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Topical problems of the ecological breeding

1. Basic approach in the erection of the ecological breeding theory

The contemporary researches in the field of the ecology of the human evolution (U. Bronfenbrenner, L.A. Kitaev-Smyk) and of the infant ecology (N. Kobayashi) create a model of the personality development through the study of its relationships with the surroundings. The ecological manner towards the man, his existence and evolution is a methodological basis of the erection of this model. Thus the pedagogy has received the possibility to develop its ideas for ecological breeding of the teenagers through a realization of interdisciplinary relations and usage of the results from the other sciences. It is a paradox that the educational researches ignore the ecological manner as a leading methodological basis. They observe the ecological breeding as a separate part of the breeding process and not as an inherent characteristics of the whole educational reality. This is the reason because of which many researches, determined by their authors as eco-educational, in fact can not be defined and analysed as such. We underline this assertion because it gives the differentiated line between these educational conceptions which outline the paradigm of evolution of the ecological breeding theory and the others which are published nowadays as eco-educational, but in fact they illustrate the yesterday's achievements of the educational science.

From an ecological point of view, the breeding is an obligatory and certainly attended factor for the evolution of the personality, even when the processes which bring up act destructively and are not particularly organized (3, p. 18). It is a specific activity for the Homo Sapiens species, which only possesses specific ways for transmitting information and inheriting a social experience. Some educationalists think that the breeding is a purposeful manipulation of the infant personality's evolution and it is an alternative of its spontaneous development (В. В. Краевский, Х. И. Лийметс, Л. И. Новикова). Does this definition of the ecological manner accord with the breeding and with the evaluating personality?

The peculiarities of the ecological manner consist of that the conceptions of the ecosystem (or the natural object) include two systems. One of them is in the centre and is observed as a main object and the other surrounds the first and is observed as an environment. The central

object is always shown in its relationships with the surroundings. **The usage of the ecological manner to the analysis of the human evolution requires from the scientists to look to the breeding surroundings as an ecological structure.** Thus the study of the personality's evolution could happen through an examination of its interaction with the surroundings. One of the first researches in this field belongs to U. Bronfenbrenner according to whom the evolving personality is surrounded by a complex of spacial structures and each space is inside the next. N. Kobayashi develops this idea and thus the conceptin of the following spaces is formed: micro-, mini-, meso-, exo-, and macro-ecosystem. Though the personality has also its inner spaces which integrate its bodily and spiritual essence (L. A. Kitaev- Smyk). These inner spaces also influence the ecological breeding of the evolving personality above all through the erection of the I- image and the self-breeding.

The evolution itself could be defined as a change of the personality influenced by the change of its intercourse with the surroundings (outer and inner), which has a specific character for each of the indicated ecosystem spaces. **In the light of the this definition we can define the breeding as a purposeful process of influence not on the evolving personality but on its complicated intercourse with the environment.**

Thus we get to the terminal that the responsibility for the teenaged generation's breeding bring all components of the suuoundings and not only the tutors (teachers, parents). That's why the breeding objectives are realized by all institutions of the society and not only by the narrowly destined aims. This conditions the need of the differentiation of the breeding aims according to the phenomenology of the components, which compose the child's environment.

2. A conceptual matrix of the ecological breeding objectives

That is why it is very important to create a conceptual model of the ecological breeding objectives in order to determine the responsibilities of the breeding subjects. Our hypothesis is, first of all, that every space establishing the ecological model of the evolving personality has a relation to the ecological breeding and second of all, each one of these spaces has its own differential specific objectives which can not be achieved by the rest of the spaces. The existence of separate elements in every one of the spaces supposes the need of an erection of an

inner- spacial differentiation of the objectives. That is why **the model of the objectives of the ecological breeding could be determined and even visualized as a matrix of mutually connected elements.** The need of elaboration of a conceptual matrix of the ecological breeding objectives is necessary even in order to concert the efforts of the eco-spaces into which the personality's evolution ensues. The erection of the conceptual matrix is made by the usage of the ecological manner for understanding the phenomenology of the human evolution. For each ecological space we have different modules and mutually connected processes and the influence of some of them has a constant, and of others-episodical or pulsing character. Before proposing the objectives as concret intentions for action (to execute them with a factual material) is necessary to elaborate this peculiar matrix which outline the contours of the separate fields of breeding and the concrete activities which occur in these fields.

We must underline that the conceptual matrix offered has not a final aspect. We will have to explain many differential aims and to outline the supposed limits of the educational effect from their realization. It has to do with the inner space of the man (phisical and spiritual), that has an extraordinary significance for the appraisal of the person's ecological culture. The inner phenomenal world of the personality influences its behaviour in not a lesser (and sometimes even in bigger) extent than the outer world and the outer influences.

What conclusions can we make?

- The rendering an account of the peculiar aims of every ecological space releases the pedagogical process from the formalism and releases the creative energy of the growing up child for the free interactions with the surrounding world.
- Every one of these ecological spaces has its own aims of the ecological breeding, which are realized in definite fields in the space. The unity of the spaces supports the realization of the specific aims, which influence each other. The problem is to find an optimal paradigm for the fulfillment of every aim.
- Every conception of the education as well as every educational process can be analyzed from the point of view of their ecological advisability.

The creation of a concepual matrix of the ecological breeding aims shows that the comprehension of the education might not be

associated with the manipulating of the personalit, with the requirement of the forced execution of some obligation and with the indocrination.

3. Diagnostics of the processes of the ecological breeding

The paradoxal situation of an absent ecological approach for the erection of a system of ecological breeding leads also to a unilateral treatment of the pedagogical diagnostics methods. The object of examination is the ecological culture of he personality, understood as a subjective phenomenon. But the aim of the diagnostics of the ecological breeding processes consists in the establishment and the description of the ecological processes of interaction between the developing personality and the environment. Because of the variety of links between the child and the environment this problem is complex. It is supposed to include an ecological monitoring of the educational impact of the instittions and the factors of the environment in their relation with the developing personality. Thus the regularities in the evolution of the ecological culture of the person may be manifested in their whole fulness and may be used in the erection of the system of the ecological breeding.