
THE ROLE OF ANIMATION IN DEVELOPING THE ENVIRONMENTAL AWARENESS OF THE ARAB CHILD

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Abstract

The issue of the environment and its protection is the talk of the hour, especially after the voices calling for the need to protect and develop the environment increased due to the irresponsible behavior of the human being, it is the first environmental problem, and as a result of the influence of man in his environment, several problems have occurred that threaten the fate of mankind, which are problems of lack of respect for public property and lack of Order and lack of concern for health, hygiene, etc. The best solution to preserving the environment lies in the upbringing of a person and the stage of childhood, the most important stage in which his vulnerability to the various factors surrounding him increases, which affects the formation of his personality throughout his life. Here, the role of animation is evident in the environmental awareness, which actively contributes to environmental awareness because of the great benefit that animated films play in conveying reality to the child and the movement, vitality and credibility it gives. Previous research and studies in the field of childhood have proven that there is a severe lack of environmental awareness among pre-school children of behaviors that indicate their environmental awareness, and this may be a result of the lack of audiovisual means accompanying the information they obtain, as they are in great need to adjust their behaviors in line with their environment. Therefore, the research deals with the role of animation in environmental awareness and extension programs, as it is an important tool to raise environmental awareness and has a significant impact on directing the Arab child in a positive and effective manner.

Keywords

Animation, Environmental Awareness, Development

Introduction:

It is imperative to work with children from an early age to raise their awareness of environmental issues and help them understand our responsibility to use the resources we have wisely. As we know habits are formed as early as we can, by working with children, to influence decisions made by their families on environmental issues.

Within the framework of preparing the school community in a comprehensive manner, working with pupils, parents and teachers to enhance their understanding of environmental issues through workshops, interactive activities and training is an essential component of success by focusing on awareness in the appropriate management of the elements of the basic environment to conserve energy, water and soil and methods of solving some Environmental problems such as waste and pollution at an early age and within the context of the school community and the home as a whole, tremendous progress is made as a result of early understanding, behavior change and subsequent improvements in the choices people make as well as the systems in place to support these choices.

It should be noted that while children are armed with knowledge and understanding to reduce

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consumption, reuse and recycle, changes occur naturally in the home and then extend even further in the workplace of parents. As long as students of all ages understand why we need change, and it is part of the rethinking process, then we can get future generations to truly care about the world around them.

Awareness for children and school students:

Schools play a major role in all environmental awareness processes for students and children and their effective role in achieving the vision and strategic directions of countries aimed at increasing focus on environmental education and awareness and community participation in that, which helps support children's association with their environment and develop empathy towards the natural world in which they live.

Research problem:

The research problem lies in the following question:

_ How can the environmental awareness of the Arab child be developed through animation?

Research objective:

1. Study some of the animated films with a positive impact directed at the Arab child and their role in developing his environmental awareness.

Research methodology: The research follows the analytical and applied approach to their suitability to achieve the research objectives.

Research procedures:

Implementing a set of designs related to environmental awareness and its role in expressing various environmental issues, and the possibility of employing cartoon designs in environmental awareness directed at children and its success as a persuasive advertising tool in achieving its required goals.

Research terms:

Environmental education:

A holistic educational process that extends for life, and it is a process directed towards creating responsible individuals to explore and identify existing environmental issues and problems, participate in solving them, take effective measures to improve environmental conditions, and work to prevent new environmental problems. As a result, individuals can develop a deeper awareness and understanding of environmental issues, and can even acquire effective skills that help them make informed, responsible and unbiased decisions that solve environmental challenges.

Environmental sustainability:

It is the ability to conserve natural resources that are valuable in the environment. For example,

most people prefer to preserve the natural environment for the sake of sustainability due to its great role in:

Preserving human life

- The capabilities that must be present in the natural environment to maintain the living conditions of people and other types (such as clean water and air, and a suitable climate).

Environmental components that produce renewable resources such as water, wood and solar energy.

- To provide a livable and beautiful environment for all people.

The presence of threats to these environmental resources means that there is a risk that these things will not be preserved and depleted greatly and thus will not be available for future generations, such as the extraction of non-renewable resources on a large scale such as minerals, coal, oil, etc., or the damage to the natural environment could cause threats to decline Dangerous in quality, destruction or extinction.

First: the theoretical framework:

The school's role in environmental awareness:

The role of schools in the Arab countries towards environmental awareness is still very poor and there is no emerging role for school administrations by adopting educational approaches towards the environment, such as setting up activities even if they are classroom, or directing teachers to alert students to bad behaviors such as wasting water or using electricity incorrectly and cutting trees and roses inside and outside the school The fact that this may contribute to a good preparation of students to increase their environmental awareness and create them as effective human tools in the future.

The importance of environmental education lies in the fact that it is the educational process that aims to develop the child's awareness of the environment and the problems related to it, provide him with knowledge, skills and trends, and assume individual and collective responsibility towards solving contemporary environmental problems, and work to prevent the emergence of new environmental problems. The environment will be more likely to be preserved and preserved in the later stages of his life, as his previous experiences affect his behavior in the later stages of his upbringing, and on the contrary, a child who is used to behaving wrong or sick behaviors towards the environment will be more susceptible to aggression in his later stages of life Hence, the issue of raising a child with environmental education should not be left to chance or spontaneity, but it must be planned, targeted and intentional. In order to achieve good learning outcomes that achieve positive behaviors towards the environment.

Based on this, environmental education seeks to:

1. Create an information base for students by providing them with sufficient environmental knowledge and information that helps them to deal with these problems and issues.
2. Development of responsible environmental trends, tendencies and ethics towards the environment and its issues.
3. Building positive environmental behaviors and skills that help to achieve peace with the environment.
4. Encouraging environmental ethics and environmental responsibility to reach the achievement of environmental citizenship among children.

