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Education, Environment and Environmental Education

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Abstract - We cannot stop here to discuss education, assuming that this study aims to analyze their function directed to a particular group, in this case, the pedagogues. Therefore, we can rethink how and why education becomes so essential for this study, since the relationship that man establishes with the environment permeates via education. With all this education is presented as background for the construction of environmental education can be defined as a set of influences on our minds, regardless of our will, exert others, Durkheim (1978).

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Education, Environment and Environmental Education

Theóffillo Da Silva Lopes

I. Introduction

We cannot stop here to discuss education, assuming that this study aims to analyze their function directed to a particular group, in this case, the pedagogues. Therefore, we can rethink how and why education becomes so essential for this study, since the relationship that man establishes with the environment permeates via education. With all this education is presented as background for the construction of environmental education can be defined as a set of influences on our minds, regardless of our will, exert others, Durkheim (1978).

Therefore, there is many ways for education, as in Frere (1997) observed that education is a process of communion between the men and the world, that is, men are educated together mediated world. It is still known in Frere (1997) that education is a political act. Brando, in his book "What is Education?" The author states that:

Nobody escapes education. At home, on the street, in church or school, or in a way we all engage many pieces of her life: to learn, to teach, to learn-and-teach. To know, to do, and to live everyday life mixed with education. With one or several: education? Educations. (...) There is a unique way not a single model of education, the school is not the only place where it happens, and it may not be better; school education is not the only practice, and the teacher is not the only practitioner. (BRANDÃO 1981, p. 11th)

We noted then that education is, over time, something that has been analyzed theoretically by human civilization. "For the state education aims to form the citizen, i.e. equip younger basic conditions to develop citizenship." (FERREIRA, 1993, p.22). So we understand the importance of education for life, human relationships, the development of individuals, given them the ability to transform, to change the actual situations encountered in various human societies.

Based on the quotes that relate to the concept of education, it becomes clear that we should not close our eyes and believe that the educational process is present only in school, you must also believe in the program of non-formal educational intervention. In other words, education should be considered though she manifested in any social sphere. For, as stated by Carvalho (2002), the environment taken as a good, can become an ideal that can move militants, guide policies and, above all, establish a specific educational practice.

Identified, therefore, the school and the community as protagonists of environmental changes. In this perspective we understand that it is through education that we can build a just and sustainable society, and seek to value the cultural, ethical, ecological and social.

As discussed here, human relations and their interference in the natural environment, highlight the educational process as a foundation for building a society in which individuals have the competence to establish behaviors and actions that provide benefits to individuals living in a situation of environmental equity.

II. The Concept of Environment and its Relation to Education

In 1970 pollution becomes present to world levels and alert to environmental preservation becomes evident thus resulting in a real need to prepare future generations for knowledge about the environment.

The crisis that the world through is set in the environmental context, i.e. the environment itself. On a more substantive understand that Brazilian law, but specifically the National Policy on Environment in item I of Article 3, defines environment as the set of conditions, laws, influences and interactions of physical, chemical and biological allowing , house and regulate life in all its forms.

As we can see the definition of the term date of recent times in Brazilian society. In Leaf (2001), we see that concern only appeared before serious aggravating environmental example of acid rain, climate change, pollution and many other factors.

In Gris pun (2008) is pointed out that: it is necessary to extend the meaning of the natural environment to the meaning of the social environment, expanding care for the environment and the social environment, contemplating life values citizen. Including health, sexuality, family, work, science and technology, culture, languages, etc.

This conceptualization of the environment is not always plausibly understood and addressed in the curriculum satisfactorily, because the human being still mostly seen dissociated from the wild. This relationship is not far from what happens with the educational, curriculum geared to environmental education and his

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real principles are still being built throughout the educational process.

For Campos (2006), the relationship between the environment and sustainability requires education, at all levels. Concomitant to this, Campos (2006), also addresses other goals for achieving sustainability that are entirely related to social issues, which leaves in evidence the social character of environmental problems. Among these goals are: satisfaction of basic needs of the population; solidarity with future generations; participation of the population in line with Agenda 21; preservation of vital resources, and a social system fair.

This makes it clear the role of an environmental education process defined and objectified. According to Stone (2006), reorient the way humans live and educate them so that they reach their highest potential aspects and tasks are similar, both have to be seen and addressed in the context of family systems, geographical, ecological and political.

