

## The role of socialization institutions in environmental education involves a balance between theoretical concepts and practical applications

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### Abstract

Environmental crimes are among the crimes committed by humans on Earth that have extended to include all aspects of life, and they have varied in degree of severity and cruelty. It has been shown that environmental crimes have serious harms to humans, the environment, health, and the economy. When we interpret the relationship between humans and the environment, human ecology, as a branch of sociology, deals with the study of people in their physical condition, as it is concerned with interpreting certain phenomena such as humans polluting their environment and the effect of these actions on the environment's performance of its role for humans in the present and the future. Through this scientific article, we seek to analyze and diagnose the role of socialization institutions in addressing and confronting this problem, which is fundamentally a matter of public concern, as it affects the natural environment in which humans live with all its components. An individual's behavior within society is subject to an educational process through which he acquires values and culture that allow him to adapt to the environment in which he lives. Here, we pose the following fundamental question: How do socialization institutions contribute as a preventive factor to the occurrence of environmental problems through environmental education? Industrial wealth and technological progress were among the most important factors that led to the destruction of the ecological balance and the emergence of environmental problems. Even humans began to experience new phenomena that were previously unknown and widespread. Some diseases affecting the respiratory systems of humans have emerged due to air pollution, deforestation, and related issues such as soil desertification, erosion, drought, acid rain, global warming, and snow melting.

**Keywords :** Socialization, Environmental Culture, Environmental Pollution, Environmental Crimes, and Environmental Education.

### 1. Feature Upbringing Environmental

Environmental upbringing is characterized by several features, most notably the following:

Environmental socialization usually aims to solve limited problems in the human environment by helping people to recognize these problems, analyze their causes, and evaluate the methods and means to solve them. It aims to involve the individual in setting a social definition of the methods and activities aimed at solving problems that affect the environment. Environmental education adopts a comprehensive approach that incorporates several scientific disciplines in addressing environmental problems: In fact, properly understanding these problems is essential to recognizing the interconnections between various phenomena and prevailing conditions, which would be overlooked by relying solely on one branch of science.

The comprehensive approach to multiple scientific disciplines disregards the boundaries between specialized fields and aims to provide a more holistic and nuanced understanding of similar problems; it focuses on comprehensively understanding the processes involved before identifying and solving specific issues, rather than merely placing different sciences alongside each other. However, pursuing a comprehensive education for multiple practical branches in a proper manner poses a challenging requirement that necessitates gradual effort. Therefore, it is assumed that communication between teachers should be facilitated through the new training that specialists receive and the establishment of a suitable learning system that considers the intellectual and methodological links between different branches of science. [1]).

Environmental education is keen to be open to the local community, believing that individuals pay attention to the quality of the environment and take serious and persistent action to maintain or improve it only in the midst of the daily lives of their community. Environmental education, by its nature and function, seeks to direct various sectors of society to exert their efforts with the means at their disposal to understand the environment, rationalize its management, and improve it, and in doing so, it adopts the idea of comprehensive, sustainable education that is available to all categories of people.

Environmental upbringing is characterized by continuity and a forward-looking approach. [2] Until relatively recently in human history, changes in the social, cultural, and natural framework of life occurred slowly. Under such conditions, it was easy for new generations to learn the values and knowledge of their ancestors and pass them on, confident that this cultural heritage would be sufficient to ensure their integration into society. However, the Industrial Revolution, particularly in the latter half of the 20th century, has violently shaken this framework. The remarkable progress achieved in scientific knowledge and its technological applications has amplified human control over the environment and accelerated the pace of change. Today, the natural and built environment is changing at an unprecedented rate in all its aspects, resulting in the emergence of new economic, social, and cultural systems and the continuous generation of new problems, such as climate change, urbanization challenges, and social inequality. Knowledge and technologies are constantly evolving. For the first time in human history, changes are occurring within a period shorter than an individual's lifespan.

In this case, environmental education must always be careful to reformulate its guidelines, content, and methods and, at the same time, ensure that the knowledge available to different groups is constantly being updated and adapted to new situations, such as emerging environmental challenges and technological advancements, and in this way it progresses within the framework of lifelong education.

