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Formation of the humanistic world outlook of pupils as a basis of counteraction to terrorism and extremism (on an example of studying of subjects of a natural-science cycle)

In the article there are considered problems of formation of the humanistic world outlook of schoolboys on an example of studying of subjects of a natural-science cycle. There are described stages of formation of the humanistic world outlook; it is shown the role of ecological and valeological education in development of tolerant consciousness of the pupil’s personality.

Key words: world outlook, views, beliefs, ecological education, valeological education.

The person’s personality can’t be developed out of society. From the earliest age the child receives ideas of the world and the person’s place in it. At first these ideas are formed in the family, then in the educational space which is presented by establishments of preschool and school education. Depending on how much parents and an education system are occupied with the concrete child these ideas can be scientific or not scientific. Ideas of the concrete personality is a system of ideas and beliefs arising on the basis of individual experience.

According to D.N. Ushakov world outlook is the whole complex of views, opinions of the surrounding, life, the world, either sphere of being [6].

Subjects of a natural-science cycle allow to develop the scientific and humanistic world outlook of schoolboys. In itself the subjects’ educational content is neutral in upbringing sense. The studied facts, laws and regularities can be interpreted and understood in various ways. Personality of the teacher introduces the upbringing orientation to the educational content; the teacher makes pupils’ attention active; he orness a lesson (through dialogue, problem or projecting education) so as pupils would search for answers on the questions by themselves, form own system of concepts and beliefs. At such approach the teacher or parents are only coordinators of the pupil’s cognition. They take the latent position and thus promote development of the child’s own world outlook.

The base of formation of the scientific world outlook of pupils is studying of theories, laws, facts (a cognitive component) and acquisition of various educational abilities (an activity’s or competence component) which then pass to a level of personal senses of the schoolboy.

For example, at biology lessons, the teacher shows fragility of live objects, possibility of the natural community’s quick destruction. Thus, the humanistic world outlook of schoolboys is developed; they learn to respect life in all its displays, get used to the thought that it is impossible to attempt upon someone’s life simply by a whim or because you don’t like something in it. Thus a prominent aspect is recognition of the
right to existence of the individual different from the person who can be weaker and more defenseless. Further these positions can be also transferred on development of tolerance in relation to people of other nationalities, views and opinions that finally promotes formation of safe educational environment.

At chemistry studying it is also possible to develop the humanistic world outlook of schoolboys. Thus, at studying of physical and chemical properties of substances, their use by the person, it is necessary to explain to schoolboys that there are no good or bad substances or technologies, but there is a humane or illegal aim of their use. For example, an explosive to ruin hundreds people is possible to be prepared from simple enough and in general accessible components, but the same components can be used for reception of substances which serve for the human welfare (medicine, fertilizers, etc.). Thus, we show to children that at the basis of human act there is his world outlook, his relation to the other human life.

Formation of views and beliefs of schoolboys, which are in due course developed into world outlook, occurs through some stages.

1. Formation of views of the schoolboy; that is an emotional estimation of facts and phenomena of reality. At this step it is necessary for the teacher to use such methods, forms and educational technologies which will promote development of pupils’ humanist views on the events and phenomena occurring in nature and life.

2. Formation of beliefs which act as incentive stimulus to activity of the pupil. Beliefs are developed of the sum of scientific knowledge, abilities and life experience (a vital position) of the schoolboy. On the basis of beliefs the schoolboy defines his attitude to an event, a phenomenon, makes its estimation. This stage is very important in formation of the world outlook of the child. Parents, mass media, educational environment have a great influence on formation of beliefs. Beliefs basically are formed of those ideas which are personally meaningful for pupils and which they can apply in real life. Unfortunately, in relation to “the others”, beliefs can have both positive and negative character. For example, the self-murderer who realizes an act of terrorism is convinced of correctness and fidelity to ideals of his religion. Unfortunately, modern terrorists more often are young men; that means that the family and school couldn’t form the humanistic outlook among these people.

3. The schoolboy’s world outlook formation on the basis of views and beliefs. This process lasts throughout all human life. Sometimes people are too rigid in their beliefs and don’t want to change after changes of their life conditions. It is very easy to involve such people in terrorist organizations, in sects, as they don’t see (or don’t want to see) the positive in the surrounding reality and it is much easier for them to be in the closed organizations where they skillfully manipulate their fears and biases.

From our point of view, the ecological and valeological education promotes development of the humanistic world outlook at the studies of a natural-scientific cycle.
For a long time influence of the person on environment is not local and even regional yet; its consequences have global character. “Harmony of the person and nature should become a basis of development of our society. Each person should realize necessity of harmony with the nature. Today more than ever, before the mankind there is a question on the necessity of change of the relation to nature”, transition from anthropocentrism principles to a primary ecocentrism, providing the corresponding education of new generation [3].

Organization of the well thought over and personality focused system of ecological education of pupils, both at school, and in additional education system, is urged exactly to promote such transition.

