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Abstract
Throughout the 40 years of environmental education in China, China’s environmental education can be divided into three stages, namely the initial stage (1978-1991), the development stage (1992-2006) and the mature stage (2007-present). China’s environmental education research has emerged since the reform and opening up, and has achieved outstanding results so far. However, there are still problems such as comparative limitations of educational objects, poor levels of education and continuity of education, and insufficient time for environmental education research. In response to these problems, expanding the scope of environmental education research, strengthening the research on the connection and integration of education levels, and highlighting the era of environmental education are the trends and trends of environmental education in China in the future.

Key words: Environment, Environmental Education, Research Review

1. Introduction
The development of industrial civilization has brought about many ecological problems. The ecological environment problems faced by human beings have become more serious and magnified, which has gradually attracted people’s attention. For a long time, China has been unilaterally pursuing economic benefits while ignoring ecological and social benefits. The ecological and environmental pollution problems such as smog weather (Xi, 1983), soil pollution and drinking water safety have gradually been exposed, which has highlighted the importance and necessity of ecological civilization construction. The seriousness of environmental problems and the global characteristics have urged people to strengthen their emphasis on environmental protection. To enhance the environmental awareness of human beings as a whole is inseparable from the important means of education. Effectively carrying out environmental education is not only the focus of sustained attention of the international community, but also a strategic task that China attaches to as the largest developing country in the world (Zhai, 1990). Environmental education was first proposed by the international community, and then introduced to China became a research topic that Chinese scholars have been paying attention to and gradually deepening for more than 40 years. China’s environmental education can be roughly divided into three stages: the initial stage (1978-1991), the development stage (1992-2006), and the mature stage (2007-present).

The concept of “environmental education” was first proposed in 1970 by the International Union for the Conservation of Nature and Natural Resources (IUCN) and UNESCO (UNESCO) at the “International Conference on Environmental Education in School Curriculum” in Nevada, USA. “Education is a process of understanding value and clarifying ideas. Its specific goal is to cultivate the skills and attitudes necessary to understand and evaluate the relationship between people and their cultural environment and ecological environment, and to promote correct environmental quality related issues. Decision-making and the formation of human behavioral norms related to environmental quality”. Education is a process of understanding value and clarifying ideas. Its specific goal is to cultivate the skills and attitudes necessary to understand and evaluate the relationship between people and their cultural environment and ecological environment, and to promote correct environmental quality related issues. Decision-making and the formation of human behavioral norms related to environmental quality. In 1972, the United Nations Human Environment Conference kicked off, and China’s environmental education research has gradually deepened. The importance of sustainable development was mentioned to varying degrees in China’s “Ninth Five-Year Plan” in 1996 and the report of the 15th National Congress of the Communist Party of China in 1997. In 2007, in the report of the 17th National Congress of the Communist Party of China, the concept of ecological civilization was first proposed, and it was proposed to “build an ecological civilization, basically form an industrial structure, a growth mode, and a consumption mode that conserve energy resources and protect the ecological environment.” Environmental education has become an “ecological civilization education.” In the 18th and 19th National Congress of the Communist Party of China,
the importance of ecological civilization construction was emphasized and a series of related strategic measures were proposed.

Nowadays, environmental education has aroused the great attention of the Party Central Committee. After decades of continuous development, China has formed on the basis of respecting the objective laws of natural development, drawing on Western scientific and ecological ideas and combining the actual conditions of China’s environment. Xi Jinping’s ecological civilization thought in the new era and as the guiding principle of China’s ecological civilization construction, China has formed a “five in one” economic, political, cultural, social, ecological and socialist total layout of socialism with Chinese characteristics, and advocated “ecological civilization construction” Through economic construction, political construction, The whole process of all aspects of cultural construction and social construction has formed a new development concept of “innovation, coordination, green, openness, and sharing”, which embodies China’s emphasis on the ecological environment. Education is to improve the environmental literacy of Chinese citizens and enhance the environment. The important and outstanding means of consciousness, the construction of a beautiful China, and the new era of socialist ecological civilization construction must inevitably appeal to education as an effective way.

2. Analysis of the Status of China’s Environmental Education Research

The study of environmental education in China can be roughly divided into three stages, namely, the initial stage (1978-1991), the development stage (1992-2006), and the mature stage (2007-present). Because of the different backgrounds at each stage, environmental education has its own characteristics at each stage.


In 1972, the United Nations Human Environment Conference was held. Under the influence of this, at the first national environmental conference in 1973, China first proposed environmental education as the beginning of China’s environmental education. Since the United Nations Conference on the Human Environment, China has successively conducted research on environmental education. The first document on environmental education is the “Environmental Science Course of Foreign Universities” published in Environmental Education in June 1978. The article briefly introduces the curriculum of environmental education in foreign universities, and is a course in studying environmental studies abroad. The beginning of the mountain, from 1978 to 1991, China’s environmental education was still in its infancy. The characteristics of China’s environmental education during this period were:

(1) From the perspective of the number of studies, the number of related studies is small.
In China Knowledge Network, the search for “environmental education” was used as a key word. There were 314 results in the literature from 1978 to 1991. In the “Chinese Philosophy and Social Science Planning Office Social Science Fund Results Database”, “Environmental Education” was used as the search condition. From 1978 to 1991, there were about 170 related monographs. It can be seen that China’s environmental education has been affected by the international environment, and China’s reform and opening up policy has provided political guarantees and policy support for China’s environmental education. At this stage, China’s environmental education research is not yet mature, and it is in its infancy. With the passage of time, more scholars have studied China’s environmental education.