### **2.1.1 The importance of environmental upbringing**

All educational studies that address environmental strategies and environmental education's rarity are of great importance, and their significance is crystallized through the following:

- 1- the society Industrial The effects of environmental survival are evident in the chaotic production of non-biodegradable manufactured materials. This phenomenon is manifested in the chaotic production of non-biodegradable manufactured materials.

Other byproducts of industrial production, which stem from unjust practices that rely on the increased exploitation of non-renewable and transformative resources, are described by Clevia TA as a fluid entity that knows no boundaries and adheres to no standards. Which makes the mechanisms of the Good news set the boundaries of vibrations and tensions, thereby influencing the collective emotional state of humanity in response to these chaotic industrial practices. Surviving dangers and about it.

- 2- collective emotional state to human This planet, which is crystallizing around the subject He feels it, namely, the performance of the duty of the Mag For the higher body, it is necessary to find educational activities that encourage it to adopt a strategy limited to the mechanisms of brain management for the benefit of all beings that share its consciousness on the surface of this planet, such as workshops, community programs, and collaborative projects that promote awareness and understanding of environmental sustainability.
- 3- Environmental indicators and their transmission characteristics between converging and divergent environments and the mechanism The effect of this mechanism on both its living and non-living components is significant.
- 4- Technological progress and its increasing needs Environmental health is about the crazy demand for resources on one hand and the negative effects on the other.
- 5- The growth of human experience encompasses nine fields of knowledge: antiquities, chemistry, and the biological processes related to industrial and technological waste and byproducts.
- 6- Investing human energies in nature and what it produces: One of the environmental crises that terrifies me is pollution and the excessive disruption of the ecological balance. Distribution: The demand for graffiti from the population.
- 7- Educational studies are excluded from carrying out awareness-raising or behavior-forming tasks. Positive for the Mag humanitarian truth The environment and its problems, Educational strategies that rely on the integrated method are the only way to achieve this formation. It deals with environmental education activities.
- 8- Managed your The environmental situation involves taking necessary measures to develop positive relationships between individuals, their peers, and the surrounding environment, including Nasser.
- 9- Contemporary phenomena necessitate serious consideration of a comprehensive environmental education approach that addresses relevant strategies and programs. Enhance its impact in formal and non-formal education.
- 10- Educational institutions are adopting urgent environmental education strategies and making progress in area Ha.
- 11- Finding motivating methods for the educational departments responsible for planning environmental education is essential to ensure that they are inspired to fulfill their roles with enthusiasm and sincerity. For environmental education, so that she is motivated to play her role with enthusiasm and sincerity, it is essential to implement engaging teaching methods and provide relevant resources that connect students to real-world environmental issues. [3]).

### 3.1.1 Environmental Education Goals

Since environmental problems are complex, they should be addressed using different fields of knowledge. Environmental issues must be viewed locally and globally to show their severity. Environmental education is more effective when it is explained to individuals. People's outward behavior towards the environment depends on the knowledge and values they possess, which are often shaped by their education and awareness of environmental issues. [4]).

The Belgrade Charter, which emerged from the international symposium held in the Yugoslav capital in October 1975, outlined the aims and objectives of environmental education. It aims to enable individuals to understand the complex nature of the environment, a result of the interaction between its biological, physical, social, and cultural aspects. Consequently, it must equip individuals and societies with the means to interpret the symbiotic relationships that connect these diverse elements across space and time, thus facilitating their adaptation to the environment and promoting the more prudent and responsible use of the world's resources to meet humanity's diverse needs, both now and in the future. Environmental education should also contribute to fostering national awareness of the environment's importance to development efforts. It should also promote responsible, active participation at all levels in making and monitoring decisions that affect the quality of their environment and its components. To this end, environmental education should disseminate information about alternative development projects that do not have harmful environmental impacts, while promoting lifestyles that foster harmonious relationships with the environment.

