

Children's Literature as an Imperative Tool for Education and the Environment

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Abstract

Children's literature is worked and spread on the beginning of faith, whereby if there is a place for in effect links between literature and society, then it will indeed be found first in children's literature. For the most part children's literature is goal fixed and in the middle of its targets is the adjustment of socio-cultural values. The number of study hours for children's literature in the colleges for teaching is very limited, and only rarely is the professor of the future awarded broad knowledge of children's literature during her studies at the college. Now no study program has been chosen for the connection between children's literature and its results and a method of mixing this subject into the field of literature. Due to the importance of children's literature in the integration of values and teaching of an ideological setup which will become a way of life, it is proper to study the findings of literary works in literature textbooks and before this the outline of the subject in the syllabus.

Key words: Children's literature, education of sustainability, education of environment.

Introduction

The environmental heads misadventures which have happened the world have created a growing awareness of sustainability in society in Israel such as the Ministry for Defense of the Environment and others such as the Standards Institute, the army, voluntary organizations. In spite of the acknowledgment by Ministry of Education and for Safety of the Environment urgent need to set up a working program for carrying out of issues about the quality of the environment into the learning system. Environmental teaching is still not apparent as a possible subject in the school set of courses. An organizing foundation which requires an original school model for its application is needed. Under the heading of ecology one can count 76 children's books. In particular one should note the work of Ran Levy Yamouri, which is dedicated to helping books with an ecological location, some of which are written bilingually, Hebrew-Arabic. Together with the growing awareness about sustainability the question still remains: How can this subject be joined into literature studies in teachers' training? Currently no study program has been

chosen for the connection between children's literature and sustainability and its results and a method of join in this subject into the field of literature.

The period environmentalism is one of the most focal terms in the governmentally aware, social and cultural, useful and proper address in current times. The environmental debate has make stronger based on the fear of a man-made environmental. The environmental talk as well as its many results is a fire in the middle of current global culture for several the call for a green environments, for safety of nature and sustainability is a central matter in a culture seeing it's self-damage, and for others this is no more than a fleeting method report. We wish to look at the position of children's books selling with nature and environment, and whether their removal on the book shelf is an action that should judge by grown person. This follows the politically aware, useful and cultural discussion between logical methods which aim to discuss the defense of nature, just and only in functional situations of the environment and cultural methods which adopt a normative method as favors the safety of nature, an approach that pools social interest, visual sympathy, historical consciousness and ethical result of man as 'a scenic mould of his native land' (Hotem, 2010). In this paper I wish to direct the voice of education as a tool the faith in the base of the next group of agents of communism. I wish to show how an available tool, which is also in effect, can light up the argument in the teaching method from all its aspects. The policy of the Government of Teaching is to deal with the subject of the quality of the environment and the subject of natural balance and sustainability in general, the field of literature in actual is located within the overall program. I personally wish to focus on books that have been written for children with the understanding that literature is a motivation for adjustment of social ethics. Therefore, it is proper to look at the findings of books dealing with nature saving, mainly in the light of the communication which was give in to to the Instruction Commission (2006) and in the light of data documented by Court and Rosenthal (2006) as regards the small number of story book works production with the subject of worth of the surroundings in school textbooks. In her study she notes love of nature and saving of the environment as important values. The value of the love of the people and the country looked in 7.31% of replies connecting to the important values in textbooks.

Popular one sentence the author reviews the value of 'love of nature' and the value of 'preservation of the environment': "This value reinforces the understanding of the importance of the love of nature for mankind, the need for environmental conservation and the love of animals" (Court & Rosental, 2007, p. 28). But, the difference between the behavior of it and reading about it in textbooks should be studied. As the programs "constitute the consolidation of the knowledge, skills and beliefs that a certain society sees appropriate to expose to the generation of students, and the methods of implementing them within diverse educational frameworks that the society establishes and makes available to the student" (Alpert, 2002, p.28) the issue of children's literature as an added tool in the overall process should be look at. Also as the syllabus program writing is a series of actions during which

selections are made, sharing, creation and assessment of learning outcomes and the means of completing them, in the light of the guess of social needs (Schremer & Bailey, 2001). Rosenthal notes that it is possible to concept the syllabus allowing to the informative awareness and unique needs of each school or people (Rosenthal, 2006). For that reason children's literature could serve as an arrangement for literacy, as noted by Elkad-Lehman, and Greensfeld (2008). This as in her judgment too in the teachers training system a number of exceptional tools have been advanced for the development of awareness in the special of literary works based on spiritual, emotional, language and literary respects. Also, the number of study hours for children's literature in the colleges for teaching or learning is very limited, and only fitfully is the professor of the future awarded broad knowledge of children's literature during her studies at the college. The lack of all-inclusive knowledge and in-depth understanding of children's literature sometimes causes the go-between to be attracted to choose a text which can be 'understood immediately' a popular text or one with simple language and satisfied, without literary or emotional depth thus rejecting a difficult and more text from the literary piece, which could have added worth in adjustment of values. More texts, which touch on the value of the environs and sustainability, take in an richness of information in a attentive field, where it is important to identify not only the central concept at its foundation but somewhat also the wealth of terms which expand the subject. It is so proper to treat the status of children's books dealing in the subject of maintenance of nature with a level of suitable seriousness. Maybe in detail the study process which follows outside of the formal background will help the students understand this important value and finally enjoy it for its own!