Thus, environmental education is no longer just information that is studied about environmental problems such as pollution, degradation of the vital environment or depletion of resources, but has expanded in its concept until it has become an educational and teaching method represented in achieving a set of general goals.

The general objectives of environmental education are as follows:

1. Awakening critical awareness of the economic, social, political, technological and ethical factors related to the roots and causes of environmental problems.
2. Development of moral values among students in a way that helps in activating the positive relationship between humans and the environment.
3. Focusing on the upbringing of students according to the environmental culture, through the upbringing and education environment, which aims to acquire the individual positive attitudes towards the surrounding environment.
4. Empowering the individual with positive behaviors through environmental education curricula designed to achieve this goal and using educational methods that are consistent with their nature to help form a mechanism for responsible environmental behavior.

Levels of Environmental Education:

There are five general levels of environmental education that environmental education programs should strive to achieve, and they are as follows:

First: The level of awareness of environmental issues and problems: This includes developing children's awareness of the following issues:

1. The extent of the impact of human activities on the state of the environment in a positive or negative way.
2. The effect of the individual behavior of the human being (such as burning waste / smoking / cutting trees / draining water ... etc.) on the natural balance in the environment.
3. The importance of concerting individual, local and international efforts to solve

environmental problems.

4. The link between local environmental problems and regional and global environmental problems and the need for cooperation between peoples to solve these problems.

Second: The level of environmental knowledge of environmental issues and problems: - It includes helping children acquire the following:

1. Analyzing the information and knowledge necessary to identify the dimensions of environmental problems that affect humans and the environment.
2. Linking the information obtained by the student from the various fields of knowledge with the field of studying environmental problems.
3. Understanding the consequences of the bad use of natural resources and its impact on depletion and depletion of these resources.
4. Learn about the historical background behind the current environmental problems.
5. Learn about the local, regional and international efforts to protect and preserve the environment.

Third: The level of environmental tendencies, trends and values: - It includes providing children with appropriate opportunities that help them to:

1. Developing appropriate positive tendencies to improve and preserve the environment.
2. Forming appropriate directions towards combating environmental problems and preserving and protecting their resources from the environmental dangers that threaten them.
3. Developing a sense of individual and collective responsibility in protecting the environment through teamwork and collective participation in solving environmental problems.
4. Building ethics and purposeful environmental values such as respecting the right to continue for all environments and respecting private and public property in a way that directs students' behavior towards commitment to their responsibility for the environment and commitment to it.

Fourth: Environmental skills level: It includes helping children develop the following environmental skills:

1. Collecting environmental data and information from research sources, experiments, field work, environmental monitoring, observation, experimentation and investigation.
2. Organize, classify, represent and analyze data, and use various methods of research, investigation and presentation.
3. Developing an action plan to solve environmental problems or maintain and develop natural resources, or rationalize their consumption and protect them from depletion and consumption, so that this plan includes work procedures and their quality with scheduling in time and space.

4. Extrapolating facts from studying environmental problems, then formulating models, generalizations, or laws about them.

5. Organizing studies in environmental monitoring and environmental experiments and building development projects based on the results of this monitoring.

Fifth: The level of participation in environmental activities: - It includes providing children with appropriate opportunities to contribute to the following:

1. Participation in surveys, reviews and environmental studies in order to suggest solutions to these problems

2. Organizing activities for environmental protection, maintenance and development of its resources, whether at the individual or group level.

3. Evaluating environmental programs, decisions and procedures in terms of the degree of their impact on the level of balance between the requirements of human life and the requirements of preserving the environment.

4. Participation in national, regional and global environmental activities, projects and campaigns.

Characteristics and characteristics of environmental education:

1. Environmental education tends to reduce the effects of environmental problems and help individuals to realize them.

2. Environmental education takes an inclusive approach to several scientific branches in its approach to environmental problems.

3. Environmental education is characterized by the nature of continuity, looking to the future and addressing its issues.

4. Environmental education links society and its institutions with environmental protection legislation.

5. Environmental education clarifies complex problems and provides knowledge to clarify them and identify their causes.

Principles of environmental education approved by international conferences:

1. The individual has the right to enjoy life, freedom, education, and the enjoyment of the environmental resources he needs in his life.

2. Environmental education is a lifelong process through the formal system and the informal system.

3. Teaching the environment with all its natural, technological, cultural, historical, ethical and aesthetic elements through educational curricula.

4. Defining educational curricula for environmental education that are consistent with the

nature of the educational stage, and paying attention to the learning environment in the early stages.

5. Discovering environmental problems, identifying their real causes, and working to address them using environmental education methods.

6. The use of different educational methods and a large number of effective teaching methods in environmental education.

Results:

1. Considering animation as an educational advertisement tool for children and growing up as an effective means in achieving the goals of environmental awareness and guidance for them, and for their societal spread is considered an indicator that they can be used in the field of environmental awareness advertisements as a successful method.

2. The link between the success of the advertising message for animated advertisements intended for children for the purpose of raising environmental awareness and how to employ them on the appropriate means in order to achieve interaction and produce the required response.

3. The tendency to employ animated advertisements for environmental awareness specially prepared for children is considered an intellectual and design direction that takes it out of the stereotypical space to open new horizons in the field of environmental awareness and guidance.

Recommendations:

1. The positive role of using animation in spreading environmental awareness among children from a very early age.

2. Applying patterns of behavior modification and change towards environmental issues, respecting and applying them by presenting advertisements based on animation that are well thought out and planned to work on the behavioral and directional development of society.

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