


## CHAPTER 103

### The relevance gives education environmental at the context current

 [10.56238/pacfdnsv1-103](https://doi.org/10.56238/pacfdnsv1-103)

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#### **ABSTRACT**

The degradation of the environment, currently, is constant and can be observed all around the world. Although nature is essential to human survival, concern for its preservation has been put aside. However, the destruction of the environment puts at risk the future of human beings and, taking knowledge from that, teachings turned The awareness of this issue become increasingly important. With that in mind, the present study had as objective to introduce one analysis about The importance of teaching gives environmental education in schools as a way to train people who, in society, act in a critically and

consciously in relation to the various environmental problems, striving to achieve preservation of quite environment. That analysis if He gave referent to the years old initials of Teaching Fundamental, period in which the child begins his motor, cognitive and social development. For such, started from a bibliographic review as a research methodology, through which it can collect necessary data for the elaboration of the study with a survey of theoretical sources. So you can conclude that the teaching of environmental education in the early years of elementary school is essential for in the future soften you impacts arising gives degradation environmental, then takes to the individuals, still at your childhood, information, knowledge and change in behavior, allowing them, still acquire more responsibility environmental, ethics and Social.

**Keywords:** Education environmental, Quite environment, Teaching, Years initials.

#### **1 INTRODUCTION**

In Brazil, environmental education is dealt with by Law No. 9,795, of April 27, 1999, through which the National Environmental Education Policy was instituted. Second The law (BRAZIL, 1999), The education environmental has part at education national, allowing the individual to build social values and other skills that focus on environmental conservation. In this context, teaching that, as stated in art. 2 of Law No. 9,795/99, must be present in all modalities of the educational process.

With O intention in aware at people how much The bad use From resources natural and possible problems consequents gives degradation of quiteenvironment, which jeopardize the very future of human beings, this teaching has become increasingly important, evolving as a need to rethink The relationship man/nature under another ethics (ANZILIERO, 2014).

But, as environmental education can cooperate for the awareness of human beings in relation to environmental problems, especially at a time in what in all O world grow up O number in "attacks" to quite environment? With this in mind, the present study aims to present a analysis of the importance of teaching environmental education in schools like one way in to form people criticism and aware of several problems environmental and gives need in preservation of quite environment.

Expected with that study answer questions turned at possible consequences of environmental degradation to human beings, to the way in which environmental education contributes to forming citizens who are aware of what it says respect for the preservation of this environment, and how this teaching can be applied in Brazilian schools in such a way that, from childhood, this understanding.

This research is justified by the desire to collaborate so that this scenario today visa, in undoing of quite environment, be changed through gives awareness. It is expected that, by pointing out the benefits of inclusive education environment as teaching in Brazilian schools, it is possible to form future citizens worried in to maintain preserved a patrimony responsible per to guarantee The survival of beings alive. Therefore, to achieve the intended results of the study, a literature review methodology. This consists of a survey of sources theoretical concepts, aiming to formulate the contextualization of the research, as well as your foundation theoretical (PRODANOV; FREITAS, 2013).

## **2 THE IMPORTANCE GIVES EDUCATION ENVIRONMENTAL**

Currently, disrespect for the environment has reached levels never seen. Helen Briggs (2020), in a report by BBC News Brazil, draws attention for O fact in what The undoing gives nature fur men grow up in rhythm catastrophic. Since the year 1970, according to data presented by the journalist, a drop of about 68% can be observed in 20 thousand populations of the most different species of animals, including birds, mammals, amphibians, fish and reptiles, in consequence of damage caused The nature for the human activity.

As explained by Alves (2016), deforestation of forests, pollution of rivers and seas, the release of polluting gases into the atmosphere, are among the main and more common human activities that take the environment to its wear. AND although The Law no. 9,795/99, what treats The question gives education environmental, aim at reduction of such destruction and the preservation of the environment, this is an act what no has been easily Reached.

