (approach) comes from when implementing science education. Systems thinking helps learners understand the connections between different fields of natural sciences and complex phenomena. The result of such an approach is wider knowledge and helping learners to understand how various phenomena are related to each other. This is not only an academic aspect but a much more important thing, i.e., the development of students' ability to apply their knowledge in practice. Thus, systems thinking should be used as a teaching and learning tool (Broks, 2016; Chandhi, 2008; Knipples, 2003; Shaked & Schechter, 2013).

A systematic approach requires combining the knowledge of related subjects (e.g., natural sciences) into a whole and making conditions for the learners to research, draw conclusions, process abundant and diverse information, improve and change, complete their knowledge, i.e., eliminate common/traditional subject barriers, refuse narrow empiricism. The field of science education is wide, complex and diverse. It is not only the transmission of natural science knowledge but also ecological, environmental, antidrug, sexual, antinicotine education, healthy lifestyle training, etc. Today's society is dealing with very relevant issues of nature protection, nature conservation, ecology, environmental protection, and other problems. All this requires a new approach from all of us, the efforts of various field specialists, eliminating all separating barriers. Global problems are a common concern for all of us. This is just because not a single problem is isolated from another, most of them are intertwined, fully determined, united in their nature. Therefore, knowing (clarifying) connections is complicated and hardly achievable. Their solution is possible only when they are comprehensively analysed by closely linking them together.

The strategy of mind in the relationship with nature primarily defines the attitude and plans of all of us and each of us (individual, community, organization) related to nature and the surrounding environment. This strategy combines both social, political and educational aspects in itself. Naturally, the role of education is extremely important as it helps to increase awareness about the importance of nature and forms and promotes a sustainable way of life and activity. We mentioned sustainability not without a reason. Many different organisations are trying to incorporate sustainability principles into their strategies. Sustainability is primarily associated with responsible use of natural resources, waste reduction, energy efficiency, etc. From the point of view of education, this means an extremely significant thing, namely education for sustainable development. The importance of education for sustainable development is unquestionable. And such education should be developed from an early age. However, this requires proper preparation of pre-school and primary education teachers in the field of UDV. Researchers note that sustainable development is primarily determined by the intellectual and cultural potential of the society, therefore, education has a special role (Adomaitienė et al., 2006). Education for sustainable development must inevitably become a certain frame of mind (Bonnett, 2002).

The relationship between nature and man is becoming more and more problematic. Man can no longer be treated only as a component of the biosphere. It is necessary to examine

together (systematically) nature and society development; in other words, mind strategy is necessary for the relationship with nature, society, and the technogenic environment (to live harmoniously, responsibly and understandably) (Figure 1). It can be conditionally said that nature “created” man, man – technology (technogenic environment), and the latter “turned its back” both against nature and against man himself (Lamanauskas, 2003). How not to get lost? It can be assumed that one of the essential goals of the mind strategy in the relationship with nature is to form and maintain a harmonious long-term approach when both individuals and organizations (communities) will be able to exist harmoniously thus contributing to sustainable development.

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