One of the goals of environmental education is also to raise a clear awareness of environmental integration in our contemporary world, since the decisions made by different countries and their behavioral patterns can have international repercussions.

In other words, the goal of environmental education is conscious and responsible respect for the natural environment and human habitat. When we discuss acquiring information, we mean not only gaining pure knowledge about the environment but also obtaining all useful knowledge that can promote conscious and responsible respect for all elements of the environment and its balance.

Here, it is important not to confuse environmental education with environmental knowledge. The former utilizes the latter, making it a tool whose primary goal is to foster and cultivate positive behaviors that are compatible with improving and preserving the environment. Any environmental education that does not employ this approach is ineffective, as it fails to engage individuals in meaningful ways that promote sustainable practices and environmental stewardship.

Environmental education has a crucial role in this regard, which is to develop a spirit of responsibility and solidarity among the countries of the world, regardless of their level of development, to be the basis of a system that ensures the protection, development, and improvement of the human environment.

Environmental education has many goals, which we will list below:

- 1- Raising awareness of the importance of resources: The diverse environment is a national asset that grows through scientific planning. This includes understanding ecological principles and the technology needed to protect and invest in the environment as part of comprehensive development plans.

- 2- Formation Knowledge: This enables the Afraad from Idrayour to understand the succession of ecosystems and their mutual influences within a clear vision of the biosphere.
- 3- Raising awareness of environmental factors and their connection to human health and safety.
- 4- Finding balance and comfort between the social, economic, and biological elements interacting in the environment.
- 5- Definition of the letter: By nature, the distribution of wealth, the likelihood of its depletion, how to preserve it locally, the activities of rationalizing it, and improving decision-making on future societal issues.
- 6- Understanding social, technological, and natural systems and a human relationship with issues and pollution.

Some specialists have woven goals. Locally, the same principle applies: environmental education unites its goals as follows:

- 1- The Awareness: Helping social groups and individuals to gain awareness of the environment and its related problems and to develop a particular sensitivity towards it.
- 2- Knowledge assistance to social groups and individuals to gain experience in a type of study that relates to the environment and its problems and aims to achieve a basic understanding of them.
- 3- The Trends: Helping social groups and individuals to develop values and a sense of concern for the environment and to motivate them to contribute effectively to improving and protecting it.
- 4- Skills: Helping social groups and individuals to acquire the skills to recognize AI-driven environmental problems and their solutions.
- 5- Contribution: Providing social groups Individuals with environmental expertise contribute effectively at various levels to solving environmental problems.

### **2.1 The role of the family in instilling the origin of environmental protection**

The family is the first human group that a child interacts with and lives alongside. The formative years of a child's life, which he confirms have the greatest impact on shaping their personality, are influenced by scientists, education, and psychology. from shapes and on long range. And know that the normalization process is social (socialization). For the child The normalization process occurs across all societal institutions that the child interacts with, with the family being the most influential of these institutions. The importance of the family in shaping a child's personality becomes clear when we remember the principle of biological The principle states that "the more obedient a child is, the more they are shaped by their environment."

The family has become increasingly responsible for shaping a child's personality, especially in recent years. Many factors influence the first five years of a child's life. The family is also the environment. The first stage involves the child beginning to form his identity and understand himself through practical interactions. The process is represented in the give and take and the interaction between him and the members of the family and others. And in this social environment, the child receives their first sense of what needs to be done. With him, actions that, if performed, would earn praise and commendation, such as helping with chores

or showing kindness to others, and other actions that would receive disparagement and punishment, like being disrespectful or not following family rules. The family is responsible for raising its children, and this responsibility falls on both the father and the mother equally, each in their respective roles. Therefore, proper upbringing serves as the fertile ground for the growth of life and the flourishing of childhood. [6])

Educators have recognized that families perform three essential functions in society, namely:

- 1- Producing children and providing them with a suitable environment to meet their biological and social needs.
- 2- Preparing them to participate in community life and to learn about its values, customs, and traditions.
- 3- Providing them with the means to develop themselves within society.