Since childhood it is necessary to give ecological knowledge to pupils, to impart ecological thinking and ecological culture. This problem is not a simple one. There is a necessity of systemness, effective methodical and technological methods, competent selection of ecological content. All of these causes extreme importance of carrying out of different arrangements (action, subbotniks, voluntary work, etc.) which will promote development of the humanistic world outlook of children [2].

We understand the ecocentric world outlook, being a part of the humanistic one, as the subject’s belief that the person and nature is a single whole.

Thus it is important to understand that at ecological education realization in consciousness of pupils simultaneously there are some points of view in relation to the nature. Anthropocentric and ecocentric world outlooks are in interaction in consciousness of the pupil, forming some mixture of views and concepts. The world outlook including two boundary regions, anthropocentrism and ecocentrism, is influenced by the corresponding value attitudes developed in the process of pupils’ ecological and general education. Anthropocentric and ecosentric world outlooks are kept by the schoolboy’s consciousness, thus the consciousness of the pupil is guided by them even in a case of occurrence of the certain life situation connected with necessity of display of a certain action in relation to nature, gives out a complete image of this action and this complete image can be anthropocentric or ecocentric.

In situations of choice of a certain kind of action in relation to environment the schoolboy can’t act in either way but to construct that he knows, being guided by own experience. The choice that he makes according to his experience will make the content of his practical activity in relation to nature. Therefore for the educated it is necessary to create the ecologically focused environment which will comprise conditions for schoolboys’ reception of a certain experience of manifestation of the mainly ecocentric world outlook in choice situations at practical decision of ecological problems (territory cleaning, economy of water and other natural resources).

For transition from the anthropocentric world outlook of pupils to the ecocentric one it is necessary to create the ecologically focused environment possessing potential senses and certain conditions which, at occurrence of certain factors, initiate expansion and consolidation of semantic formations, sating with necessary senses the schoolboy’s world outlook and its personal components through the ecologically focused practical activity.
Being based on the concept of I.V. Abakumova [1], we consider that dynamics of semantic development and personal growth of pupils generates continuous interaction between situational, “current” semantic displays and semantic structures which can have a claim on a steady level and define behavior of the sense in its “decrystallizing”, appearance for the cognizing; this is a field of sense self-actualization, the field where the sense “grows” to a certain level from the minimum to the maximum condition, from a personal sense to a personal value.

Thus, a source of sense formation is the vital world of the person; it is the world of his relations with an obviously limited part of reality (D.A. Leontyev, K. Rogers, V. Frankl, N.E. Schurkova). Some its fragments have more value for him, and closing of his subjective experience, his life relations, on them is more intensive and dynamical; the others have smaller importance and the subject’s relation to them can be less expressive; the third can be presented only potentially. The aim of parents and teachers is to make humanistic approaches to the world around the basic for the child and that they would form a basis for development of his personal world outlook.

The great value for development of the humanistic world outlook of schoolboys has valeological upbringing in the family and in educational space.

Valeology approaches to health of the person from a “self” position (self-comprehension, self-cognition, self-sanitation, self-improvement). Pedagogical valeology is based on a number of principles of health-creating education [on 4].

1. **A principle of conformity with nature** (Komensky, Pestalocci, Pirogov, Tolstoy). On the basis of this principle the system of education and upbringing should be constructed according to the child’s nature, to laws of his development.

On the basis of this principle, education and upbringing are to be constructed being based on three base needs peculiar for the person, namely: need for search of life sense (which is the basis of person’s spirituality); need of the person for the other person (as a possibility of tolerant coexistence in society); need for creative self-strengthening (aspiration to disclose all inclinations laid in the child).

2. **A principle of the person’s uniqueness**. Being based on this principle it is possible to formulate the main purpose of modern education – the all-round development of individual abilities of each pupil. At such approach each child starts to accept himself as a reality, tries to develop his abilities and inclinations. Thus he begins to concern tolerantly to “the other I”, to learn to respect his personal propensities and experiences.

3. **An addition principle**. Realization of this principle conducts to acceptance and comprehension that: nature creates everything on the earth, including the human, as an addition to each other; each person is necessary to other people, as for realization of his vital aim he needs help of these people; the pupil can’t live in informational, social vacuum, he necessarily cooperates with contemporaries, with teachers, parents, etc.
4. **A principle of unconditional love.** The child’s responsible relation to his health can be brought up only if the child feels love of people close to him. On the other hand the relation to self as to a value forms the responsible relation to other people, to environment among pupils.

5. **A principle of projecting education.** Realization of this principle assumes pupils’ mastering of various kinds of activity and formation of key competences. Performance of projects stimulates creative activity of schoolboys, trains them in their work in a command, forms a communicative competence.

Development of the humanistic world outlook, thus, is a long and uneasy process. To generate the humanistic world outlook, for teachers together with parents it is necessary to impart gradually to the pupil the humanistic relation to nature, world around, people near him. For this purpose it is possible to use the stimulation methods, personally focused technologies, projecting education.

**References**