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### **THE PROBLEMS OF MAINSTREAM IDEAS OF ECOLOGICAL DEONTOLOGY IN EDUCATIONAL PRACTICE**

*SUMMARY. Ecological deontology is a new sphere of social and humanitarian studies. It is a holistic system of knowledge concerning socially significant, environmentally sound standards and rules of conduct and human activities in the natural environment. One of the ways to implement its ideas in teaching practice is ecological law-related education. The author points out specific ways to improve the environmental and legal capacity of education through the implementation of an integrative and active approach.*

*KEY WORDS. Ecological deontology, ecological-legal education, the competence approach, the content of education.*

The concept of sustained development of civilization and the doctrine of an ecological imperative has become the methodological guideline for the formation of a new integrative direction of comprehension and research into existing realities in relations between society and nature—an ecological deontology. It unites a complete system of knowledge about socially significant, ecologically reasonable norms and rules of behavior and human activity in the environment and means of their actualization in social life.

One of the forms of realization of its ideas in civilization's practice is *ecological law*. It is a new area of law defined as an independent field by the end of the 1990s. In essence, it expresses the requirements of an ecological imperative and embodies them through application to the relations of society and nature of norms established by legislation [1]. In conditions of transition to sustained development it becomes one of the key factors of success, and the environmental and legislative competence (ELC) is the most important indicator of human culture [2].

ELC is a difficult ensemble which includes motivational and target, cognitive, emotional and strong-willed, valuable, sense bearing and activity components. It has personal and social meanings of individual life and one's activity in the surrounding social and natural sphere. The basis of its contents is made up of ecological law, ecological ethics and morals connected by a set of channels [3]. Its formation can spontaneously happen, in the course of resolution of any household or production environmental and legislative situations which arise from time to time for each person. But the main burden in its formation falls to the educational system and upbringing.

However, analysis of traditional education at all steps of its organization shows the insufficiency of attention from society, the state and educational bodies to the needs of its development for all categories of students. Everywhere is observed an increase of the level of ecological deviance of practically all segments of the population; the dynamics of growth of fixed ecological offenses testify to this. In many respects these tendencies are caused by environmental and legislative illiteracy, a lack of ideas of legal responsibility for ecological violations and of understanding concerning measures of punishment. This position is confirmed also by the results of the diagnostic research conducted by us in 2008-2010 among different groups of young people: pupils of comprehensive schools, establishments of Elementary vocational education (EVE), Secondary vocational education (SVE), Higher vocational education (HVE), future teachers, economists, sociologists, engineers.

From the mass of respondents surveyed by us (over 500 people), only 11% gave an affirmative answer to the question of whether they need knowledge of ecological law for their future professional activity or life. To the question of whether they are familiar with the basics of nature protection legislation, the following answers prevailed:

- I heard about them somewhere—21%;
- I remember something about them—8%;
- Something was mentioned in geography and social science classes—12%;
- I have never heard about them—35%;
- I find it difficult to answer—20%.

Only 4% answered in the affirmative, having explained that they studied special ecological courses and are going to connect their future life with specialties which demand possession of environmental and legislative knowledge at professional level (i.e. at the level of enforcement: ecological law, environmental management, ecological auditing, ecological business, nature conservation, etc.).

Overcoming this situation demands essential modernization of the ecocultural environment of educational institutions.

One of the major aspects of the question is the content of education. It is that range on which occurs cultivation of the personality, on which key and professional competences are formed; the methods, techniques, technologies of the educational process and a form of its organization are developed. Conceptual documents on the development of modern domestic education have this aim [4].

In the context of this work we focus our attention on the deontological component. The analysis of the content of the traditional subject matter of a basic component developed at all levels of the organization of education shows that all of them possess a certain deontological potential. The problem is how to transfer it from a hidden, latent condition to an obvious, active, operating condition. How to realize it practically in a situation where there are conditions to decrease teaching loads? What mechanisms of optimization of the educational process should be used to strengthen its environmental and legislative orientation without increasing teaching loads?