From these points, it highlights the critical role played by the family. The children's development originally stemmed from their social environment. The first one he deals with is the child; it represented a source of security and reassurance for him. He sought stability and aimed to satisfy most of his needs.

Based on the above, the family becomes more important. Institutions and society play a role in preparing individuals to preserve the environment, protect it from harm, and build resilience against future challenges. They have the means to improve it and protect it from risks, such as implementing sustainable practices and promoting environmental education within the community. and comprehension. And the values of cleanliness represent rationalization, consumption, cooperation, and other things that have a positive impact on the environment, such as reducing waste and promoting sustainable practices.

Perhaps the best way to illustrate the family's role in protecting the environment, even if symbolically, is by addressing the three main environmental problems: population explosion, pollution, and depletion of environmental resources. What should be remembered is that the role of the family, like other societal institutions, includes two main dimensions:

The first dimension is the preventive dimension, which aims to prevent environmental problems. The therapeutic dimension aims to mitigate the severity of environmental problems. The severity of environmental problems, addressing them, and resisting them are as follows ([8]):

### **1.2.1 The role of the family in addressing the problem of pollution**

Children acquire many of their behavioral traits through their daily interactions with their families, especially their mothers. Observing the daily practices of their parents, older siblings, and other family members largely shapes their attitudes. Imitation is arguably one of the most important educational methods a family can use to cultivate positive attitudes toward the environment in their children and reinforce the values of environmental stewardship.

If the family's role is to protect the environment from the dangers that threaten it, then its role in addressing the problems that have befallen the environment is no less important than its preventive role. In the field of addressing the problem of pollution in all its forms: air, water, soil, food, electromagnetic pollution, and noise pollution, the family has an important role.

Below are some methods that families can use to raise environmental awareness among children regarding water issues and to address the problem of water pollution, for example:

Parents should handle water positively, without being wasteful or polluting it. So, it's hypocritical for parents to waste and pollute water while forbidding their kids from doing so. Parents should not tire of advising and guiding their children about the sources of water pollution and directing them to ways of addressing it.

Parents should instill in their children the value of cleanliness in everything, including water, wherever it is found.

Parents should remind their children that humans are the cause of water problems because they have strayed from the proper methods of managing water, leading to its waste, pollution, and depletion; thus, the resolution of water issues can only come from human action. Parents should involve their children in cleaning drinking water tanks and sterilizing water, even if only by observing if practical involvement is impossible.

- Parents should involve their children in the process of inspecting the home water network, checking the meters, monitoring leaks, and addressing them.
- Regarding air pollution and raising environmental awareness among children and addressing this problem, for example: - Parents should advise their children and urge them not to burn materials that pollute the air and explain to them the shortcomings in air issues and problems.
- Parents should guide their children and involve them in cleaning and removing air pollutants in various places, whether public or private.
- Parents should focus on educating their children and explaining to them the causes of air pollution, which include: household wastes that contribute to air pollution include smoke from cooking and heating, chemical compounds used in cleaning and air fresheners, pollutants from cigarette smoking, and those resulting from the use of insecticides in various forms and application methods.

### **2.2.1 The role of the family in addressing the problem of environmental resource depletion**

Environmental resources of all kinds represent sources of goodness from which humans obtain the necessities of life. However, humans' irrational treatment of these environmental resources has corrupted some of them, polluted others, caused the extinction of some living species, and reduced the lifespan of many energy and mineral sources.

There is no doubt that the family plays a major role in addressing the problem of depleting environmental resources in all their forms—permanent, renewable, and non-renewable. The family contributes to building positive attitudes in its children towards the environment and its components and supports values of cleanliness, participation, cooperation, rational consumption, and others. This is because the family is considered the key to the learning process for children. The home is considered one of the ideal places for the practical application of environmental concepts. When one of the environmental principles is practiced within the family, it then becomes linked to the individual's lifestyle. Many environmental education concepts are taught at home. When parents explain to their children how to dispose of solid waste, fight fires (air is a permanent resource), take care of garden plants or pets (renewable resources), or conserve electricity (non-renewable resources), they are thus providing their children with environmental values aimed at protecting environmental resources. [9]).