(2) From the research theme, the research at this stage has the following characteristics:
First, focus on the study of foreign environmental education experience. Learning environmental education experience in other countries has a clear understanding of environmental education in other countries, and it provides experience for China’s environmental education. It covers comprehensive research on international environmental education, environmental education in Australia, and environmental education in Africa. In particular, environmental education in the Soviet Union and Japan is used as a model. Liu Enshan (1980) systematically introduced environmental education in Australian secondary and primary schools. Primary school environmental education in Australia relies mainly on relevant courses and does not offer independent environmental education courses. Environmental education mainly conducts edification, infection and infiltration education through language learning, natural science courses and social science courses, and pays great attention to practical education in nature. In addition to the fact that secondary school environmental education in Australia is still included in other related courses, many schools offer independent courses. The article introduces in detail the specific courses, content, nature and cycle of the class, which has played a reference role in environmental education in primary and secondary schools in China. Gong Shuzhen (1984) started from the development process, purpose and principle of environmental education in the Soviet Union, and introduced the situation of environmental education in the Soviet Union from the pre-school environmental education, environmental education in primary and secondary schools, secondary schools and vocational schools. The development of environmental education and the experience of studying the Soviet Union provided a blueprint. Zou Qiaomin (1984) introduced the environmental education of Japanese elementary schools in detail, and expounded the general situation of Japanese elementary school environmental education courses in
terms of school year, unit, learning content, guidance on environmental issues and precautions. Jin Yun (1985) gave a brief introduction to environmental education in Africa and environmental education in Sweden. Environmental education in African primary schools focuses on environmental issues in Africa, while secondary schools are more detailed, focusing on problems in the local environment of schools and exploring solutions; Sweden attaches great importance to environmental education and has a strict environmental education system. Environmental education courses have been opened to different levels in primary and secondary schools and higher education institutions.

Kuroki Yukiko and Liang Baona (1989) believe that the Soviet Union attaches great importance to environmental education, systematically introduces the curriculum reform of environmental education in the Soviet Union and the natural classes in the lower grades, and introduces in detail the environmental education content of students of all grades in the Soviet Union. It discusses the development methods and specific conditions of environmental education in the Soviet Union. Bao Yanfen and Fang Rukang (1991) comprehensively discussed the situation of foreign environmental education from the four aspects of development history, curriculum design, formal methods and development trends, and considered that environmental education and environmental education courses, formal environmental education, and informality in foreign environmental education. Environmental education, basic environmental education, special environmental education, classroom environmental education, and extracurricular environmental education have achieved many results and accumulated rich and successful experiences, which is of great significance for China to carry out environmental education.

Second, conduct preliminary research on environmental education in China. First, define the concept of environmental education. Liu Enshan (1980) believes that “environmental education is a comprehensive educational process involving people and nature and the relationship between people and the environment. The relationship between people and the environment includes: population growth, pollution, utilization of natural resources, environmental protection, urban and rural environmental planning, etc. Education is to study and study factors that have an impact on ecosystems, human health and spirituality, life, working conditions, urban environment, population pressure, etc. Environmental education is to make the public understand the environment and understand the relationship between humans and the environment. They can improve the quality of human living environment and strive to ensure the survival of human beings.” Wang Xunling (1982) believes that the objects of environmental education are broad and hierarchical, and all citizens in society should be the target of environmental education. Yuli (1989) believes that environmental education can be defined as “all activities that enhance people’s environmental science knowledge and skills, instill advanced ecological ideas, and raise people’s environmental awareness and environmental ethics.” Again, environmental education the necessity of research. Qing Shuihao, Yan Liping, and Mu Nengzhen (1989) believe that the necessity of environmental education is self-evident. The article analyzes Japanese and international environmental issues from the perspective of Japan, and believes that ecological and environmental issues have become increasingly prominent. Education can guarantee the continued prosperity of the economy. Although this article was written from the perspective of Japan and translated and published by Chinese scholars, it also shows that Chinese scholars have a deeper understanding of the necessity of environmental education. Luo Yonggang (1990) believed that strengthening environmental education in middle schools was a long-term task in China, and summarized the situation of environmental education in middle schools at that time. On this basis, the idea of integrating environmental education knowledge into textbooks was put forward, emphasizing Strengthen the necessity of environmental education in middle schools and the way to achieve them.