To deal with That question, The Law lays down:

Art. 1° Environmental Education is understood as the processes through the which O individual and The collectivity build values social, knowledge, skills, attitudes and Skills turned for The conservation of the environment, a good for common use by the people, essential to the healthy quality in life and your sustainability. (BRAZIL, 1999)

Despite in your great importance, The education environmental still It is unknown to many citizens, communities and civil societies, even to operators of Right, as point Thomas et al. (2017). That if from the, mainly due to the absence of your teaching in public schools and deprived of country, be at the teaching fundamental or teaching medium.

O teaching gives education environmental has as goals fundamental:

- Art. 5th: I - O development in an integrated understanding of quite environment in its multiple and complex relationships, involving aspects ecological, psychological, legal, political, social, economic, scientific, cultural and ethical;
- II - The Warranty in democratization of the information environmental;
- III - O stimulus and O fortification in one conscience criticism about The environmental problem and Social;
- IV - O incentive The participation individual and collective, permanent and responsible, in preservation of middle balance environment, understanding if the defense of environmental quality as a value inseparable from the exercise gives citizenship;
- V - encouraging cooperation between the different regions of the country, at micro and macro-regional, with views The construction in one society environmentally balanced, founded on the principles of freedom, equality, solidarity, democracy, justice Social, responsibility and sustainability;
- VI - O promotion and O fortification gives integration with The science and The technology;
- VII - O fortification gives citizenship, self determination From peoples and solidarity as foundations for the future of humanity. (BRAZIL, 1999)

It is understood, so, what The education environmental It consists in a branch gives education what has O objective in Disseminate knowledge about O quite environment to then cooperate with the preservation and conservation of the environment, and, even the possibility of sustainable use of natural resources for avoid further destruction of this.

## 2.1 O QUITE ENVIRONMENT AND YOUR RELEVANCE TO THE HUMAN SURVIVAL

Wars and conflicts, well as at many evolutions technological, no provoke changes only at society, O quite environment It is constantly harmed on account of these. Faced with these questions, it has become increasingly clear the need to preserve an environment that has been constantly destroyed (THOMAS, et al., 2017).

In this way, Conferences, Declarations, Recommendations and Laws began to be established in the search for the preservation of nature. According to Thomas et al. (2017), still in 1972, the Stockholm Conference was held, the first history to debate issues related to the environment. This one had the participation of specialized United Nations units and agencies united (UN), 113 States and 250 organizations no governmental (NGOs).

Of this Conference he was approved The Declaration about O Quite Environment Humanity, also known as the Stockholm Declaration, which is considered a historical landmark for Environmental Education, because, according to Pedrini (2000), has become an essential instrument in solving the international environmental crisis. Such Declaration had the participation and approval of Brazil.

From the Stockholm Conference, the Action Plan was also produced for O Quite Environment Human, per quite of which were established 109 recommendations for deal with at measurements international for support at actions in assessment and management, environmental management activities and the overall program of evaluation environment (PEDRINI, 2000).

Currently, support for the environment is increasingly important noticeable. That if from the, second saints, kings and Tavares (2012), why:

The planet is experiencing a period of constant transformations in what refers to environment [...]. All the media exposes their attentions for The action of human beings with nature, in the face of forest fires, logging, about The inequality Social, From assets produced, gives social justice, equality, rights and food, among others. THE landscape Natural historically he comes if modifying with at interventions of human beings, ceasing to be a natural landscape and becoming a be a transformed landscape... (SANTOS; REIS; TAVARES, 2012, p. 133)

In this way, Environmental Education began to be presented as a human need and right to an ecologically balanced development, as well as an indispensable instrument for human life with dignity, whether generations of the time or to future generations, based on the understanding that only through education the human being would be able to become aware of the quite environment and questions environmental issues (PIOVESAN, 2015).

