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This study seeks to understand and analyze the pattern of environmental education, as based, on the one hand, on functions performed by its components interconnected with each other, in order to achieve sustainable development, and on the other hand, on what the new functional theory poses and its benefits in field study, through approaching its basic tenets using the study indicators, and through testing by way of sociological hypotheses ensuring scientific research methods based on both the descriptive approach and the content analysis approach.

The study sample was a deliberate sample consisting of books of geography and civic education, chosen from education books used by the medium education institution in the city of Biskra. The curriculum contents of these books were compared with lists that have been built by the researcher, and which carry the concepts of environmental education and sustainable development that must be included in the books of medium school education, aided in this, by an interview with a deliberate sample of medium school teachers in the city of Biskra, to consider the various interactive curricular and extra-curricular processes, and by using the cognitive test measurement, applied to the areas of sustainable development, and used with a systematic sample of students of the fourth year of medium school education, after verifying its validity and reliability.

The results of this field study, showed that the pattern of environmental education, and what it incorporates as different parts, are not working to consolidate and strengthen the ties of interdependence and cohesion between components in an integrated and balanced manner to reach sustainable development within medium school education institution, this as a result of:

- the dysfunction caused by improper value guidance, reflecting members interactions, and unable to estimate its impact on their behavior within the interactive curricular and extra-curricular process mainly based on secondary concepts to achieve sustainable development. These secondary concepts were found to occupy advanced ranks, while basic and essential concepts occupied medium and low ranks, and appeared with contradictory and uneven rates, and in some cases were non-existent, in many of the medium school levels of geography and civic education.
- a lack of good integration of the concepts of environmental education and sustainable development, within the premises if the basic pupil cognitive, affective, and skill needs necessary to build the pupil's personality to achieve sustainable development.
- the lack of social integration within the relational interaction process, which occurs firstly in class, and secondly outside the school environmental clubs.
- pupils roles, and their associated relationships and non-functional expectations to achieve sustainable development, because it does not work to achieve the adjustment function with cognitive testing for the areas of sustainable development, and therefore the various positions of sustainable development, which are exposed in their daily lives.

Considering that these effects are real and realistic, they cause disorder, disturb the balance in the environmental education pattern and its role in achieving sustainable development according to Parsons' claim, despite the fact that it does not destroy its foundations, but only seeks to change within the framework of balance, and so under the embodiment of the idea of " Nicholas Le Mans ", one of the functional theorists, which indicates that the pattern works in an effective manner through self rehearsal, so that the pattern becomes able, to observe itself and reflect on itself and on what it does, and also make bold decisions concerning this reflection that will work for the formation of the pupil's acting self, through, making him possess pure awareness, giving him a meaning to his life and existence, making him alter his surrounding rather than just being included into it, and also rendering him admit others within environmental clubs which activate as social movements within the institution of medium school education, through the openness of this institution to its environmental surrounding and the execution of environmental projects in partnership with representatives of the civil society and the private sector to alleviate environmental problems and protect the environment; and thus, the pattern of environmental education and its role in sustained development can reproduce the right balance in its real image, so that it will be a dynamic balance as is Jeffrey Alexander confirms it within the new Functionalist approach.

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