Third, research on different levels of environmental education, mainly related to environmental education for children, environmental education for primary and secondary schools, and environmental education for colleges and universities. In the initial stage of environmental education in China, research on environmental education has involved colleges, primary and secondary schools, and early childhood education. Gansu Provincial Early Childhood Environmental Education Experimental Group (1982) believes that environmental education is an important part of education. Environmental education must start from children to fundamentally promote the solution of environmental problems. Strengthening environmental education for young children is not only the development of children’s intelligence and emotions. The need for attitude is also the need to promote harmony between man and nature. Sun Chongji (1988) believes that to focus on environmental education in primary and secondary schools, it is necessary to promote the transformation of educational concepts, strengthen environmental awareness and strengthen teacher training. Shu Daining (1989) believes that the significance of setting up environmental education courses in teachers colleges is mainly to improve students’ environmental awareness, broaden students’ knowledge, improve the quality of teachers and deepen the teaching of middle school courses, and the environmental education courses should be applied correctly. Standpoints and methods, combined with the characteristics of the school and the actual development of environmental education. Zhu Bingzhao (1990) believes that middle school biology teaching and environmental education are mutually infiltrated. It is necessary to “combine the role of biology in the environment in combination with teaching materials, educate students to protect beneficial organisms, and cultivate their love
for the environment.” Xu Youzhen (1991) believes the environmental education of colleges and universities is related to the overall environmental quality of the Chinese nation. It has far-reaching significance for safeguarding the common earth home of mankind. It is proposed to strengthen environmental education in colleges and universities, and it is necessary to add environmental protection-related courses.


In 1992, the United Nations Conference on Environment and Development was held, which had a major impact on China’s environmental education. The United Nations Conference on Environment and Development promulgated Agenda 21. In 1994, China also formulated China’s Agenda 21 in due course. This means that China’s environmental education has risen to a new height. In the “Top Ten Countermeasures for Environment and Development” promulgated by the Party Central Committee, the requirements for “enhancing environmental education and continuously improving the environmental awareness of the whole nation” were clearly put forward. In the development stage, China’s environmental education has achieved further development, and its characteristics are:

1. From the number of studies, the number of documents on environmental education has increased significantly.

At this stage of 1992-2006, the search for environmental education in China Knowledge Network was carried out with a total of 6,583 articles, including 472 CSSCIs. In the “Chinese Philosophy and Social Science Planning Office Social Science Fund Results Database”, “Environmental Education” was used as the search condition. From 1992 to 2006, there were about 1,900 related monographs. This shows that Chinese scholars pay more attention to the study of environmental education, and the quality of the literature has also been greatly improved.

2. From the research theme, the environmental education research at this stage has the following characteristics:

First, environmental education in the 21st century is an important theme of research. Luo (1996) started from the requirements of the 21st century and believed that the current stage of environmental education should focus on the new century, face the actual needs of the 21st century, and strive to cultivate talents across the century. In addition to having professional knowledge, cross-century talents should “have a modern consciousness and thinking method different from yesterday. Among them, conscious environmental awareness and ecological awareness, the author believes that no matter which type of specialized talents, Indispensable.” Hu Hengkui, Liu Dayin, Ke Xianwen, Fu Chaojie, Qi Dacheng, Zhang Yan, Tan Jun (1998) analyzed the reality of China’s higher education environmental system on the eve of the new century, and provided the basis for China’s environmental education in the new century. The reform of higher education made recommendations. Shi Gandong (2004) believes that in the new century, education should give full play to the promotion of sustainable development, and believe that “serving for the sustainable development of society, environment and economy is the mission of education in the new century. Recognize this and it is an urgent task for the education system to carry out in-depth research and then incorporate it into the national education development strategy and planning to open up a new situation in education reform and development.” Qiu (2005) believes that In the new century and new era, “accommodating the requirements of sustainable development of the country and all mankind, environmental education has become an important part of quality education for college students in the 21st century. College students are the most effective group to implement sustainable development strategies. Strengthening environmental education for college students has special significance.”

Second, the cross-cutting research between environmental education and other disciplines has gradually deepened. In the initial stage and growth stage of environmental education, the curriculum of environmental education is limited to the teaching of geography, biology, chemistry, and ideological and morality. In the development stage, the intersection of environmental education and other courses is further enhanced. Li Chuncheng (2001) believes that ecological civilization should be organically infiltrated in classroom teaching, especially in the field teaching and integration with ecological civilization education. It is possible to enhance students’ ecological civilization by setting up an ecological civilization elective course and setting up an ecological civilization interest group. Consciousness guides students to form behavioral habits that protect the environment and strengthens the role of the rule of law in students. Chen and Feng (2004) believe that in the history teaching of junior high school, the exploration of ecological civilization education can be strengthened. It is considered that “it is necessary to pay attention to the ecological civilization factors contained in the new textbooks, make full use of the humanities education function of history subjects, and cultivate Students’ awareness of ecological civilization means that students should be guided to participate in historical activities and develop school-based curriculum to strengthen ecological civilization. Li Xiaoqing (2006) believes that there are many contents of environmental education in English textbooks in primary schools. As a primary school English teacher, there should be a comprehensive and correct grasp of the content of environmental protection in the textbooks. Effective guide students in environmental education, and actively create an environment of environmental protection through a variety of English activities to stimulate students’ awareness
of environmental protection.

Third, explore and conduct research on environmental education through the use of new media technologies. Liu Fengkui, Liu Dinghui, and Shi Shigang (1995) believe that the goal of environmental education is the comprehensiveness of the whole people, environmental education disciplines, and the status quo of environmental protection talents and the nature of environmental protection work, which determines that environmental education should properly adopt long-distance, multimedia teaching. Method, it is the way of active modern information media. Due to the limitations of historical conditions, the long-distance and multimedia teaching methods mentioned in the article are limited to television, radio, telephone, newspapers, etc., but innovative thinking has been made on environmental education methods and media. Yu Wu and Yu Jianhua (1998) believe that audio-visual multimedia can take advantage of its strong appeal, promote the development of environmental education with more intuitive and more eloquent advantages, and enhance the effectiveness of environmental education. Zou Bing (2001) believes that multimedia teaching can promote the effectiveness of environmental education. He believes that “as a supplement and supplement to traditional teaching, the characteristics of multimedia technology and the popularity of computers make multimedia teaching an indispensable way to achieve China’s environmental education goals.” One of them, “Proposal, multimedia should continue to improve and improve in environmental education.