At the moment, It is each turn most crisp what you scratches environmental they are directly related to human behavior. For the most part, they from the unpredictable effects of globalization. The fact is that the progress generated by the constant development so much of Science how much gives technology has if shown, second spider and Klebis (2013), as one source potential in self destruction gives society industrial. Still, The leave of these, new scratches in character global are produced, O what no only affect O planet and your quite environment, but also through borders nationals and in classes social.

Soon, considering what at questions environmental they are each turn most gifts at the daily gives society, introducing themselves as one question what needs to be worked with all the people who are part of this society (MEDEIROS, et al., 2011), the application of environmental education as a teaching in Brazilian schools can help a lot so that, in the future, more critical citizens and aware of these issues take part in facing the problems environmental.

### **3 ENVIRONMENTAL EDUCATION IN THE EARLY YEARS OF EDUCATION ESSENTIAL**

The initial years of Elementary School in Brazil, consisting of the 1st to 5th year, involve The literacy and O development motor, cognitive and Social of children, per quite, mainly, in activities playful, or be, games and games that help practical teaching. In this way, the child learns not to by theory, but by action, executing movements that amuse you, movements recreational (ARRIADA, et al., 2013).

According to Marques (2017), recreational activities have promoted a better and most impactful learning in children during the early years of school Fundamental. Per quite of these they they can to explore most your creativity and strengthen your side emotional, well as your conduct at the process in teaching-learning. That occurs why, being, these activities, one tool pedagogical with The ability to awaken the imagination of child in a way significantly, greatly contribute to the cognitive development that stimulates the relations interpersonal.

Secondly Brougère (2008, apud ARRIADA, et al., 2013, p. 75-76):

This playful culture is not closed around itself, it integrates external elements that influence play: attitudes and abilities, culture and social environment. Toys are part of this context. [...] new play structures, or the development of some to the detriment of in others, new representations: O toy contributes for O development of play culture. (BROUGÈRE, 2008, apud ARRIADA, et al. al., p. 75-76)

With the use of games, various games and toys, the child catch up one representation in environments and objects external in your learning, enlarging your imagination and, so, your knowledge (ARRIADA, et al., 2013).

From this understanding, it can be considered that a new teaching, when applied to children in the early years through playful activities, it can have a greater effect on these children than on older children or even on older children. people adults. That he can to take to consensus in what O teaching gives education environment in the early years of Elementary School can cause greater commotion than that the same education in the final years of Elementary School, High School or Teaching Higher.

According to Medeiros et al. (2011, p. 2), "environmental education is a process fur which O teaching begins The get knowledge about of questions environmental". At this stage, a new vision of the environment is inserted in the student. environment, at search per become clear The need gives preservation and conservation of quite environment.

Badr (2011, apud THOMAS, et al., 2017, p. 22) places teaching as a "streaming in knowledge, in information or clarification Useful or indispensable The education". How much The education, it's about of Name given away to process in teaching what prepare a individual for O exercise gives citizenship, enabling him to work and socialize. This education is from the transmission of a set of necessary knowledge, so that be likely to contribute effectively as development full in one person.

In this way, taking environmental education as a teaching is to place it as a essential, indispensable, useful The society, useful The formation and development in each person, in a way what be likely to best contribute for with O quite environment.

### 3.1 O TEACHING GIVES EDUCATION ENVIRONMENTAL IN THE SCHOOLS BRAZILIAN

Saints, kings and Tavares (2012) point what, being one institution responsible for the formation From citizens, The school has O to owe Social in develop a system of knowledge, skills and values that underpin a rational behavior also on the environment, as it is present in the life in all at people, want they or not. For you authors, practice The education environmental It is essential for The understanding From dilemmas existing currently in relationship the questions environmental.

In this context, there must be an interconnection between School Education and the Education Environmental. In addition of teaching already past in the schools, in wake up with Medeiros et al. (2011),

teachers should also strive to find the improvement of the planet and for better environmental conditions through Education Environmental.

