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EDUCATION IN  
MODERNIZATION  
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## Ekološko obrazovanje u Srbiji: Trenutno stanje i pravci razvoja

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U radu se razmatra ekološko obrazovanje u Srbiji, kroz analizu trenutnog stanja, ukazivanje na ključne probleme u ovoj oblasti i moguće pravce daljeg razvoja. U prvom delu rada dat je prikaz razvoja ekološkog obrazovanja u našoj zemlji sa naglaskom na ključne faze u ovom procesu. Put razvoja ekološkog obrazovanja u Srbiji kretao se od izrazitog antropocentrizma i antagonizma između čoveka i prirode, preko umerenog antropocentrizma sa primesama ekoncentrizma, do dominantnog ekocentrizma. Primitno je da razvoj ekološkog obrazovanja u našoj zemlji kasni bar jednu deceniju u odnosu na društvene okolnosti, što otvara brojne implikacije za obrazovni sistem i društvo u celini. Kada je u pitanju nastavni proces, analiza stanja pokazuje pomake koji su učinjeni implementiranjem novih sadržaja iz oblasti ekologije i održivog razvoja u postojeće predmete, kao i uvođenjem izbornih predmeta koji se odnose na ekološko obrazovanje. Pomaci su učinjeni i u domenu vannastavnih aktivnosti koje su obogaćene sadržajima iz oblasti ekologije, kao i u okviru obrazovnih politika škola, uvođenjem posebnih rubrika u školske programe kojima se definišu planirane aktivnosti iz ove oblasti. U drugom delu rada napravljen je osvrt na ključne probleme do kojih se došlo analizom postojećeg stanja u oblasti ekološkog obrazovanja. Kao najveći problem izdvaja se приметni jaz između usvojenog znanja iz oblasti ekologije i individualnog delovanja pojedinca u svakodnevnom životu u pravcu očuvanja životne sredine. Pored toga, u nastavi se još uvek u nedovoljnoj meri primenjuju interdisciplinarni pristup i projektna nastava zasnovana na istraživanju čiji je doprinos u učenju ekoloških sadržaja potvrđen u nalazima brojnih istraživanja. U trećem delu rada date su preporuke za dalji razvoj ekološkog obrazovanja u našoj zemlji koje se prevashodno odnose na način učenja ekoloških sadržaja u okviru škole i koje imaju važne implikacije za kreatore obrazovnih politika, lidere u školama i praktičare. Na prvom mestu, škole bi trebalo da budu usmerene na stvaranje mogućnosti za istinski, receptivni i refleksivni odnos učenika sa prirodom. To bi značilo da se u procesu učenja ekoloških sadržaja primene pristupi čiji je uspeh već potvrđen, poput interdisciplinarnog pristupa i projektne nastave. Ostvarivanju ovog cilja pomoglo bi i intenziviranje vannastavnih aktivnosti kroz unapređivanje već postojećih (ekskurzije, nastava u prirodi) kao i uvođenjem novih, na primer ekoloških kampova i drugih organizovanih aktivnosti u prirodi koje podrazumevaju veću angažovanost učenika. Na taj način bi bilo omogućeno da se znanja stečena u nastavi povežu sa neposrednim iskustvom u prirodi. Time bi se podigao kvalitet dobijenih znanja iz ove oblasti, a ostvario bi se i pozitivan uticaj na voljni i emocionalni aspekt ličnosti učenika, što bi vodilo ka njihovoj većoj svesti o potrebi zaštite životne sredine, kao i njihovoj većoj participaciji u konkretnim aktivnostima koje se tiču očuvanja prirode i njenih resursa. Na kraju, ukazano je na važnost finansijskog aspekta, pa se kao preporuka

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za obrazovnu politiku ističe da su potrebna veća ulaganja kako bi škole mogle dobijena sredstva da iskoriste za podizanje svojih kapaciteta u oblasti ekološkog obrazovanja, obogaćivanje nastavnih resursa, kao i za obučavanje nastavnog kadra.

*Ključne reči:* ekološko obrazovanje, škola, trenutno stanje, problemi, pravci razvoja.



## ENVIRONMENTAL EDUCATION IN SERBIA: CURRENT SITUATION AND DEVELOPMENT TRENDS

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The paper deliberates environmental education in Serbia by analysing the current situation, pointing to key problems in this area and potential trends of further development. The first part of the paper is an overview of environmental education development in our country with an emphasis on key stages in this process. The developmental path of environmental education in Serbia has unfolded from strong anthropocentrism and antagonism between the man and nature, through moderate anthropocentrism with hints of ecocentrism, to dominant ecocentrism. It is obvious that development of environmental education in our country is at least a decade late vis-à-vis social circumstances, which opens a number of implications for education system and overall society. With regard to teaching process, the current situation analysis reveals the progress made by implementing new contents from the fields of ecology and sustainable development in the existing subjects, as well as by introducing elective courses related to environmental education. The progress has also been made in terms of extracurricular activities that have been enriched with ecology contents, as well as within educational policies of schools by introducing special sections in the school curricula that define planned activities in this field. The second part of the paper focuses on the key issues arising from the analysis of current situation in environmental education. The greatest problem is an apparent gap between acquired ecology knowledge and the individual's actions in everyday life regarding environmental protection. In addition, the interdisciplinary approach and research-based project teaching whose contribution to learning the environmental contents has been acknowledged by results of numerous studies are still not adequately applied in teaching. The third part of the paper provides recommendations for further development of environmental education in our country. They primarily refer to the way environmental education is taught in school and have important implications for education policy makers, school leaders and practitioners. Primarily, the schools should aim at creating opportunities for genuine, receptive and reflective relationship of students with nature. This would mean using already validated approaches to learning of environmental contents, such as interdisciplinary approach and project-based teaching. Intensifying the extracurricular activities through improvement of already existing activities (excursions, outdoor classes) and introduction of new ones, for example eco-camps and other organized outdoor activities involving a greater student engagement, would also help in achieving this goal. In this way the correlation between the classroom-obtained knowledge and immediate experience in nature would be enabled. This would improve the quality of knowledge from this field, and have a positive effect on wilful and emotional aspect of students' personality. This would also lead to their greater awareness of the need for environmental protection, as well as their

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greater participation in particular activities related to conservation of nature and its resources. Finally, the importance of financial aspect is underlined and the recommendation for education policy refers to requirement for greater investments. In this way, the schools could use the received funds for increasing their environmental education capacities, improving the teaching resources and training the teaching staff.

*Keywords:* environmental education, school, current condition, problems, development trends.

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