

WAYS AND MEANS OF EVALUATION OF THE PERCEPTION OF THE URBAN ENVIRONMENT CONDITION

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Key-words: environmental education, observation method, questionnaire method; quality of green areas; education for sustainable development.

Abstract. The method of the research mediates a direct confrontation with a real life situations. The proper research is chosen from a field of a reality specific to a sector of knowledge or of the practical human action, condenses the essential and through this, it shows what is generally valid, in the objects, phenomena or events from which it was selected (Chelcea S.2000). A research represents a support of inductive knowledge, that passes from particular premises to the reveal of general, to the formulation of some generating conclusions (notions, principles, rules), but reverse too, as a base of a deductive knowledge, that passes from general to particular, of concretization of an idea, and some generalizations.

The education for the environment answers to the necessity of survival and quality of life, influencing the values, the attitudes and the behavior of the people.

In the pre-university education, the actors that are directly involved in the educational actions are teachers. Their role is to create opportunities for learning, to involve pupils in situations that reveal the importance of the way of thinking and action toward the environment.

The environment assures the promotion and the prevention of health, and it contains basic elements: air, water, climate and microclimate in which we live, soil, space, in which we move and circulate. To this picture, we add the spiritual medium, very important for the physical and mental health (Beaglehole et al., 1997).

The pedagogic activities, structured in a unitary system and subordinated to some clear and pertinent objectives, develop in pupils an ethic of the relation with the environment based on the responsibility for solving the present problems of the environment.

The research mediates a direct confrontation with a situation from real and authentic life.

The proper case, chosen from a field of a reality of a knowledge sector or of practical human action condenses in itself the essential and by this it throws a light about what is general valid in the world of objects, phenomena or events from which it was selected (S. Chelcea 2000).



Bucharest – 2nd district
Secteur deux

The 2nd district of the capital is situated in the north-east of Bucharest, with prolongations in Ilfov area, neighboring to west the 1st district, and to east and south-east the 3rd district, ranging on an area of 32 Km², with a population of over 362,000 inhabitants.

The present area of 2nd district was formerly part of Vlasiei Forest, crossed by Colentina River. The relief is flat, the ground is swampy and full of mud (the name of Colentina \ tina –here in tina– (dust)), the 2nd district has some natural lakes as: Tei, Plumbuita, Fundeni, Pantelimon that gives it a particular specific.

The history of the 2nd district is linked to the old area of Bucharest, with recent archeological discoveries that certify the existence of human settlements from Paleolithic, in regions such as Fundeni, Pantelimon, Tei. The names of the streets remind of old crafts: Olari (potters), Fainari (meal men), Matasari (silk men), Carausilor (carters).

The area includes about 150,000 dwellings, 865 streets with a total length of 239,970 meters, 22 parks, tenth green zones and playgrounds arranged among the

blocks of flats, 131 unities of education, 7 markets, statistical data that can be easily compared to those of a big town.

The aim of the research was the pupils' attitude toward the role of the school in the environmental education.

1. The observation method

The direct method of following educative phenomena was used for appreciating the pupils' receptivity toward the environmental state and its protection. The observations took place on the instructive – educative act. The results certify the pupils' high tendencies taking into account the importance and even the thorough studies about the environment.

2. The questionnaire method

This method was used for investigating a group of 60 subjects in the 8th grade. The questionnaire was conceived from 26 items and its purpose was to find the pupils' attitude towards the quality of the environment they live in.

The pupils answered the questions, because they have been involved for over 3 years in two important ecological projects: "ECO SCHOOL" and "LET'S LEARN ABOUT THE FOREST", whose objectives refer to: the promotion of ecological education in school, the achievement of a healthy environment for work and learning, the formation of an ecological behavior and the pupils' responsibility towards the environment, the development of civic spirit.

1. Which are the main problems that concern you about the environment degradation in the town you live in?

- domestic sewage
- the quality of green areas
- blasts and fire
- flows of dangerous substances in air and water
- the degradation of the soil
- traffic accidents
- authorities' indifference

2. Do you consider that the environmental state influences people' health?

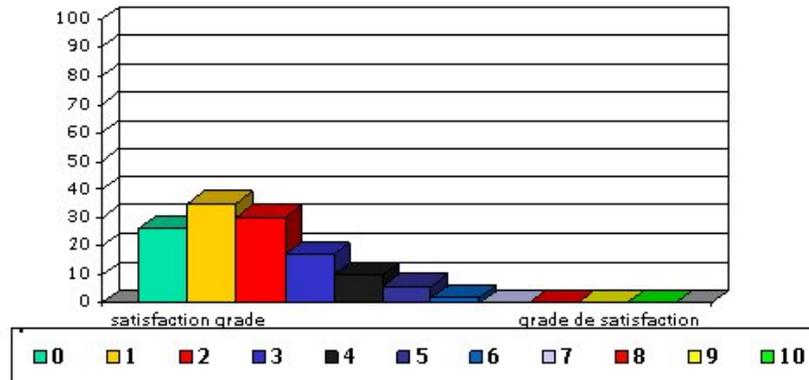
The answer is affirmative 100%.

3. With the help of the adjoining graphic, we ask you to indicate the satisfaction

towards the environmental state in your town.

