Research Paper

The environmental formation: A valuation from the psychological, pedagogic and social perspectives

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ABSTRACT

This study presents a modest valuation on how to approach, in the process of environmental training, the psychological, pedagogic and sociological foundations that characterize it. It is intended to emphasize the links between activity and communication, starting from the fact that personality is formed and developed in activity, through which behaviors, attitudes, principles and values are conformed. Facing this process, from a pedagogical conception of development, allows the formation of an environmental culture that contributes to transform reality. This value analysis is based on theoretical support that addresses the environmental problem, from environmental ethics, to the formation of responsible social behavior that integrates knowledge and human values.

Key words: Environmental formation, activity, communication, personality, cultural historical focus, environmental ethics, values.

INTRODUCTION

The training process of education professionals has been a fundamental task in Cuban society. It has essential objectives, that is, to provide students with the knowledge, skills and values necessary for successful development of a formative process, which is to internalize and develop a pedagogical professional way of acting.

The integral formation of future professor plays an important role in the process of environmental training, since education on environmental protection is also a professional problem and a social responsibility that must be assumed in any field of action in order for the educator to educate the new generations.

In characterizing the preparation to be received by the education professional, to assume an attitude consistent with the environment, it is necessary to deepen, firstly, the concept of environmental training. The same is understood as the treatment of specific problems may facilitate the study of certain environmental aspects to be taken into account in the training of professionals. That is, it is based on the concept that "if all human activities impact the environment". It is required that within the professional preparation, all those elements that are necessary should be incorporated to minimize or prevent such impacts.

Environmental training according to Figueroa (1995) "is a set of theoretical or practical activities that lead to a better understanding of environmental problems and a technical training (training) for the management of ecosystems, according to a adequate quality of life ".

This study supports this definition since it considers that the environmental training must train and prepare the professionals, so that it makes possible their participation and involvement in the solutions to the current environmental problems. It is a question of training a professional capable of integrating the contents of the different disciplines and the components of the educational process, through an interdisciplinary approach in the solution of problems, directed to the protection of the environment.

In order to achieve these goals, it is necessary to develop a reflexive attitude that from an ethical conception, analyze the moral conduct that will govern the projects and actions, to conserve and improve the environmental quality and the natural resources.

The theoretical and methodological foundations on which
this formative process is based require an examination, from a psychological, pedagogical and social perspective.

AN ASSESSMENT FROM THE PSYCHOLOGICAL, PEDAGOGICAL AND SOCIAL PERSPECTIVES

From the psychological point of view, it is assumed that Vigostki proposed the integration of activity and communication, in which the needs, motives and interests are concretized. Personality is formed and developed in the activity that man performs, through which behaviors, attitudes, principles and values are conformed.

The theory of the activity makes possible the evaluation of the perception, knowledge and the behavior that man has on the environment. According to Perez (2008: 2), "the study of human activity in relation to the environment and, therefore, the educational function inherent to it, can only be realized in a proper historical-cultural context".

This study supports the aforementioned, since in the process of environmental training, it is necessary to consider how knowledge is acquired and developed in time, both in the material and spiritual order and to be aware of the ideas and values that requires the progress of mankind in terms of the actual socio-historical conditions imposed by the current context. Therefore, it is necessary to pay special attention to the individual characteristics of the students, their abilities, attitudes and the system of relations that they possess at the group level in institution, as well as the leadership capacity they have to drag their colleagues in the development of any activity.

From a pedagogical point of view, Proenza (2009) pointed out that "the formation and development of personality, based on the historical cultural approach, are conceived as products of teaching, activity and communication of the student in the process of teaching learning, so that education precedes development and drives it".

According to this author, it is necessary that, in the process, analyses of various types of instructional, educational and development activities are carried out, taking into account the unity between education and instruction in order to foster the development of values that lead to a solidarity with future generations. This will at the same time, reject anthropocentrism and, instead, to defend, from an ethical point of view, the conception that the human being as part of the environment must contribute to the sustainability of the planet. From this conception, environmental ethical training would not only focus on promoting the values and norms that characterize human being, but also, on its relationship with all organisms and their survival, to value the environment as part of social responsibility of everyone who is part of it.

Conceiving of environmental ethics training, from a cultural historical approach requires a process of teaching learning developer. A developing pedagogical conception implies placing students, at the center of the teaching-learning process, offering situations that lead to a critical assessment and reflexive debate, promoting in them changes in responsible attitudes and behaviors, and providing variety of possible answers to the same problem. Students are educated based on their active participation in the debates and in the transformation of the reality of their context. This contributes to self-determination, the development of the individual personality integrated into the social context, and the transformation in the value activity. This conception allows us to deal, in a functional way, with the set of problems that humanity must face. The analysis of the implications generated by the scientific and technological development can be approached ethically, from any subject corresponding to the different areas of study; hence its interdisciplinary character.

Taking into account the previous budgets, it is understood how important it is in this process to strengthen environmental ethics in order to promote responsible lifestyles that contribute to the attainment of quality of life. As a result, Valdés (2014) pointed out that "Building an environmental ethic presupposes integrating thinking and feeling, the individual and the collective, that is, to relate sensibility to reason, in which a true appropriation between the individual and nature is achieved".

The analysis of the social approach of the process leads to the students appropriating a system of knowledge, skills, feelings, values, attitudes and convictions that are based on a dialectical conception, to the direction assumption of ethical behaviors that are reversed in a way of function in the transformation of reality.

This conception is among the expected results:

1) Promote self-realization;
2) Build your own style and way of life;
3) Live fully with freedom of choice, but with an act responsible and consistent with the actions taken;
4) Support the innate tendencies of the person towards the good;
5) Improve interpersonal relationships.

Achieving these results requires a clear awareness of the moral values that promote the development of the society. These are based on human needs and do not exist independently of social relations. The formation of values in an environmental context is characterized by its systematicity and consistency. It requires that, in the formative process, the knowledge and professional skills necessary for good performance of the social function and the development of modes of action that are reversed in a valuing thought with respect to the environment are integrated.

It is for this reason that in examining the values to be strengthened in an environmental context, the following are proposed in this study:
**Responsibility:** Understood as conscious participation and active involvement, manifested in positive attitudes towards the care and preservation of the natural and social environment.

**Justice:** Means to act fairly, with equity, supported by ethical principles based on regard for nature and rights of access to resources.

**Tolerance:** A quality that, in relation to environmental education, must be exercised in the framework of debates and discussions on decision-making without undue aggression or imposition, respecting the criteria of others, even if they are not shared.

**Identity:** Feeling of belonging for what is and the role that is played in the context that acts and in the society in which they live.

**Solidarity:** A feeling that makes possible the mutual help, the support to achieve together the interests, needs and priorities of action before the protection of the environment.

**Sensitivity:** Expression of feelings, experiences and emotions experienced. In this context, it refers to the valuation of the spiritual meaning acquired by each individual, the elements of the environment in which they live.

**CONCLUSION**

From the analysis carried out, the following evaluations are proposed on which the ethical environmental training process must be sustained:

1) The theory of the activity makes possible the evaluation of the perception, knowledge and the behavior that man has on the environment;
2) The historical-cultural approach is aimed at considering it as the medium where the student can discover the necessary possibilities and skills to make a rational use of nature, taking into account the traditions, values and habits that man has developed in history;
3) The assumption of the process, from a pedagogical conception of development that allows the student, supported by an integrative theoretical framework, to apply what has been learned to new situations;
4) The formation of an environmentalist culture, based on a dialectical assimilation of knowledge, to form a style of thought and action in function of the transformation of reality.

**REFERENCES**


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