Fourth, research on foreign environmental education continues to deepen. Lu, et al. (1998) conducted empirical research on five universities in the United States, systematically analyzed the current situation of environmental education in the United States, and aimed to provide useful lessons for environmental education in China, and considered environmental education in China and the United States. The differences are mainly reflected in “the undergraduate professional training objectives; the setting of quality education courses; the curriculum architecture and credit system; the training of curriculum to solve environmental problems; the timely reflection of new ideas and new theories; the humanities and social sciences courses. Set up environmental policy courses; resource courses and professional teaching methods” in nine aspects. Zeng Hongying (1998) elaborated on the environmental education content of German schools in the “Environmental Education Content in German School Curriculum”, especially the “Environmental Education Guidelines” formulated by the Bavarian Ministry of Education, and elaborated and elaborated The infiltration of environmental education in German school curricula and the structure of geography courses in German schools. Liu Jihe and Tan Zhongshi (1998) expounded the background and necessity of environmental education in Japan, analyzed the three stages of environmental education development in Japan, and expounded the purpose and goals of Japanese education, and the practical strategies of environmental education in Japanese primary and secondary schools. It has implications for China’s environmental education in primary and secondary schools.

Fifth, began a ground-breaking study of ecological civilization. First, study the concept of ecological civilization. The earliest document on the application of the term “ecological civilization” is Li Shaodong’s “On Ecological Consciousness and Ecological Civilization” published in the Journal of Southwest University for Nationalities (Philosophy and Social Sciences Edition) in 1990. The author believes that the content of ecological civilization should include ecological morality. Ecological ideals, ecological culture, ecological behaviors, and the establishment of ecological civilization must clearly guide the thinking, learn ecological knowledge, build a social ecological and physiological environment, and promote the institutionalization of the ecological environment. This article laid the foundation for the study of ecological civilization, and a certain amount of research on ecological civilization began after 1992. Xie Guangqian (1992) started from the thought of Marx and Engels and the relationship between nature and nature. He believed that building socialist ecological civilization is of great significance for building socialism, developing productive forces and even liberating all mankind. To build a socialist ecological civilization, it is necessary to correct human conquest and overcoming the wrong views on nature, coordinating the relationship between developing the economy and protecting the ecology, developing socialist ecological civilization education, and attaching importance to cooperation with other countries in the world. A concept of comparative authority on ecological civilization was put forward by Qiu Gengtian (1997). “Ecological civilization means that while mankind is transforming the objective world, it also actively protects the objective world, actively improves and optimizes the relationship between man and nature, and builds a good ecology. The sum of the materials and spiritual achievements are obtained by the environment.” Wu Wuzhen (2000) believes that “the so-called ecological civilization means that when human beings develop and utilize nature, they should respect the nature from the overall interests of the society, the economy and the natural system. Protect nature, commit to modern ecological environment construction, improve the quality of ecological environment, and make modern economic society Development is based on the benign cycle of ecosystems, effectively solving the contradiction between the needs of human economic and social activities and the supply of natural ecosystems, and achieving the common evolution between man and nature.” Li Shidong, Xu Chengyang (2003) It is believed that “ecological civilization refers to the human beings who, in the process of material production and spiritual production, give full play to the subjective initiative of human beings, and establish the people and nature, the goodness of people and society in accordance with the objective laws of the operation of natural ecosystems and social ecosystems. This is
Second, study the importance of ecological civilization education. In 2003, China’s “Outline for the Sustainable Development of China’s Early 21st Century” further promoted the implementation of China’s sustainable development strategy. Therefore, the study of the necessity of ecological civilization at this stage mainly focuses on the implementation of ecological civilization for China. This is the sense of a sustainable development strategy. Zhu Zhongjie (2004) believes that eco-environmental education plays an important role in promoting China’s adherence to the concept of sustainable development and building a well-off society. Protecting the ecological environment and building an ecological civilization are the means and objectives for building a well-off society. The improvement of people’s living standards is inseparable from the construction of ecological civilization. To build an ecological civilization, we must actively carry out ecological civilization education. You must persevere to educate the whole people about ecological civilization. Liu Jingwei (2005) believes that China, as the world’s largest developing country, implements ecological civilization education in the 21st century. It has important strategic significance for the construction of ecological civilization in the new century, and it has a huge promotion effect and an important step to achieve sustainable development. Zhu Jijun and Gao Jinqi (2005) explored the value of ecological civilization from three aspects: the construction of ecological civilization, the exploration of ecological civilization resources, and the realization of ecological environment value. It is believed that to build ecological civilization, we must balance science with economy and natural Value and human value are united. In addition to demonstrating the role of ecological civilization in sustainable development strategies, many scholars have noted the importance of ecological civilization for the overall development of people, including the growth of college students. Zhang Xueshu (2005) believes that human development and ecological civilization construction are mutually reinforcing. Relationship, ecological civilization helps to realize human naturalization and natural humanization. Building ecological civilization can promote the harmonious development of people and nature and the all-round development of people.