Here, in our opinion, there are some opportunities for a solution.

1. The correct arrangement of priorities in the content of traditional educational subjects, taking into account their functions in environmental and legislative education:

— The content of scientific disciplines forms the scientific justification for norms and requirements of an ecological imperative; shows what laws of the biosphere were taken into account to adopt particular standards of ecological legislation. Why it is necessary to act this way, not that way.

— In the content of social science disciplines, the norms and requirements of a moral imperative are revealed, proving themselves in public morals, fixing rules and behavior models in the environment as the desirable standard which society wishes to reveal. This standard is revealed through the laws regulating the behavior of the individual in the environment.

— In humanitarian disciplines the deontological component is revealed in the course of students becoming familiar with the ideals of ecological culture and their acquaintance with national ecological ethics. They represent a huge educational fund. In the course of their mastering, the knowledge of ecological legislation, obtained in social science disciplines, is supplemented with relational knowledge; an internal conviction to follow the basic principle of ecological ethics which for many centuries was saved in the consciousness of individuals and passed from father to son through cultural traditions of the people, public and family education [5].

— The saturation of the content of technological disciplines by the system of practical tasks of environmental and legislative content promotes the formation of abilities in situation modeling of environmental and legislative character in virtual and real spaces and mastering the ways of their solution, also the development of action skills within a legal framework in standard and non-standard ecological situations.

— However, each educational area does not “live in itself”. All of them have a deep internal connection. The use of various forms of integration of knowledge from different subject matter allows not simply to unite them in a complete system, but also to increase their educational potential. One example of this are special modules of an environmental and legislative orientation which can be built organically in the content of traditional subject matters.

2. Optimum use of the variable part of curricula. Concession of a right to choose from the long list of elective integrated courses and modules of an ecological and cultural orientation, those whose content satisfies individual interests and students' educational requirements, and that is coordinated with the profile of their preparation.

3. The use of interactive educational technologies allowing to realize competence-based and activity approaches.

Attempts to implement these ideas are made by us in the content of the elective supporting course “Ecological Cultural Science” [6]. This integrated training course, built on the basis of block and modular techniques, was tested by us for a number of years at the Tyumen oil and gas university by preparing students to obtain the additional

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qualification of “teacher”. The positive results of its reception by this category of students became one of the justifications for designing and modeling a similar course for junior students of the higher education institution.

The manual consists of two parts. The first is general, focused on modules: “Dynamics of the development of society and culture genesis”, “Ecological lessons of the past and the modern global crisis”, “New models of civilization development”, “Culture and education for sustainable development”, “the Deontological component of culture and the ecological right”.

The second is variable, focused on the modules whose content concerns specifics of the field of preparation of students. For culture experts it is “Ecological traditions of people of the world”, for religion experts it is “World religions and ecological ethics”, for the health and safety department it is “Ecological law and ecological safety”, for the specialists in the field of environmental management it is “Nature and culture”, “Nature protection law” and others. The veritable refrain throughout all these contents is a legal component.

A productive technique, in our opinion, in the formation of environmental and legislative competence, is the *case-study* technique [7-8]. Using its methodical tools, it is possible to integrate and to use most effectively ideas of problem and research, and to develop training, activity, interdisciplinary, socially and personally focused, culture, competence-based, contextual and other modern pedagogical approaches. Many interactive techniques known today promoting the competence-based approach are successfully built into its structure, for example, design activity, different types of modeling, system analysis, mental experiments, skilled and experimental and research works, naturalistic, imitative, role-playing, intellectual and business games, “brain storming”, synectics, maieutics and heuristics, training, development of scenarios, etc. [7]. And in this respect it acts as their generalized option.

In annex to the problem of the formation of environmental and legislative competence, the use of this technique has specifics connected with the orientation of students’ activity towards the design and modeling of ecological situations and competent use of legal methods for their solution. In this aspect it possesses special appeal as it allows to transform successfully environmental and legislative knowledge difficult for the non-specialist into forms accessible to pupils of different ages, to make actual this knowledge, to show its relevance for each person, to set out the basic elements of abilities of laws’ application.

