

The Orbit of Environment Education Policy in Chinese Basic Education

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Abstract: Firstly, this paper introduces the concept of environment policy. Environment policy setted by a party or a state in a special period in order to achieve some environment educational goals, such as sustainable development and environment protect, is a directional administerial ways, and action guide line that can restrict, show and harmonize ideas and action of the objects of environment education.

This paper includes four parts.

The first part introduces the background under witch Chinese environment education policy came to being and developed. This paper thinks that Chinese environment educational policy is result of international background and Chinese special situation.

After society entering into industry society, Human rob nature resources more fearfully. The destroy to environment turns to dangers to Human being finally. United Nations hold the first world environment meeting in Stockholm of Sweden 1972. After this meeting, Chinese environment protecting strided forward difficultly. In the same time, under international background instituting of environment educational policy and work of environment education started difficultly in China.

Chinese theories instructing and policy instituting of environment education was impacted by International Environment Education Proseminar hold in Belgrade 1975 and Intergovernmental Environment Education Meeting hold in Fore-Soviet Russia Debilsli 1977. These meeting's pneuma turned to basic guideline that China advances the development of environment education.

Chinese farther development of environment education was influenced by "Uited Nations Environment and Development" meeting hold in 1992. This meeting bringed forward the conception of Human being having to go along with sustainable development definitely. The conception put forward new goals and assignments for environment education. then, Chinese environment education policy consummates step by step, environment education of basic education unfolds comprehensively.

The second part compartmentalizes the orbit of Environment Education in Chinese Basic Education. According researching files of Chinese Environment Education, this paper thinks that goals choosing, content, characters, and ways of environment education change phase by phase, then compartmentalizes the orbit as four phases that link up each other: startup phase, development phase, redirection phase, deepen and enlarged phase.

The third part introduces environment education character of different phases of environment education policy in Chinese basic education. Along with the orbit developing, this paper thinks that the practice of environment education in Chinese basic education develops continually also, and shows different characters.

In the startup phase, macroscopical policy instruction is main. This phase can be disparted into two phases by year 1978. In the front phase, the scope of environment education in Chinese basic education was narrow, the objects and ways were simplex, the influence is limited. After 1978, Chinese middle schools and elementary schools increased content

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of environment protection. From 1979 to 1983, the first, second and third meeting of Education committee of Chinese environment science academy put forward idiographic request about environment education of Chinese middle schools and elementary schools, and this promoted development of environment education of Chinese basic education.

Development phase mainly showed policy layout in macroscopical-level, middle-level and microcosmic-level. After 1978, Chinese middle schools and elementary schools emphasized energy sources, environment protection, zoology and so on in teaching, infiltrated content of environment education into relative subjects and extracurricular activities, trained teachers in the same time. In 1990, Chinese education committee requested that high school should have elective classes about environment protection. In November 1992, Chinese education committee and environment protection bureau hold the first "National Environment Education Workmeeting", put forward a guideline?Education is principal to environment protection. This promoted Chinese environment education to a flourishing situation.

In the redirection phase, macroscopical-level policy leaded environment education to the core of sustainable development. In this phase, the idea of sustainable development infiltrated into basic education step by step, so environment education of basic education come into prevalence commendably, school pay more attention to importance of environment education, both quantity and quality of teachers that took part in environment education upgraded.

In deepen and enlarged phase, the content of environment education was deepen and enlarged. In this period, the level of environment education of basic education in China improved obviously. Based on popularizing knowledge of environment protection, the work of environment education emphasized students' virtue of environment much more. The intercommunion that environment education of Chinese basic education did with others states boosted omnidirectional development of environment education. The content of the policy changed from "whether should we unfold environment education" to "how should we unfold environment education", "how should we insure unfolding of environment education" and such core problems.

The third part analyses the problems that environment education policy in Chinese basic education is facing and should to result. Passing through more than thirty years' development, this paper thinks, environment education policy in Chinese basic education has gotten notable achievement indubitably, has been acting important function that instructs and promotes environment education in Chinese basic education. but comparing with western developed countries' system of policy of environment education, the existing policy of environment education in china is being in a primary development phase. Basing situation of Chinese environment education, there are some problems in environment education of basic education that the policy have to result.

(1) The main body of environment education is not clear.

In the long time, Chinese basic education is affected by traditional examination-oriented education. Though our state has instituted macroscopical policy of environment education goals, different ranks education administrant departments do not pay enough attention to environment education. So this results to The main body of environment education is not clear.

(2) The strength of monitoring environment education is not sufficient

Presently, not only implementing the policy is not enough, but also monitoring environment education has too much limitation. It is necessary to exert administration monitoring, to enforce monitoring, inspecting and appraising for education administrant departments, environment protection departments and judicature departments, so that they can insure that all kinds of policies and measures can be brought into effect.

(3) It is necessary to change from emphasizing teaching environment knowledge to heightening environment diathesis

Environment education in Chinese basic education emphasizes environment knowledge and consciousness profoundly. But education conception has changed from knowledge first to comprehensive development. So environment education

require that not only to teach the students knowledge and craftsmanship, but also to enhance the students' environment consciousness, feeling, attitude and values.

(4) Research and instruction of environment education theory are not enough

Successful progressing of environment education relies on instruction of science theory. But, another problem existing in many schools unfolding environment education is research and instruction of environment education theory being lacking, this make environment education be not able to empolder new realm, have no innovation, lack backup force, and make the students and teachers' interesting decrease step by step. So environment education can not make progress.

Key words: policy of environment education; basic education; China