+10 corresponds to the maxim grade of satisfaction and

0 corresponds to the minimum grade of satisfaction

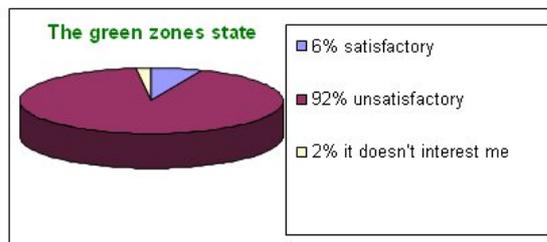


4. Which component of the environment you live in is the most debasing?

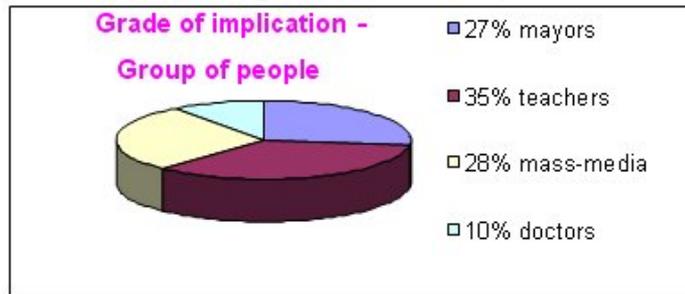


5. Do you appreciate the green areas state as being?

- satisfactory
- unsatisfactory
- it doesn't interest me



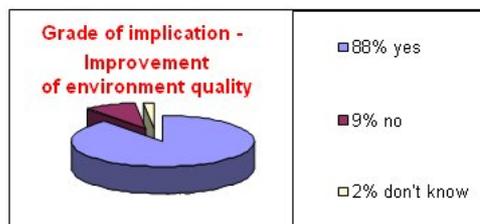
6. In what way do you think that the following groups of people do their duty and manage to involve in solving the environmental problems?



7. Have you ever participated to an action of protecting the environment?
Yes-100%



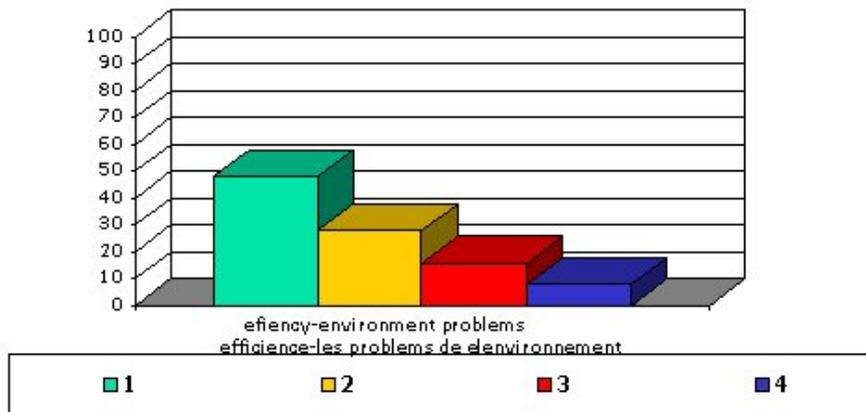
8. Do you think that participating to such an action, you contribute to the improvement of the environment quality which you live in?



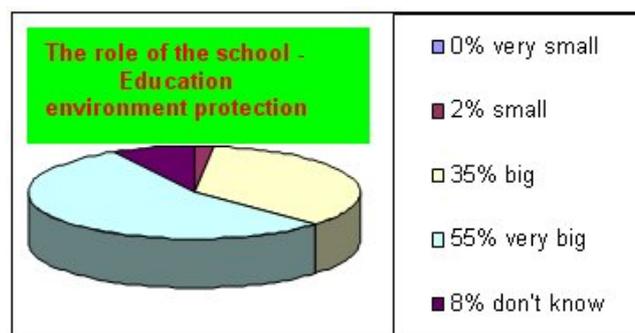
9. Are you the adept of materials recycling schemes?
Yes, 100%.

10. Which is the most important way in which the community answers positively in solving the environment problems it is dealing with?

1. teaching in school problems about the protection of the environment - 48%;
2. the existence of some examples that are good to be followed - 28%;
3. the involvement of the community in actions regarding the protection of the environment - 16%;
4. another way - 8%;



11. Do you consider that in 20 years, the role of the school in formation of the education for the protection of the environment will be:



Conclusions

In pre-university education the actors that are directly involved in the educational actions are the teachers, and the education for the environment becomes fundamental for the stimulation of the imagination, direct observation and the directly link with the environment.

There is no doubt that pupils can't do essential actions for prevention and controlling the environment degradation, but their education for this purpose, corroborated with the sanitary education and with that destined to the formation of some skills of disciplined behavior, with respect for all the values, might give results in the future. The education for the environment represents an important component of the entire process of education; this phenomenon contributes to the growth of pupil's autonomy, critical spirit, his commitment toward the environment. The analysis of the results confirms the hypothesis of process efficiency; the environment education contributes to the facility of knowledge appropriation about environment and interest stimulation toward environmental problems. The education for persistent development is a learning process for the entire life.

References

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