Study on the Infiltration of Environmental Education in Local Normal Universities

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Abstract. Environmental education in local normal universities was essential to the environmental conservation, but the teaching effect wasn’t ideal. Environmental education was an interdisciplinary educational science. Local normal universities lacked of teaching resource. Permeable environmental education was one of the most direct and practical way to develop environmental education in local normal universities. In order to develop the environmental education and improve the effect of environmental education, some suggestions had been put forward, according to the actual condition of local normal universities.

Introduction
Environmental education was an interdisciplinary educational science, which core content was the relationship between people and environment. By raising the educatee’s environmental awareness, the educatee could correctly understood the relationship between human beings and the environment, established proper environmental values, environmental morals and sustainable development concepts, and improved their skills in dealing with environmental problems [1].

In 1972, the "Conference on the Human Environment" was held in Stockholm, and the concept of environmental education was presented at the international congress for the first time [2]. In China, environmental education started in 1973 [3].

The environmental quality of college students trained by colleges and universities would directly affected the long-term stable and healthy development of China's economy and the sustainable development level of China [4]. Environmental education had obviously interdisciplinary and comprehensive characteristics [5]. Integrating environmental knowledge and environmental ethics into different disciplines was the most direct and practical way for universities to carry out environmental education [6].

Local normal universities aimed to train future local constructors and successors, to train qualified teachers for regional basic education. But local normal universities lacked teaching resources. The penetrating environmental education could achieve better environmental education results with less investment.

The Current Situation of Infiltrative Environmental Education in Local Normal Universities
Uneven Environment Awareness and Insufficient Attention to Environmental Education
Environmental education in China started late. Our country mainly adopted the government-led environmental education model, with campaigning and propaganda as the main task, unformed an institutionalized, standardized, systematic and regular environmental education system. Therefore, most of the current educational decision-makers and educators had not received systematic environmental education, and lacked awareness of the importance of environmental education. They were unable to serve as disseminators and propagandists in the process of environmental education at this stage.

The Teachers of Environmental Education in Local Normal Universities Were Insufficient and Their Environmental Quality were not High
In process of environmental education, teacher played an important role. Only when teachers paid
close attention to environmental issues and were highly sensitive to environmental issues, they could play a better role in environmental education [7]. Infiltrative environmental education required teachers to have high comprehensive knowledge and ability. However, teachers in local normal universities paid more attention to their professional courses and teaching knowledge, and seldom received systematic training on environmental knowledge, skills, ethics, laws and regulations. Lack of teachers led to ineffective implementation of environmental education.

Local Normal College Students' Environmental Awareness were Weak, and Their Conscious Initiative to Protect the Environment Need to be Improved

Influenced by the traditional exam-oriented education, local basic education paid less attention to environmental education, and it was difficult for students to have access to systematic environmental knowledge before entering university [8]. It was very difficult to establish correct environmental awareness, and even some bad habits had been formed. Although after long-term publicity and environmental education, students had mastered some basic environmental knowledge and could basically correctly understood and evaluated the behavior of environmental damage, it was still a passive environmental protection behavior. Once the external supervision was insufficient, the individual or even collective environmental protection behavior could not be well adhered to. Therefore, it was necessary to enhance the consciousness and initiative of students in local normal universities to protect the environment.

Necessity and Feasibility of Infiltrative Environmental Education in Local Normal Universities

Interdisciplinary Characteristics of Environmental Education

Environmental education was a comprehensive and interdisciplinary subject. In addition to grasping the basic knowledge, relevant skills and methods of environmental protection, we also needed to know the knowledge, skills and methods of education and teaching, as well as social science theory and Humanities knowledge, which could not be accomplished by an environmental education major or elective course. It was necessary to infiltrate environmental knowledge into all subjects and curricula. Local normal universities were short of teaching resources, lack of professional environmental education teachers, and adopt the infiltrating environmental education model, which would not increase too much investment, and the effect was obvious.