### **3.1 The role of Educational Institutions in Environmental Upbringing**

#### **1.3.1 Kindergarten Role Children In Environmental Protection**

Kindergarten serves as a guidance and educational station for children. To qualify children This includes children who are in the prime of their development and growth. Their ideas and instilling sound practices With sound guidance, The primary stage, which serves as a preparatory phase and a genuine educational experience for the child, is eagerly anticipated.

Kindergarten is considered an educational institution that serves as an intermediary between home and school, preparing children for primary school. It assists families in the child's sound development during this foundational stage of life, especially as women, the essential part of the family, have entered the workforce. Urban children, not just those of working women, face overcrowded housing, while rural children... As in the poor neighborhoods of cities, they suffer from cultural hunger that affects their level of knowledge, their ability to face challenges, and their ability to adapt to any new elements of renewal that may occur in the environment.

Hence the importance of kindergartens, as they compensate for some shortcomings in home education and create a maternal atmosphere that compensates children for the loss of their mothers, in addition to developing their physical, mental, social, and emotional abilities. [10]).

In the field of environmental protection, kindergartens aim to reinforce the guidance initiated by families in exploring the environment, understanding its components, the problems it faces, and how to preserve it. The independent approach is perhaps more suitable for integrating environmental education into the kindergarten curriculum than the two previous approaches: the modular and the integrated. The independent approach consists of comprehensive environmental education programs as a separate subject. This is because children at this stage are not interested in fragmented knowledge; they view phenomena or problems holistically.

Kindergarten teachers can easily teach this curriculum, as the content does not include scientific depth, allowing them to focus on engaging children with hands-on activities and discussions that foster a love for nature and environmental stewardship. The greatest burden falls on the kindergarten teacher to achieve the educational goals at this stage with an environmental spirit.

The kindergarten organizes some field activities for the child that develop in him a sense of the importance of nature and the need to take care of it and thus urge him to exercise responsibility towards it in the best environmental way. The kindergarten also seeks to develop a well-thought-out environmental cultural system directed at the children's segment, which includes many behavioral patterns that urge love and respect for the environment, such as teaching them about recycling, conservation, and the importance of biodiversity. Through the field activities organized by the kindergarten, children develop a positive feeling towards the environment.

#### **2.3.1 The role of the school in developing environmental awareness among students**

It is known that upbringing begins at home and through the family, but life circumstances have changed, its requirements have multiplied and diversified, and the family's work has branched out and expanded, so it has become unable to play its role in raising the child without help,

particularly in fostering essential skills and knowledge that are crucial for the child's development in a modern society. This situation necessitates the existence of another institution that helps it to transmit the cultural heritage and helps the child to adapt well to life and teaches him the customs, traditions, values, systems, beliefs, and human behavior that society approves of.

Hence, the school came as a social and educational institution, undertaking the task of education alongside the family. This necessitates that both institutions, the family and the school, cooperate to raise the child to the desired goal and to prevent any contradiction between them that would result in the disintegration of the child's personality and a loss of confidence in the family or the school, or both.

Although the school represents the main social institution concerned with education, it is not the only one. In addition to the family, there are other institutions, such as scientific societies, professional, religious, literary, and sports bodies, the media, and other bodies that share the school's serious educational mission. [11]).

In relation to these social institutions that contribute to the upbringing of children, the school has three main functions:

- 1- The school is a tool for completion:the school completes what other social institutions, primarily the family, have started in terms of educational work and guidance.
- 2- The school serves as a corrective tool:the school rectifies any educational errors made by other social institutions and bodies. If there is a deficiency, it rectifies it, and if there is a void, it fills it.
- 3- The school as a coordinating tool:the school coordinates the efforts of all social institutions and organizations in the education of children, maintaining constant contact with them to guide them toward the best educational methods. Undoubtedly, the school is the primary authority in all matters related to the educational process.