2.3. Mature Stage: 2007-2018

In 2007, the 17th National Congress of the Communist Party of China officially took the construction of ecological civilization as an important strategic task. In conjunction with the spirit of the 17th National Congress of the Communist Party of China, since 2007, the academic research on ecological civilization education has entered a stage of rapid development. This stage of environmental education is called “ecological civilization education.” With regard to the unprecedented growth in the number of ecological civilization education literature, the depth and breadth of research have increased significantly. By 2018, in the China Knowledge Network, “environmental education” was used as the key word for searching, with a total of 4,197 articles; the search for “ecological civilization” as the key word, a total of 16547 articles; with “ecological civilization education” as the key word in the search, there are 1,206 articles in total. By 2018, in the “Chinese Philosophy and Social Science Planning Office Social Science Fund Results Database”, “environmental education” is used as the search condition, and there are about 6,100 related monographs; searching for “ecological civilization”, There are about 1,800 related monographs; for the search for “ecological civilization education”, there are about 320 related monographs; at the maturity stage, the research on ecological civilization education has the following characteristics:

(1) The depth and breadth of ecological civilization education research is further expanded

First of all, the research on the object of ecological civilization education involves students and other social groups, especially college students as the main research object of environmental education. Lin Zhili (2009) believes that ecological civilization education is the need of college students to grow up and become talented. To carry out ecological civilization education for college students, we must follow the scientific practice strategy, build an ecological civilization system, and pay attention to integrating the content of ecological civilization education, pay attention to the choice of ecological civilization education, Pay attention to the protection of ecological civilization education. Yang Lin (2010) believes that the ecological civilization education of college students is not only the need of Chinese social development, but also the needs of the comprehensive development of college students. The path of college students’ ecological civilization education mainly depends on the cultivation of ecological civilization values, the establishment of ecological civilization education system, and ecological civilization. The improvement of the educational network and the expansion of the experience channels of ecological civilization. Ye Zhiqing and Yu Xiaozhu (2010) believe that the ecological civilization quality of college students is the requirement of ecological civilization construction and analyzes the status quo and reasons analysis of college students’ ecological civilization education, and proposes to strengthen the college students’ ecological civilization theory education and build a good campus culture ecological environment. And effective implement of community activities and other measures to enhance the quality of college students’ ecological civilization. Sui Tang Hua Qing (2013) believes that the education of ecological civilization of college students is a requirement of the times, but also has profound sources, and defines the content of ecological civilization education for college students. The method and evaluation mechanism are expanded, and the material analysis of college students provides ecological civilization education through case.
analysis. Zhao Shengying (2013) started from the general layout of the “five in one” and believed that the education of ecological civilization is closely related to the ideological and political education of colleges and universities. The two have mutually reinforcing relationships. Therefore, ecological civilization education should be organically infiltrated into ideological and political education in colleges and universities, strengthen the ecological civilization education of college students in both aspects of classroom teaching and extracurricular practice, and cultivate the correct ecological values of college students. Lu and Liu (2015) explored the research on the constructivist green education model from the three aspects of the basic connotation, significance and path choice of the constructivist green education model in colleges and universities, and considered that “seeking the transformation and innovation of the constructivist green education model in colleges and universities, It is of great theoretical and practical significance to actively adapt to the development needs of modern society’s civilization and progress, promote the sustainable and benign development of higher education, and shape the outstanding character of college students’ patriotism, dedication and innovation.” (2018) This paper investigates and analyzes the status quo of college students’ ecological civilization literacy, and believes that college students’ ecological civilization subject consciousness, ecological civilization behavior habits, and ecological civilization propaganda and education need to be further strengthened, and the cultivation of college students’ ecological civilization quality is proposed from the government level, school level and students level. Suggestions Huang Zhihai (2018) believes that the education of ecological civilization in Chinese universities has achieved certain results. The ecological civilization awareness of college students, the curriculum of ecological civilization in colleges and universities, and the degree of connection with reality have made great progress, but there are also education and era of ecological civilization in Chinese universities. The development is not fully adapted, the ecological civilization quality of college teachers needs to be improved, and the ecological civilization concept of college students can be further strengthened. It is necessary to better solve the problems in the education of ecological civilization in Chinese universities. The path mainly focuses on the values of students’ ecological civilization. Cultivate and actively play an important role in classroom teaching and strengthen the construction of a team of teachers for ecological civilization in colleges and universities. Liu Wei (2018) started from the status quo of peasants’ ecological consciousness and believed that it is necessary to strengthen and popularize relevant education to strengthen the peasants’ ecological awareness. This is of great significance for the construction of ecological civilization in China as a big agricultural country. In addition, the education of students’ ecological civilization has also been popularized. For example, China has published many curriculum materials and supplementary reading materials on environmental education for children, primary schools, middle schools, universities, etc., such as “Children’s Environmental Education Series Picture Book” (2016), Dalian Primary School Education Environment Reader (2017), Cixi Primary School Environmental Education Course (2017), Middle School Environmental Education Reader (2018), etc.