Considering that environmental issues are increasingly present in the society and need to be worked on in the midst of it, it is understood that one of the best ways to work with them is in schools, where, even as children, people are educated and taught about various topics of relevance to society (MEDEIROS, et al., 2011).

Environmental education in schools contributes to the formation of citizens conscious, fit for decide and act at reality socio-environmental in a way that is committed to life, to the well-being of each one and the society. For that, It is important what, most of what information and concepts, the school is willing to work with attitudes, with the formation of values and with more practical than theoretical actions so that the student can learn The love, to respect and practice actions turned The conservation environmental. (MEDEIROS, et al., 2011, P. 2-3)

As the importance of this teaching in Brazilian schools becomes clear, new educational proposals, as well as new worldviews, have emerged in the insertion gives education environmental in schools in Teaching Fundamental at the Brazil (SOUSA, 2018). One search of Institute National in Studies and Researches Educational Anisio teixeira (INEP), still at the year in 2004, already pointed a increase in teaching gives education environment in these schools.

THE search of INEP demonstrated what, in 2004, O state of amazon had an index of 92.5% of elementary schools that included the education environmental in their resumes. At the Midwest, 73.2% From educational establishments had already adopted this policy. The state of Sao Paulo had 65.9% of schools with specific programs and projects on the environment environment. The southern region of the country had 50.6% of schools that practiced teaching education environment (INEP, 2004).

Currently, these rates are low. However, the importance of Implementation gives education environmental in the schools becomes each turn larger, mainly due to the considerable increase in the number of inhabitants in the planet, arriving about in 7.5 billion in people.

Vieira (2020) points out that this implementation can be done simply and basic. In addition to the practice of games and games with the theme "environment", encourage conscious consumption of water and energy in classrooms, bathrooms and school drinking fountains, teach the importance of recycling bins and make a vegetable garden collective he can to tease big ones effects at learning of children, making them, in the future, citizens aware of the need for preservation and conservation of quite environment.

#### **4 CONCLUSION**

In order to bring an analysis about the importance of teaching environmental education in Brazilian schools in the struggle to form critical citizens and aware of the many environmental problems as well as the need to preservation of the environment, the study was dedicated to presenting the concept of Education Environmental, second The Law no. 9,795/99, your importance for The society and your application like a teach us years old initials of Teaching Fundamental.

Through this study it can be observed that environmental education has your importance recognized in several documents, be nationals or international. However, the degradation to the environment, currently, shows stronger than ever before. The fact is that Conferences and Declarations to respect gives preservation of quite environment without The awareness From beings humans does not guarantee the conservation of nature, as technological advances and scientific has been placed first.

In this context, it is clear that this awareness can only be achieved through education, because education is what forms the citizen. In this way, you can understand that the emergence and development of Environmental Education as a teaching method is directly related to the environmental movement, as it is result of awareness regarding the problematic environmental.

In fact, The education environmental he comes in one need in Repair about the environment. This education brings us a new way of reading reality and how to act on it. She can change habits, transform the situation of the planet land and still provide a better quality of life for people. Although, That must be taught and practiced.

So, considering be you years old initials of Teaching fundamental, normally the period in that the child develops better cognitively, as well as in its actions, the application of the teaching of environmental education in this step can have major impacts and shape the way these children see the environment, seeing the need to protect it even for the survival human.

At this stage it is common for children to learn through activities playful, what are you games and jokes, by having in View what, these, best develop your imagination and creativity.

The application of recreational activities for children's learning in the years initials of Teaching Fundamental allows one participation practice of these with O teaching given to them. In this sense, the teaching of environmental education this stage can put the child in contact with nature even in the first years of your life, with greater chances of awakening, in this, the awareness sought by environmental education, that is, the need to preserve the environment environment.

He can complete, then, what O teaching gives education environmental us years old initial stages of Elementary School is essential to mitigate the impacts arising gives degradation environmental, then takes to the individuals, still at your childhood, information, knowledge and behavior change, allowing them, still, purchase larger responsibility environmental, ethic and social.

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