

## BIO-EDUCATION: THE REALISATION OF BIOCENTRIC VALUES

[Dr. Nadezhda Shulenina](#)

Philosophy Department  
Moscow Academy of Chemical Engineering  
Russia

Up to the present, human activity has supplied the most advanced techniques which have influenced all areas of the earth and neighbouring space. Humanity has become a determining factor in the subsequent bios evolution. The current, unprecedented, environmental situation exists because humans now have unlimited power to influence the future of bios forms, and the organic forms of plants which support the stability of earth's life-system. The future of humanity and bios depends on which way we will choose to apply human "power" - whether utilitarianly or biocentrically.

The new place and role of human activity on the planet demands a change in the system of values and the social structures, which correspond to them. Critical environmental differences in the modern world are derived from the fact that anthropocentric ideas and principles are the basis of intellectual and social activity. Anthropocentric values are objectivised at political, ideological and national-ethnic levels, and currently prevail over a biocentric world vision. As a result, inorganic nature - defined as space and the non-living substance of the planet - in addition to all forms of bios and non-socialised, marginalised human beings, such as children and mentally disabled adults, are excluded from the area of moral imperatives. By refusing to admit that all these elements have a right to independent existence, humanity is considerably diminishing its potential for interrelating with the bio environment in the future.

This is a process of degrading cultural, psychological and physiological human activities. Anthropocentric ethics are absolutely unacceptable, as a means of overcoming the current environmental crisis. Biocentric values have always existed, either at the level of individual consciousness or at art-creation level, in all historical epochs, and there have been unsuccessful and desperate attempts to include biocentric values in social activity. Can biocentric ethics be a natural basis for human consciousness and behaviour? Only in the modern epoch. They are being formed as a system of principles reflecting the modern human position and, as the principles reflecting human, environmentally-approved existence, within the systems of the planet. Formulating the principles of biocentric ethics and their cultural interpretation will take a long time. Bio-education must speed up this process; its general aim consists of, introducing the concepts of environmental conditions as inner factors of social progress, to human beings and the social structures of their activities.

To achieve this, successfully, means introducing conclusions with regard to the current environmental situation, to individual consciousness, effectively. The knowledge of environmental concepts and biocentric ethical principles, or attempts to breathe new life into Eastern and Western positive traditions, have not yet created changes in thinking or behaviour patterns toward all forms of bios.

Environmental principles are being transformed by bio-education from an external determinative, to personal persuasion, thus forming an internalised basis for action. Bio-education must integrate biocentric moral consciousness and the ideas of bio-knowledge with internalised, determinative factors of behaviour. Bio-education must modify individual consciousness by changing its motivation, in an environmentally-considerate way.

Human consciousness, having evolved over a long period of time within the context of nature and society is capable of becoming a factor for human self-preservation in the modern epoch. As a result, bio-education can use not only the positive experience of natural science but also the experience of environmental propaganda. Such methods change only the outward forms of human social activity but, the goal itself is to change the essence of social activity, without causing further damage to human health.

Environmental knowledge must not depress human beings or creating a sense of doom, uncertainty or aggression. Using the sphere of psychological activity, as one of its effective methods, bio-education is capable of replacing current stereotypes of human self-perception, including the perception of bios as merely the source of consumption. Bio-education, based on such a culture of psychological activity, is the creation, by human beings, of an image of themselves as an inseparable part of the planet's system, being the special bios form which takes responsibility for bios.

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**Dr. Nadezhda Shulenina** holds a Ph.D. from the Faculty of Philosophy, Moscow University. A specialist in "Ecology and the Human Future," her interests also include philosophical aspects and analyses of bios and its preservation, ecological consciousness, culture and tradition.