Secondly, the geographical scope of research on ecological civilization construction has also expanded, especially in minority areas. Yan Danya, Pan Kang, Teng Wen (2016) believe that although the ecological construction of ethnic minority areas in Guizhou is imminent, on the basis of expounding the indicator system of ecological civilization evaluation, on Guizhou. The ecological civilization of ethnic minority areas was evaluated to promote economic development and ecological civilization construction in Guizhou minority areas. Yao and Yang (2018) studied the effective path of ecological civilization construction in poverty-stricken areas of ethnic minorities by constructing BDI model. It is believed that the effective path of ecological civilization construction in minority poverty-stricken areas mainly includes “the government issues ecological compensation and enterprises clean. Production audit, and coordinated development of public clean energy consumption, etc. He Chenfeng (2018) combined with General Secretary Xi Jinping’s important instructions for “Building a beautiful, prosperous and harmonious Sichuan” in Sichuan Province, and recorded the achievements and experiences of Chengdu’s ecological civilization in the form of an exclusive interview. Duan Ganghui (2018) believed that to guide the construction of ecological civilization in Tibet in the new era of Xi Jinping’s socialist ecological civilization with Chinese characteristics, it is necessary to clarify the core essence of Xi Jinping’s socialism with Chinese characteristics in the new era and to clarify the status of Tibet’s ecological civilization construction in the new era. Focus of experience and work.

Thirdly, research on ecological civilization education has been strengthened, and there are many empirical articles. Ji Dengxing (2016) starts from the necessity, importance and specific implementation of ecological civilization education, comprehensively discusses the education of ecological civilization, and believes that ecological civilization education is an important way to solve the ecological crisis, building ecological civilization, ecological industry, and carrying out Ecological practice is the way to implement ecological civilization education, and further research on ecological civilization education. The empirical articles such as Zhou Nanliang and Teng Fei (2017) start from the environmental education characteristics of the school, vividly describe the concept and practice of ecological civilization education, and make model demonstrations for the ecological civilization education of other schools. Such articles include Tang Yingping, Peng Jianghong (2018), “Hong Yun” Campus, Emotional Intelligence Education - Shanghai Shanghong Middle School Ecological

Finally, the research on the ways of diversity in ecological civilization education has gradually deepened. Ding (2008) discusses the education of ecological civilization awareness in colleges and universities from the two aspects of the basic content and basic path of college students’ ecological civilization. He believes that “ecological civilization is important in construction, and its path can be science, technology, economy, law and administration. However, in the final analysis, it still depends on the citizens’ awareness of ecological civilization. “We must actively study the ecological ethics in Marxist philosophy and Chinese excellent traditional culture, and actively carry out campus cultural activities to promote the practical cultivation of college students’ ecological civilization awareness. Peng Xiulan (2011) explained The meaning of ecological civilization education, the importance of ecological civilization education in colleges and universities, and the specific implementation methods of ecological civilization education in colleges and universities, it is considered that the education of ecological civilization in colleges and universities is of great significance to realize the personal ideals of college students and to meet the development needs of society. Liu Zhengping (2013) explores the ecological civilization education of college students from the perspective of beautiful China in the “Exploration of College Students’ Ecological Civilization Education from the Perspective of Beautiful China”. He believes that the education of college students’ ecological civilization plays an important role in promoting the construction of beautiful China, and it is necessary to strengthen the ecological civilization of college students. Education must strengthen students’ awareness of ecological civilization, ecological civilization and morality, ecological civilization and rule of law, pay attention to the integration of educational resources, and bring into play the educational synergy of schools, families and society. There are many other researches on the ways of ecological civilization education, such as Zeng Jianming (2013) “Ecological Civilization Education in Life and Philosophy” and Wang Jing (2016). The Significance and Strengthening Path of Self-efficacy in Ecological Civilization Education Research, Lu Ling, Li Gai, Hu Yaogang, Wang Jing (2017) “The Value and Strategy of Developing Ecological Civilization Education by Using Environmental Protection Day”, Zheng Yu, Li Jian, Liu Ai Lin (2017) “Revitalizing Ecological Civilization Education with Environmental Diary” Jiang Jiang (2019), “The Path Research on the Innovation of Educational Mechanism of Ecological Civilization in Colleges and Universities under the New Media”. The implementation of ecological civilization education is also more detailed in the curriculum. For example, Chen Xiutuan (2018) believes that strengthening the construction of general education courses is another channel to strengthen the construction of ecological civilization, from “Human and Environment” Teaching mode, teaching design and other aspects elaborated on the important role of the general education course “Human and Environment” to adapt to the needs of ecological civilization education and enhance the awareness of college students’ ecological civilization. Yu Kefeng, Zhang Jianheng and Huo Yuanzi (2018) analyzed the current situation of environmental ecology education, and made ecological civilization education in the classroom from the aspects of traditional ecological nature, modern ecological civilization construction, marine ecological civilization and agricultural ecological civilization. A meticulous analysis, I believe that the teaching of environmental ecology should incorporate the content of ecological civilization education and strengthen the awareness of ecological civilization of college students.