After all, as stated in Lima, *wonders and problem arises, increasingly, the contribution of the educational process in the search for answers to the multiple and increasingly frequent environmental problems*. (LIMA 2008, p. 109)

Considering that education is a continuous learning process, the same when he turns to sustainability must respect all forms of life, should consider values and actions that contribute not only to ecological conservation, as well as to human and social transformation. Such education stimulates the formation of society's criticism, just and ecologically balanced. Lima (2003) considers that the sustainability discourse has implications for education, implications these will emerge as a counterpart to the hegemonic model of capitalist development, so it is necessary so that an Education, according Baillie (2008) contributes to an interactive, participatory and critical to the emergence of a new ethic, this bound and subject to changes in values, attitudes and individual practices. (P. 328).

Therefore, when dealing with environmental education and training of teachers must understand the meaning of the key term for those who will contribute to the improvement of human global society currently required. When we talk about the relationship between the environment and education, we cannot leave out some concepts that are linked to this relationship. Concepts such as Tran are disciplinarily, the transverse, and the meeting point between these, the curriculum.

The term trans disciplinarily was first used in the First International Seminar on multi-and interdisciplinary, the University of Nice in 1970 by the then renowned Jean Piaget, it stimulated further reflection on the mutual influence between the various disciplines, without these consumed their specificities, and would, therefore, in a collaboration for a common knowledge, which is presented in a simple way, and not just to a single discipline. The result of an attitude of Tran's disciplinary methodology is presented as a way of reducing individuality and closure of disciplines. Thus Trans disciplinarily is presented as a vision in harmony with the present, in which the plurality and challenges and make gifts. We can better understand Trans disciplinarily a new attitude and not as the empire on the other disciplines but an opening of all these.

In Ashman (1998), we highlight two basic elements of the concept of trans disciplinarily: "first, it is something more than the mere intensification of the necessary dialogue between the different areas and scientific disciplines, because the question that needs to be explained is the epistemological paradigm shift, and second, the dialogue between the sciences will be deeper if there is a transmigration of fundamental concepts across different disciplines."Also according Jape assume (1992), are conditions for the occurrence of trans: the intelligent man opposed to blindness specialist understanding of complex situations; refusing any territorial nature of power by knowing; abandon the conception of a truth that would be assimilated to the pursuit of causal thing.

In short, Trans disciplinarily arises from the constant claim to apply the dialogue between different stages of learning, without fixing the domination of some over others, ensuring an attitude and a way to guide the mutual influence between professionals and their knowledge. Recommended by the National Curriculum, the Trans disciplinary bring in its essence a logic that integrates knowledge from many disciplines, aiming to exceed the boundaries of every field of knowledge.

Also recommended by Parameters National Curriculum, the transversal appeared at the juncture of pedagogical renewal movements, when theorists envisioned it would be necessary to redefine what is meant by learning and rethink the contents that are taught to students.

Tran's veracity is meant to enable the educational practice, a relationship between learning theoretically systematized knowledge, or learn about the daily life and real life issues. We seek a new way of presenting to the contents and the methodology, the point of view of the subjects. And thus, the Parameters National Curriculum (1996), suggest the cross-cutting themes to satisfy the important issues, relevant, urgent and present, from different perspectives on life every day. Egg: Ethics, Health, Environment, Sexual Orientation, Work and Consumption and Cultural Plurality.

According to Felix Guitar, trans veracity is a dimension that you want to overcome the two deadlocks, namely that of a pure verticality or horizontality simple; trans veracity tends to perform when a maximum communication between the different levels, and especially in different ways. (GUATTARI 2004, p.111)

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The curriculum then arises as a meeting ground between the complexities of the junction of Trans disciplinarily and Tran's veracity. To the letter, or rather, according to the etymology of the word curriculum, we observe that its meaning has multiple meanings such as: the act of running, shortcut racetrack. Therefore, the definition of curriculum goes far beyond what its etymology goes on because its definition is not presented as an easy task, especially for education professionals, since this term has undergone various influences and still has been appropriate, various ways in most cases, contrary to his real specifics. The curriculum brings the culture, the belief, the form of government from a particular place, and this has led to fights involving inflexible principles of education. The curriculum, according to Silva (2005), has always been built to determine effects on people.