However, it must be emphasized that the school will not be able to achieve its educational goals or fulfill its mission properly unless it avoids isolation from society, focuses on serving it, opens itself to the environment and adopts what is good, grasps the reins of modernity, firmly grounds itself in the heritage and authenticity of its society, and attends to the child's future and present equally. Such a school is the one that can be relied upon to shape and prepare the individual, equipping them with the appropriate and desirable knowledge, skills, and attitudes so that they can adapt to their environment in the best possible way.

### **3.3.1 Methods of teaching the origin environmental in school**

It is achieving the goals of formal environmental education, and in particular, school-based education and environmental education in schools through the use of group strategies. The most important educational aspects, according to Dr. Rateb Al-Saud, are as follows:

#### **1- Direct experience methods**

It represents one of the most important methods of teaching environmental education, as the direct interaction of students with the environment provides the tangible, material basis for learning environmental concepts and increases these students' understanding of their environment and their appreciation of it. The direct experience strategy involves students learning through more than one of their senses, and it is known that the more senses a learner uses, the faster they learn. Direct experience can include locations in the natural environment,

such as a seashore, a mountainous area, a desert area, a nature reserve, a water desalination plant, a food canning factory, or a wastewater treatment plant.

## **2- Methods of action research and practical studies**

Assigning students research on environmental issues makes them active participants in gathering, classifying, organizing, and analyzing information and in drawing necessary recommendations based on their analyses. Field visits can be used to connect these studies with practical research on various environmental issues, such as industrial problems. Students are responsible for gathering information about the factory under study, including:

The students analyze the factory's location, the reason for its selection, the types of materials it manufactures, the raw materials used, the waste generated by the factory, the method of waste disposal, the procedures for protecting factory workers from exposure to various pollutants, the procedures for protecting the environment surrounding the factory, and other factors. They then analyze the information they have gathered, identify the factory's advantages and disadvantages, and offer their recommendations accordingly. In this way, the students practice the fundamentals of decision-making and problem-solving. [12]).

The use of direct service methods, action research methods, and practical studies achieves important educational goals for students, including:

- Developing scientific thinking skills through careful observation, data collection, tabulation, and classification and then coming up with general laws or rules.
- Developing manual skills, such as using equipment and collecting and preserving samples.
- Enhancing learning opportunities through work.
- Developing scientific attitudes such as caution in drawing conclusions, appreciating the risk of disasters in the natural environment, and appreciating the value of efforts made to preserve the environment.
- Developing opportunities for collaborative teamwork.

## **3- Methods of studying environmental issues**

This method is closely related to research methodologies. Studying environmental issues is a useful way to help students understand the elements of an issue, its causes, and the necessary conservation measures. Environmental issues not only include problems but also beneficial actions, such as building a dam, a factory, a farm, or establishing a nature reserve, among others.

Studying environmental issues requires taking three things into consideration:

\*Choosing important issues related to students' daily lives and what the media publishes about them continuously.

Adopting the discussion method to address the chosen issue is important because it helps learners understand themselves, bring about positive changes in their behavior, express themselves in correct language, think logically, and respect others.

\*The content of the issue was presented in a specific format to enable students to understand the diversity of its status and to grasp the interrelationships between them. [13]).

## **4- Role-playing methods**

You can use the role-playing strategy and its accompanying discussions to find solutions to environmental problems. These strategies involve identifying a specific

environmental problem, selecting groups of students who represent the overlapping interests related to that problem, assigning roles to each student, acting out those roles, evaluating the performance, and determining the implications of the results.

The philosophy of role-playing stems from the fact that environmental problems are complex and interconnected, involving conflicting interests between individuals, on the one hand, and between individuals and society, on the other. For example, the problem of overgrazing involves a conflict between the interests of livestock owners, the interests of society as represented by government policy, and the interests of consumers.

It also involves a conflict between the concept of personal freedom and its limitations, as well as the notion of the common good that the community requires. Livestock owners are eager to increase the number of their animals and reduce their dependence on the feed they use to improve their livestock, as such an action costs them financial burdens in exchange for the naturally available fodder.