(2) Research on Xi Jinping’s ideological education on socialist ecological civilization with Chinese characteristics in the new era

Li Yanfang and Qu Jianwu (2017) believe that Xi Jinping’s ecological civilization thought in the new era has profound ideological origins and broad connotations. It is an ideological weapon and theoretical guide for China’s ecological civilization construction, and also provides China for the ecological civilization construction of other countries in the world. Wisdom provides a Chinese plan for building a beautiful picture of the beautiful earth. It is necessary to thoroughly implement the internship and internship in the new era of socialist ecological civilization with Chinese characteristics, and play its important role and practical significance. For example, Cheng Zhichu, Zhang Jiawei, Peng Wei, and Liu Xianyu (2018) carried out research activities and documented from the purpose of internship in the new era of socialism with Chinese characteristics and strengthening the construction of forestry ecological civilization, and comprehensively analyzed from two aspects: practice and related thinking. The problems, experience and trend of forestry construction are considered to be in the spirit of Xi Jinping’s new era of socialism with Chinese characteristics to strengthen the construction of ecological civilization. Yang Zhao (2018) firstly combed the main content of Xi Jinping’s ecological civilization thought, combing out the entry point and the combination point of Xi Jinping’s ecological civilization thought and the course of “Ideological and Moral Cultivation and Legal Basis”, and believed that Xi Jinping’s ecological civilization thought should be included in “Ideological and Morality” “Cultivation and Legal Basis” must
promote the organic transformation of the theoretical system into the teaching material system, and carry out special teaching and related practical activities in a timely manner. Huang Chengliang (2018) systematically combed General Xi Jinping’s important conclusions on the construction of ecological civilization, and made a profound analysis of the combed arguments. He believed that Xi Jinping’s ecological civilization thought is important for China to build ecological civilization and safeguard human beautiful ecological homeland. Significance Xiong Fangyu (2018) believes that the curriculum of morality and rule of law is an important course carrier for the internship of the ecological civilization of Xiping. To educate students about Xi Jinping’s ecological civilization, it is necessary to first have a scientific understanding and understanding of the teaching materials. The content is deepened, and Xi Jinping’s ecological civilization education is strengthened in light of the specific classroom conditions, prompting students to sort out the correct concept of ecological civilization. Zhang Hongxia and Shao Nana (2018) believe that to implement Xi Jinping’s ecological civilization thoughts into the classroom of college students, it is necessary to coordinate relevant curriculum resources, optimize the classroom teaching process, highlight the exemplary role of ecological civilization practice, and carry out the ecology in the group of college students. Civilized education makes Xi Jinping’s ecological civilization thought play an important role in cultivating college students’ ecological civilization concept and promoting China’s ecological civilization construction.

3. Problems and Prospects

Throughout the 40 years of environmental education in China, it is undeniable that outstanding results have been achieved, but there are still some problems in the study of environmental education. In the future, expanding the research of environmental education research, strengthening the research on the connection and integration of education level, and highlighting the era of environmental education are the trends of environmental education research in China.

3.1 Problems

First, the scope of research on environmental education objects is narrow. The narrow scope of research on environmental education objects is one of the problems in current environmental education research in China. For the past 40 years, the main target of environmental education in China has been students, including students at various stages of education and students from various disciplines. The result of taking students as the research object of environmental education is more focused on college students. However, China has a large population base, and people are engaged in diverse occupations and characteristics. For educational objects with different jobs and different characteristics, we should expand the research scope of educational objects, expand the scope of research, explore the characteristics of different educational objects, prescribe the right medicines, and enhance the pertinence of environmental education. The fragmentation of social structure and the complexity of members of society require the broadening of the research objects of environmental education. However, the current research objects of environmental education are still relatively limited, especially for the study of environmental education for college students, but for other social classes, For example, the research on environmental education of employees of enterprises and institutions, migrant workers and other members of society is small, and the research is not thorough enough. The depth and breadth of the research need to be further improved.

Second, there are few studies on the continuity of different levels of environmental education. The current environmental education research is mostly limited to a certain level of education, such as environmental education in colleges and universities, environmental education in middle schools, environmental education in primary schools, environmental education in children, etc., lacking adult environmental education in the education process, and lacking coherence in different education stages in convergence. The degree of integration between the various educational levels is low and the cohesiveness is poor, which is the main problem in current environmental education research. The break between different education stages will affect the effectiveness of environmental education and restrict the progress and development of China’s environmental education. To solve this problem, it is necessary to strengthen the coordinated development of environmental education at all stages, so that the education stage and education level are better connection, pay attention to the internal connection of each stage, form a virtuous circle of different stages of environmental education. The integration of the different stages of environmental education in the memory system, including but not limited to courses, teaching materials, teaching methods, resources, etc., can better strengthen China’s environmental education.

Third, there is insufficient research on the elements of environmental education. At present, the research on the elements of environmental education is mostly limited to school elements, while the research on social factors and family factors is relatively rare. The effective development of environmental education depends on many aspects such as family, school, society and individual. Only the environmental education forces of different aspects can work together to improve the effectiveness of environmental education and enhance the environmental awareness of citizens. To improve the overall environmental protection of citizens, it depends on
the correct application of educational and educational means, as well as the positive influence of the social environment, the effective implementation of family education and the individual self-education. As far as the current research on environmental education is concerned, the research on the elements of environmental education is relatively concentrated, the number of literature studies is large, and the research is relatively thorough. There are very few studies on the family, society and individuals as carriers of environmental education. Environmental education relies on school elements is necessary and necessary, but it is not unique. Therefore, the current environmental education is too focused on the study of school elements and neglecting the exploration of other elements, which is one of the problems.