In the methodology course, a case-study on the basis of an elective course, we developed the methodical contents of separate cases. The centers of these cases are *problems* (problem tasks or problem situations), imitating real events and environmental and legislative situations. To solve the problem it is necessary to find the optimum alternative, working individually or in small groups of cooperation.

Any real environmental and legislative situation is unique, always it has nuances connected with changing climatic, social, economic and cultural conditions. As a rule, the problem submitted, does not have one correct solution. To find the answer, it is necessary for students to use not only an arsenal of knowledge available to them, but

also to locate additional opportunities and resources, to go beyond the algorithms of decisions of known standard tasks.

An abundance of sets of similar situations and tasks can be found in textbooks and manuals about ecological law. A task of the teacher is to adapt their contents to students' age, to their intellectual abilities and education level. If the student understands and realizes that any knowledge is vital to him, he will master it actively. Therefore tasks and tasks have to be close to him and useful to his further life.

For example: *a police patrol passed along a riverside and noticed a citizen washing his car at the water's edge. Having approached, the patrol had a preventive discussion and explained that the actions of the citizen could harm the inhabitants of the river. On some days the patrol noticed that the same citizen in the former place again washed his car. The police used the administrative offense protocol provided by p. 4 Art. 8.13 of the administrative offense code. The bodies exercising state environmental control made a resolution on an administrative offense concerning the culprit.*

*The motorist appealed to court and lodged a complaint against the actions of the patrol and the administrative offense protocol. What is your opinion on the decision the court should accept?*

*How is it possible to estimate actions of the motorist from the point of view of the law, from the point of view of damage to nature, from the moral point of view?*

*And if the citizen washes the car on his personal plot, how can his actions be qualified, what measures can be applied?*

The content of a task can be used for the development of a research project, the scenario of an ecological trial of the law-breaking citizen, or a business game.

The case-study technique provides the teacher with methodical tools of teaching organization, gives ample opportunities for the use of techniques.

Use of the case-study technique helps the teacher to organize groups of students with similar interests, abilities and opportunities, to consider the psychological features of each student, to give everyone a feasible task corresponding to his interests, to create favorable conditions motivating the orientation of his activity. Group work has huge educational value: on the one hand it promotes identity and competitiveness development, on the other hand it promotes a collectivism, responsibility for the common cause, learning to work in a team, to make a "contribution" to a common decision on a task, to feel responsibility for one's performance, develops initiative. Thus it helps everyone being trained to open up their potential abilities, opportunities and personal qualities, to satisfy their informative interests, to expand a zone of actual development, to begin to enjoy research work in the course of performance of a general task, to see personal achievements and "to build" the individual trajectory of development.

In the study of a case not only imitation of any activity occurs, but abilities in analysis and synthesis, improvisation, intuition, variability, which are the most important elements of environmental and legislative thinking, also develop. Skills to analyze a situation are formed, to model and predict its development, to build strategy

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and tactics of a solution, the ability to make optimum behavioral decisions is cultivated.

As our observations show, the use of this technique provides conditions for the development of students' creative abilities, the success of their transition from the reproductive level of activity to the productive, promotes the transformation of environmental and legislative competence into expert knowledge. The theoretical knowledge coordinated in a single knot, combined with specially organized activity in computer practical work and directly in the social and natural environment, helps students to build a chain: "to know—to understand—to possess—to work—to answer".

Summing up, it is possible to say that the environmental and legal competence of younger generations is one of the most important factors of success the transition of society and the state to sustainable development. However, despite strategic solutions developed by the state in the field of environmental protection, there is no real purposeful policy in development of environmental and legislative education, education of the mass of student youth, the future professional activity of whom won't be connected directly with the ecological law. This educational field is in an embryonic condition. In the conceptual documents devoted to modernization of education, in the educational standards of the new generation, this extremely important problem is not paid the necessary attention.

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