Children's Literature as a Means of Socializing

A book is one of the traditional program writing channels as a significance of it being the understandable outcome of the culture in which it was published. Society is, the total of the issues from which it is included, and its expression is therefore the creation of the different members of the age group. In that way also the literary work which deals with the personal and the familiar – has a social direction. The creating separate, with all his personal suitcases, roles in a society and expresses this whether meaningfully or not (Harel, 1992). Regev (1992) adds that literary works for children, during all times, reflect in one way or another belief and the values of the society in which they are written. Regev stresses that children's literature was always supposed as one of the clear means for teaching and training the young reader.

Through the means of story and poem communications were taken that the society wished to express. In fact, those same central values that the government and its causes wished to offer to children were stressed so that they, when the time came, would be effective and compliant populations. Children's literature is worked and spread on the basis of faith, where if there is a place for actual links between literature and society, then it will naturally be found first in children's literature. For the most part children's literature is goal directed and between its targets is the assimilation of socio- cultural values.

The above mentioned values refer to three points in time: past, present and future: the traditional values of the past, the valid ethics of the present and the aspiration in the direction of deliver values for the children of the present with the vision that they will make society better in the future when they receive civil status (Stephens, 1992). The faked awareness maintains that the mythical work of art is a 'testimony' or a 'reflection' of the social condition the historical national condition is an political slide of a world-view, of the linguistic status or the state of the art in the period in which it was written. Consequently by means of the focused literary work on the subject one can look at the social-cultural reality, the Israeli current reality, in which way and which method reality is represented and returned in a literary work.

The story helps the process of getting hold of of norms (in particular in children). The process of achievement of norms is carried out within the common activity with the fellow man. The view of immaterial terms is possible only if the child has a social communication which will lead him to skill a smash with these terms. An extra meaning of children's literature is that due to the structure of the plot of the literary work, the text uses prior knowledge and experience in order to realize the process of knowledge (Shimrom, 1989). Then, stories based on familiar setups create a high level of clarification. Also, if the texts related between new knowledge and former knowledge, a process is created of training and of drawing conclusions over and above the text itself.

The Contents Observed in Children's Literature Dealing with the Quality of the Environment

Over and above the language, reasoning, emotional and social aim, the environmental story is a means of growing global knowledge as a way of life. In the field of natural science it is important to base knowledge on the world so that the reader will grow what exists in it and reserve it. Defense of nature and the setting is not just an immaterial value or a sterile statement: this value symbolizes the creation of a quality of life corner for each specific, and within this background will teach the reader to safety measure the capitals of nature: water, land, air, sea and culture sites.

As part of the development of knowledge, natural literature explains how ecological research is trying to expose and understand the specie of the processes taking place in the surroundings from all aspects. It terms the complex validity of the environmental circumstances (Cohen, 1983), such as for instance the size of the populations or the location of a certain gender in a certain place or lack of them in another place. There are some very clear wonders, we know, of course, that fish live in water and not on land. However there are more complex and stylish marvels, which cannot be identified at first glance. Another disinterested is the setting up of knowledge about what is similar and different in the ecological unit in various places in the world (Cohen, 1983), whereby a tropical rain forest in the area of the equator is not similar to the tundra in North Alaska.

What is the ruling authority in both these conditions? Is there anything shared by all the environments in the world? The stories stress the great importance single-minded by the ability to forecast in advance the results of environmental changes. What will happen if the forest is cut down if it is a virgin forest? What will the effects be on the environment, on the plants that existed in the forest, on the flora, on the fauna, on the soil, on the water and perhaps on the climate? Are these changes created due to human mediation in all the environmental processes? It is very important to be aware of the costs of these changes. Poetical definitions are given in literary works to the term ecology and a great quantity of terms have been revealed which has become a dictionary of natural terms.

The reader learns to understand the difference between help, which is the return of the land to useful use after a disturbance, and salvage which is an attempt to return the damaged natural system to some kind of useful state or a creative state which is acceptable to the public, and the option of reusing it – not specifically an attempt to return it to its former status or certainly to use original workings. The reader learns to differentiate between renewal and repair of the entire ecosystem, about practical connections and conservation, and defense of the natural systems which have not been harmed or were harmed relatively little. The objective of protection is to prevent harmful situations. Still, the reader learns about throw away. Literature give emphasis to the factors responsible in each field, and most importantly, in accumulation to knowledge it becomes a tool for education of the reader to preserve the quality of the environment. Literature serves or shall serve as an agent of change (Dar, 2008), whereby with proper education and direction in the pre-schools and lower grades the children will put pressure on parents from below and on their adult environment and order a new code of behavior.

Conclusion

As set out by Golden (2010, p. 141), “Stories are very powerful cultural practices which are formulated by reality and at the same time contribute to its design”. So it is difficult to ignore the status of literature written for children on the subject and it should be schooled as part of the education process. And as such it is a motivation for adjustment of values and setting up of ethical structure and is a means of teaching to a way of life without convincing. The literary great quantity could fund to the introduction of ecological management by experience, and by a learning changer, however these are the tools of literature. When working out teachers we should inculcate and permeate the love of the situation and teach them how to take duty for defense of nature and the Earth and in this manner to nurture the development of given that tools for those studying teaching.

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