In this perspective, the curriculum should be seen not only as an expression or representation or reflection of certain social interests, but also as producing certain social identities and subjectivities. The curriculum not only is he does. It must be recognized that the inclusion or exclusion in the curriculum has connections with the inclusion or exclusion in society. (SILVA, 2005, p.10)

Considering the above conceptualization is evident the importance of the curriculum for a particular model of education that aims to achieve, we also see that the curriculum is not presented in a neutral way, because it brings in traces its roots and nuances of the interests of a particular society . As memories and conceptions, which defines it as disputed territory, as we said Arroyo (2011)?

III. The Concept of Environmental Education

To better understand what environmental education is, let's see what it tells us the first Article of Law 9795 of April 1999:

"Process which seeks to awaken the individual and collective concern for environmental issues, ensuring access to information in appropriate language, contributing to the development of a critical awareness and stimulating confront the environmental and social issues. Develops in the context of complexity, seeking work not only cultural change, but also social transformation, assuming the environmental crisis as an ethical and political issue. "(BRAZIL, 1999, p. 1)

By analyzing the law, is notorious that it lays out guidelines and basic principles of environmental education, but also provide their fundamental goals, which would be one associated with developing an understanding of the environment in its multiple and complex relationships, involving ecological aspects , legal, political, social, economic, scientific, ethical and cultural strengthening a critical awareness of environmental issues and social incentives to engage individual and collective, permanent and responsible in preserving the balance of the environment, including the defense of environmental quality as an intrinsic value of the full exercise of citizenship.

Education involves not only the awareness and critical eye to reality, but aims at the development of citizenship. In this respect, it behaves just educating the construction of social values and the full development of their skills and their critical view of the world. In the case of the environment, is extremely valuable part of the population aware that nature is a key factor of our existence and the survival of future generations? Or as stated by Guimarães (1995) to obtain the participation of all stakeholders, students and educators, in the construction of a new paradigm that includes the popular aspirations for better quality of life socioeconomic and environmentally sound world.

Environmental education should occur in a manner related to human action and its causes; we can still understand it as a change in social values. According to the concept of Environmental Education White (2003), environmental education would be a set of educational initiatives from all sectors of society in the pursuit of environmental awareness.

In relation to the practice of environmental education, see Maturin stated that this should be:

An education that promotes: role in nature conservation and understanding as to exclude the idea of field; living with responsibility for individual and the collective; distance from any abuse. (MATURANA 1998, p. 170)

This implies that education should address learner and educator as change agents of society, which cover each other for the environmental problems of the community, as stated in Guimarães (2000). In both authors is possible to identify that the practice of environmental education can lead the individual to preserve the environment in which they live, because it shows that the human being is a being capable of transforming social reality.

The definition of environmental education in its essence brings the permanent processes of learning and training for individual and collective reflection and building values, skills, knowledge, abilities, attitudes and skills in order to improve the quality of life and a sustainable relationship of human society integrating the environment. In his words, Guimarães proposes:

"Because of this, EA has an important role in fostering the perception of the necessary integration of humans with the environment. A harmonious relationship, conscious of the dynamic equilibrium in nature, allowing, through new knowledge, values and attitudes, the insertion of the student and the educator as citizens in the process of transformation of the current environmental frame work of our planet. "(Guimarães 1995: 15th)

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According to Leaf (2001), Environmental Education brings a new pedagogy that precisely guides the education; implying concrete practices that develop in the middle, which induces transformations of knowledge from a new perception of the relationship between ecological, economic, social, which means making the environment in its physical context, biological, cultural and social as a source of learning that leads to internalize the principles and environmental values in the content, approach and practices of educational processes.

Environmental education should focus on the awareness and imparting knowledge, the promotion of values and habits, skills development, guidance for decision-making, and the search for the solution of environmental problems, as we said Perini and Briton (2006).

Baillie (2008) further defines environmental education as an educational process identical to formal education, only giving it an environmental dimension contextualized and adapted to reality interdisciplinary, linked to local and global environmental issues. Thus, this issue brings to the relationship interdisciplinary environment, society and sustainability more an assumption educational, highlighting the need for ethics education, directed, and emancipator politics.

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