These interests conflict with the government's policy and its desire to preserve the environment and prevent the destruction of vegetation, which leads to soil erosion, flash floods, and their associated dangers. Furthermore, the interests of all these stakeholders clash with those of consumers, who want to increase livestock numbers to lower meat prices.

## 5. Problem-solving methods

One of the goals of environmental education is to equip students with the ability to make informed and responsible decisions regarding environmental issues. Achieving this goal requires the participation of these students in discussing environmental problems and proposing alternatives and solutions for them. These environmental problems presented for discussion must be realistic and appropriate to the students' abilities and interests.

Some of the methods that can be used in the field of problem-solving are open and guided group discussions, role-playing, games and simulations, and carrying out real-world projects (carrying out protected agriculture, overcoming soil erosion, cultivating a piece of farmland with drip irrigation, reducing energy consumption, etc.), as illustrated in the example that presents a discussion of the issue of building a road in a rural area.

The discussion enriches participants' knowledge about air pollution, the role of trees in purifying it, noise and health, and the meaning of natural ecological balance. Following the discussion, students decide whether or not to build the road and apply this decision to other situations.

## 7 Ways to Participate in Environmental Activities

Student participation in environmental activities is one of the best ways to achieve the goals of environmental education. Participation helps these students to:

- Acquiring information functionally about the activity they perform.
- Acquiring manual skills through the use of devices, tools, and materials.
- Developing scientific thinking skills, such as careful observation, measurement, data collection, differentiation, organization, and classification.
- Acquiring desirable attitudes, habits, and values, such as taking one's time to draw conclusions; appreciating and respecting the balance of nature; and appreciating the efforts made by official and non-governmental institutions in serving the environment. [14]).

**Some beneficial activities that students can participate in include:**

- Cleanliness campaigns within cities and on beaches.
- Planting, caring for, and harvesting trees and fruits.
- Celebrating environmental events, such as exhibitions of drawn or photographic images created by students that reflect negative and positive practices of human interaction with the environment.
- Competitions on specific environmental topics by writing reports or preparing an environmental album that includes pictures of positive and negative practices in the environment.
- Forming committees or environmental associations to engage with the local community for environmental awareness ([15]).

**6. Conclusion:**

In conclusion, it becomes clear that environmental education is not merely a subject added to the curriculum but rather a life process aimed at reshaping the complex relationship between humanity and its environment. By examining its characteristics, we find that it is comprehensive and continuous, striving to transcend the narrow confines of specialised sciences towards a "comprehensive approach" that recognises the complexities of contemporary environmental realities and looks forward with vigilance to the future challenges posed by the technological revolution and rapid industrial growth.

The cornerstone of this process begins with the family, the primary environment that shapes a child's character. To the extent that the family succeeds in its preventative and therapeutic role, and to the extent that parents become role models in rationalising consumption and combating pollution, the child's sense of belonging to the land becomes firmly established. Kindergartens and educational institutions then complete this structure, transforming innate awareness into organised social behaviour through "direct experience", "role-playing", and "problem-solving"—strategies that make the learner an active participant, not merely a passive recipient of information.

**We can summarise the vision presented in the article in the following key points:**

- **Institutional integration:** Environmental protection begins at home, passes through kindergarten, and matures in school. Any gap between these stages leads to a disorganisation of environmental behaviour among young people.
- **Work-based learning:** The effectiveness of environmental education is not measured by the amount of knowledge retained but by the ability to make responsible decisions regarding water, energy, and waste issues in daily life.
- **Sustainability and global awareness:** Environmental education is a long-term investment aimed at creating local awareness that benefits the planet as a whole, as emphasised by international conventions such as the "Belgrade Charter".

Today, we face a moral and historical responsibility: either we raise generations that understand that the human brain is responsible for managing the planet's resources wisely, or we continue to deplete our environment until we reach the point of no return. Therefore, we call upon all sectors to unite in adopting comprehensive environmental education strategies that make

respect for nature a culture and its protection a sacred national and humanitarian duty, to guarantee future generations the right to a safe and stable life.

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