3.2. Trends in Research

First, expand the research object of environmental education. The current environmental education objects are relatively limited, and there are few studies on educational objects outside the student group. The research object of environmental education in China is concentrated on the student group, especially the university students, but the research on children’s environmental education, environmental education in primary and middle schools, and environmental education for graduate students can be further deepened. In addition to the student group, environmental education research on other subjects is also relatively weak, especially for the study of social groups with large mobility and weak consciousness. Environmental education has a wide range of universality, which leads to the contradiction between the extensive requirements of environmental education for educational objects and the narrow scope of research objects. In the coming period, expand the audience of environmental education, enhance the pertinence, attraction and guidance of environmental education, clarify the commonalities and similarities of different educational objects, and realize self-learning and self-improvement of educational objects. This is the main trend of education. Clarify the needs, thoughts, and feelings of different objects of environmental education, and apply precisely to the characteristics of different educational objects, so that a wider range of educational objects form environmentally-friendly thinking, behavioral habits, and lifestyles. Study on educational objects. Therefore, expanding the research scope of environmental education objects and further exploring the similarities and differences between different educational objects is the development trend of future environmental education research.

Second, strengthen the study of the connection and integration of the education level. In view of the current problems of breaks, stages and weak connections in various stages of environmental education, basic education and higher education can be effectively linked to form a long-term mechanism to stimulate the sustainable potential of environmental education to enhance the effectiveness and solidification of environmental education. The effect of environmental education is the development trend of environmental education in the future. The current environmental education has achieved certain results, and it is inseparable from the special research on each stage of education according to different periods and different characteristics. However, it is necessary to link environmental education at different stages and levels to form an effective “educational chain” in order to make the effect of environmental education last and solid. How to promote the coordinated development of environmental education for children, environmental education in primary and secondary schools and environmental education in colleges and universities, strengthen the weak links in different levels of environmental education, and make environmental education cross-integration in the horizontal direction, and vertically advance the level of each education stage, paying attention to The cohesiveness, balance and integrity of environmental education, and the synergistic benefits of different stages of integration depend on the effective connection of environmental education, which is the focus of research in the future. Therefore, strengthening the research on the level and connection of environmental education is one of the future trends of environmental education.

Third, strengthen the study of the elements of environmental education. In view of the current environmental education, the research on school education elements is too concentrated, and the research on other environmental education elements is too small. Future research will definitely increase the research on other elements of environmental education. Changing the single-cure single environmental education means, exploring the content and methods of environmental education with rich, creative, targeted and vivid nature, and enhancing the breadth of environmental education elements is the development trend of future environmental education research. In the elements of environmental education, we continue to carry out innovative research on the concept, content, and form of environmental education. In the family elements of environmental education, we actively conduct research on the main body, methods, means, and goals of family education, and expand the environment. The breadth of education, seeking a multi-faceted educational force; in the self-education of environmental education, inspiring the internal motivation of the subject of education, promoting the active promotion of environmental literacy of educational objects, and environmental education in all aspects must be active with Xi Jinping’s new era China The combination of the characteristics of socialist ecological civilization and the party’s latest policy guidelines, based on the new era, rooted in new practices, and in line with the mainstream of the times, is the inevitable trend of future environmental education research.
4. Conclusions

Building an ecological civilization is a strategic task that China attaches great importance to, and it is also an important path for enhancing the well-being of the people of the world and building a clean and beautiful earth home. The future construction of a good ecological environment in China and the world requires us to strengthen environmental education and cultivate qualified citizens with strong environmental awareness and high environmental quality. During the 40 years from 1978 to 2018, Chinese scholars have made continuous research on environmental education research, and have achieved fruitful results, which can be roughly divided into four stages, namely, the initial stage (1978-1991) and the development stage (1992-2006) and the maturity stage (2007-present), the research results at different stages of development show different characteristics. In the initial stage of China's environmental education, it has shown the focus on the study of foreign environmental education experience, the preliminary exploration and research on environmental education in China, and the research on different levels of environmental education. In the development stage of environmental education in China, It shows the environmental education in the 21st century as an important subject of research, the cross-cutting research of environmental education and other disciplines is gradually deepened, the research on the implementation of environmental education through the use of new media technologies continues, and the research on environmental education abroad continues to deepen and begin The characteristics of the ground-breaking research of ecological civilization; in the mature stage of China's environmental education, it shows the deepening and breadth of the research on ecological civilization education and the gradual deepening of the research on the socialist ecological civilization ideological education with Chinese characteristics in the new era of Xi Jinping. Although these research results still have some shortcomings, they have important theoretical guidance for strengthening China's environmental education and promoting China's ecological civilization construction, and have also made certain contributions to building a beautiful earth. In the future, the results of China's environmental education research will be more abundant, the depth of research will be further deepened, the scope of research will be further expanded, the research objects of environmental education will be expanded, the research on the connection and integration of education level will be strengthened, and environmental education will be strengthened. The study of factors is the development trend of China's environmental education research, and will contribute to the improvement of China's environmental education theory, ecological civilization construction theory and even to solve the world's ecological environment problems.

References