Amateur translation from JANČAŘÍKOVÁ, K. Didaktické přístupy k přírodovědnému vzdělávání předškolních dětí a mladších žáků. 2. rozšířené vyd. Praha: Univerzita Karlova v Praze, Pedagogická fakulta, 2019. ISBN 978-80-7603-051-0.

**Nature, the best teacher**

Many scientists say that their best teacher was Nature itself. Perhaps all pedagogical theories describe the fact that they influence the environment of education and upbringing. Behaviorism warns when a child / pupil or animal that behaves as the teacher wishes in a classroom environment does not have to behave in another place. The theory of didactic situations speaks of a "milieu" and often asks how the environment disrupts the didactic process. Many concepts perceive the environment positively, such as the concept of a third teacher or the concept of informal education.

**Concept “Third teacher”**

An Italian educator (specializing in preschool children) Loris Malaguzzi (1920-1994) described the concept of the Third Teacher (Malaguzzi, 1994). Parents (family) are the first teachers, teachers in kindergarten are second teachers and the third teacher is the environment.

Malaguzzi founded the Reggio Emilia Approached Institute for Preschool Education in the northern Italian town of Reggio Emilia. The approach he and his colleagues promote encourages children to be inventive, imaginative, willing to cooperate and communicate with others, and develops their creativity. Adults do not consider children inferior, but fit for everything. Educators in Reggio Emilia have noticed that the environment affects children, and were very concerned about how their school environment shaped children. Therefore, they began to pay attention to the environment (class appearance and outdoor environment). They see the environment as a "third teacher". Aesthetic beauty in schools is considered an important part of respecting the child and his learning about the environment.

Every environment affects the child. Not only a natural and harmonious environment, but also an unsightly environment. The environment affects a child, whether parents or educators want it or not. Children who grow up in a dirty, anonymous panel housing estate with overflowing garbage cans, and children who grow up in a small village, with a linden tree in a well-kept square and with a forest full of stimuli behind the house and behind a school or kindergarten, develop differently. Children who were influenced by the natural environment at an early age show higher environmental sensitivity in the future, as well as a higher level of satisfaction and a more frequent feeling of happiness.

The enrichement, nature styl school garden is an ideal environment for children of pre-school and younger school age.

**Concept “Informal education”**

Informal education (Strejčková, 2005) is an unplannedly education. The children learn from the environment, from each other. Informal education cannot be monitored or managed. It can be supported by everyone, especially by suitable modifications of the environment.

It is divided against formal education provided by institutions (kindergarten, primary school, etc.) and governed by the curriculum and the Framework Educational Programs, as well as non-formal education provided by parents, grandparents, leaders and lecturers of leisure activities or parents (Strejčková, 2005).

An unorganized stay in nature is very important for the development of environmental sensitivity and other personality characteristics. Teachers have a duty to create space for informal education for children.

We find testimony in a number of autobiographical books.

For example, the American botanist, breeder and reform educator Luther Burbank (1849 - 1926), who bred, although not a university degree, about 800 cultivars during his lifetime. According to the testimony of his contemporaries, he was able to see on a large field a plant suitable for further breeding (Gould, 2005). He acquired this ability precisely thanks to informal education (unorganized stay in nature) in early childhood. Burbank has written very few articles; his longest text, Training of the Human Plant; he does not devote himself to breeding, but to pedagogy and eubiotics. Stephen Jay Gould (2005) considers it a key document of liberal eugenics (in its original, not Nazi, sense). In this book, Burbank promotes the education of children in a calm and harmonious environment of a rural family, fundamentally opposes compulsory school attendance for children under 10 years of age; promotes a childhood he himself had. He considered life without intellectual stress to be the basis of the proposed pedagogical reforms.

Every child should have their own world, where there are sand cupcakes, grasshoppers, water beetles, tadpoles, frogs, butterflies, wild strawberries, cherries, acorns, chestnuts, tree climbing, creeping, water lilies, squirrels, bats, bees, guinea pigs, puppies, stubble, spruce cones, pebbles, sand, snakes, blueberries and hornets; and every child who loses this world will also lose the best source of his upbringing. By getting acquainted with the individual components of this world, he comes into contact with the inner harmony of nature. This instruction is nonviolent, natural, and holistic (Burbank, 1907 cit. From Gould, 2005: p. 418).

Another example of a man who learned by nature as a child is Jim Corbett (1866-1933), the founder of Indian nature conservation of British nationality. Corbett spent his early childhood in the rainforest and considered nature itself to be his best teacher (Corbett, 2005). Or the British zoologist and naturalist Gerald Durrell (1925-1995), who spent a childhood full of early breeding experiences on the island of Corfu accompanied by several dogs taught by domestic teachers (Durrell, 1965). One of the most important writers, Nobel Prize winner for literature Sigrid Undset (1990), recalls her childhood in the idyllic setting of the Norwegian mountains. Lorenz admits that without a childhood spent in the garden and in nature, he would never have become an ethologist (Mündl, 1992).

Bibliografy

BURBANK, L. (1907). Training of the Human Plant. New York. [on-line]. http://www.joytoyou.com/tothp/tothp-p-092-ch11.htm.

Corbet, J. (1989). The Temple Tiger and More Man.Eaterrs of Kumaon. Oxford India Paperbacks)

Durrel, G.,M. My Family and Other Animals

Malaguzzi, L. (1994). Your image of the child: Where teaching begins. Early Childhood Educational Exchange, No. 96, 52-61.

Mundl, K. (1992). Zachraňme naději: Rozhovory s Konradem Lorenzem. 1. vyd. Praha : Panorama, 1992. 152s, Orig. Rettet die Hoffnung, Konrad Lorenz im Gespräch mit Kurt Mündl, 1988

Strejčková, E. [ed.] (2005). Děti, aby byly a žily. 1. vyd. Praha : Ministerstvo životního prostředí ČR, 2005. 96 s. ISBN 80-7212-382-3.