Strong Support of National Environmental Protection Policy

Environmental protection was a basic national policy of our country. Environmental education could provide basic conditions for the realization of the basic national policy of environmental protection. At present, our country attaches great importance to environmental education, but it does not include environmental education as an independent subject in school education, but integrates environmental education into various disciplines.

Mission of Higher Education

College students shoulder the great historical mission of building and transforming society. College students' environmental awareness directly affects the future changes of social environment. School education was an important way for college students to learn environmental knowledge, shape correct environmental values and develop good environmental behavior. College students have a strong ability to receive knowledge, and infiltrating environmental education does not require too much investment. Environmental education has a high efficiency, which could be used as an important form of environmental education in Colleges and universities.

Suggestions on Permeable Environmental Education in Local Normal Universities

Reasonably Setting up Courses and Making Full Use of Campus Resources

In the course of teaching professional courses, when explaining professional knowledge points, the
students could also receive good environmental education edification in the process of professional education by connecting relevant environmental problems with practical problems. Environmental education in the classroom was only the dissemination of theoretical knowledge, which could further strengthen the concept of environmental protection through practice. Give full play to the environmental education function of college students' associations and associations, make great efforts to publicize environmental protection knowledge, raise teachers' and students' awareness of environmental protection, carry out various social practice activities of environmental protection, enhance teachers' and students' awareness of the importance of environmental protection, and encourage teachers and students to take the responsibility of environmental protection actively.

**Changing Educational Concepts and Improving Environmental Quality**

Education could not simply impart book knowledge, but also needed to cultivate students' rich emotions, correct attitudes and correct values. Environmental education needed to let students form good habits of environmental protection and spread positive energy of environmental protection through students. This required teachers to have high environmental quality. For this reason, schools could arrange teachers to participate in relevant environmental protection training, such as environmental protection training courses, environmental protection academic conferences, appointments to environmental protection departments, environmental protection inspection, etc. Through environmental protection training, teachers' environmental knowledge, skills and emotions should be improved, and environmental quality should be enhanced. In the future, environmental awareness should be imparted to students in the teaching process.

**Building an Environment-Friendly University and Attaching Importance to Environmental Education**

Campus was the place where students study and live, and it was also an important position for environmental education. Campus environment construction affected the quality of University education. Needed to vigorously carry out the construction of campus environment, the construction of environment friendly University campus.

Combined environmental education with professional education, and establish an educational system which was complementary to subject education. Teachers were encouraged to study textbooks, follow the requirements of the new curriculum reform, adopt infiltrative teaching, combine regional characteristics and school advantages, and develop teaching content suitable for our school. Encouraging teachers to carry out teaching research and scientific research around environmental education, teachers could achieve relevant results, enhance the development of school education, promote the reform of teaching methods, and improve the quality of teaching.

**Strong Support from Social and Related Departments**

Only relying on school education, environmental education could not be carried out smoothly and effectively. It must be strongly supported by the government, environmental protection departments, the Ministry of Education and related enterprises and institutions. Colleges and universities lacked professional teachers of environmental education, and other professional teachers lacked environmental knowledge. In order to truly achieved penetrating environmental education, we must first improved the environmental quality of teachers. Local normal colleges and universities limited in resources, which could not guarantee that every teacher could participate in environmental protection training. They needed the support of relevant departments, so that more teachers could participate in environmental protection training and improve teachers' environmental knowledge and teaching ability.

The most powerful way of promoting environmental education was legislation [9]. The development of environmental education was the common responsibility of the whole society, which needed the support of the social action system with the coordinated participation of the whole people. Established relevant incentive policies to recognize individuals or units who have contributed to environmental protection. To formed a social atmosphere in which the whole people attached importance to environmental protection and participated in environmental protection, so as to ensure the smooth development of environmental protection work.
Conclusions

Local normal universities undertook the mission of training local future constructor even leader. But they were short of education resources, low investment in penetrating environmental education, and quick results. By adopting the penetrating environmental education mode, linking professional knowledge points with environmental problems and explaining practical problems in the course of professional teaching, college students could be nurtured by good environmental education in process of professional education and enhanced students' environmental awareness.

References


