

THE ROLE OF ENVIRONMENTAL EDUCATION AND UPBRINGING IN ENSURING SUSTAINABLE DEVELOPMENT

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Annotation. The article discusses the role of youth education in achieving sustainable development goals. One of the conditions for achieving harmony with nature is environmental literacy of the population. Environmental education should be carried out throughout a person's life. Therefore, the legal framework for the development of environmental education is noted, as well as recommendations for the formation of environmental awareness within the framework of the educational process for each educational institution are developed.

Keywords: biological diversity, environmental education, environmental education, sustainable development, environmental awareness, UN, environmental culture.

РОЛЬ ЭКОЛОГИЧЕСКОГО ОБРАЗОВАНИЯ И ВОСПИТАНИЯ В ОБЕСПЕЧЕНИИ УСТОЙЧИВОГО РАЗВИТИЯ

Аннотация. В статье рассматривается роль воспитания молодежи в достижении целей устойчивого развития. Одним из условий достижения гармонии с природой является экологическая грамотность населения. Экологическое образование должно осуществляться в течение всей жизни человека. Поэтому, отмечены правовая база по развитию экологического образования, а также разработаны рекомендации по формированию экологического сознания в рамках учебно-воспитательного процесса для каждого образовательного учреждения.

Ключевые слова: биологическая разнообразия, экологическое образование, экологическое воспитание, устойчивое развитие, экологическое сознание, ООН, экологическая культура.

One of the directions of modern development of society, which allows overcoming the current global socio-ecological crisis, is sustainable development, the concept of which is not only accepted by most countries of the world, but is also considered as the main strategy for humanity's exit from the civilizational impasse. However, there are many objective and subjective obstacles to the transition to sustainable development of global society – the uneven socio-economic development of different countries and regions of the world, a significant informational and economic advantage of some countries over others, unresolved environmental, socio-cultural and other problems [7]. Rapid planetary

changes, which have received the term "great acceleration", have given human society many advantages. However, we understand that there is a connection between the growth of well-being, the quality of medicine, nutrition and safety and the uneven distribution of these benefits, as well as the deterioration of the Earth's natural systems. Nature, which is based on biodiversity, provides a huge selection of opportunities from which, like bricks, modern society is built, but nature and biodiversity are disappearing at an alarming rate. . Despite the adoption of international agreements, such as the Convention on Biological Diversity, we are failing. Current goals and appropriate actions lead, at best, to a controlled reduction of species. In order to implement plans to combat climate change and implement the principles of sustainable development, it is necessary to reverse the process of reducing natural resources and biodiversity [4, 5, 8].

One of the most important tools ensuring environmental protection and rational use of natural resources is to raise awareness of all population groups through environmental education, which promotes the assimilation of a number of environmental and ethical norms, values, and professional skills that are required to ensure sustainable development. Ecological education consists in the formation of the ecological culture of the individual and society as a set of spiritual experiences of human interaction with nature; it is interpreted as a continuous process of self-education and personal development aimed at the formation and acquisition of special knowledge on environmental protection [1, 8]. Within the framework of the National Strategy for Sustainable Development of the Republic of Uzbekistan, the most important priority is defined as "personnel training, organized as a continuous process that allows for effective management of human resources, involving all citizens of Uzbekistan in the process of sustainable development" [1, 9].

In this direction, it is advisable to include the following topics in the composition of specific general professional and special disciplines: issues of general ecology; problems of rational use of resources; socio—legal foundations for the use of air, land, water, flora and fauna, landscape protection; introduction of innovative ideas in the field of environmental policy of Uzbekistan, international cooperation in the field of ecology and environmental protection environment, strengthening of environmental, socio-economic, political aspects. The process of continuous education and upbringing has become a requirement of the current period, including a number of topical issues, the achievement of environmental knowledge, the formation of environmental culture, only after the development of a system of continuous environmental education can be successfully implemented. For this purpose, the educational and methodological

base is an important factor of environmental education, harmoniously combined with the system of continuing education, constantly and effectively contributes to the purposeful and perfect growth of the ecological consciousness of the younger generation. [1, 9].

During the implementation of the Concept "On approval of the concept for the development of environmental education in the Republic of Uzbekistan", issues of environmental education and respect for the environment are integrated into the educational process at all levels of the country's education system (preschool institutions, schools, vocational colleges and academic lyceums, higher educational institutions). In order to effectively achieve the strategic goals of the Concept, the main areas of activity will be the integration of the objectives of education for sustainable development (ESD) into regulatory legal acts in the field of education, environmental protection and socio-economic development. Strategic objectives of ESD will be reflected in priority state programs aimed at improving the quality of all levels of education, expanding access to various forms of education, improving the professional competence of scientific and pedagogical personnel and graduates of educational institutions.

The state standard for Environmental Education has been tested in several secondary schools. However, the implementation of this standard has not yet been completed. In most secondary schools of the republic there are no special subjects on ecology, environmental protection. Instead, environmental issues are taught as electives, or integrated into existing academic subjects – biology, chemistry, botany, zoology, geography and others. In preschool institutions, work in this direction is not yet widely carried out [6, 7, 9].

The "Concept of development of environmental education" was approved by the Decree of the Government of Uzbekistan in 2018. The purpose of the concept is the formation of environmental knowledge, consciousness and culture among the younger generation, the improvement of science in the field of ecology with the involvement of innovative technologies. The "Child Ecologist" program will be introduced in preschool educational institutions and "Ecological Corridors" will be organized. There will also be hours of familiarization in the open air on the theme "Mother Nature". Competitions "The best environmentally friendly school", "The best ecologist-student" will be held in schools. A competition "Expert in ecology" will be organized among students of lyceums and colleges. In higher educational institutions, student dormitories, the activities of "Eco-clubs" will be established. The Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan is working to train environmental specialists in a number of higher educational institutions.

Every year, the country's universities graduate about 300 environmental specialists, who, however, do not always work in their specialty. Currently, not enough attention is often paid to family environmental education. Environmental education should be handled by the child's parents, first of all. It is no secret that one of the main reasons for the deterioration of the ecological situation in Uzbekistan and the depletion of its natural reserves is the low level of ecological culture of the population, the formation of which is recognized as a priority area of state activity in the environmental sphere, the most important factor in ensuring environmental safety, sustainable development of the country. Ecological culture, as a decisive factor in balancing the relations of society and nature, is becoming more and more relevant today. Environmental education and upbringing are of priority importance in this process, the purpose of which is the purposeful formation of deep and lasting environmental knowledge at all stages of life [7, 8]

Especially significant is the potential of folk traditions in the formation of a valuable, spiritual, moral, aesthetic attitude to nature, patriotism based on a sense of kinship with the surrounding landscapes, emotional experience of interaction with nature, the need for direct personal contact with nature, creativity based on nature and labor creative activity aimed at preserving it. It is the value, spiritual and moral component of environmental education that requires special attention today, in the context of the reorientation of environmental education from the standpoint of nature management to the position of ecological culture. It is necessary to develop new integrative socio-ecological family education projects based on the ethnopedagogic traditions of the development of ethnic groups, including groups living in Central Asia.

The formation of ecological culture, ecological consciousness among the population, mainly among children, is a long and difficult process. The main condition for the formation of practical skills of environmentally meaningful behavior is the behavior of adults, primarily teachers and parents. If a preschooler observes how the elders carefully take care of plants and animals, communicate with each other, how thoughtfully they behave in nature, he accumulates the appropriate emotional reactions of adults, their forms of behavior, includes this information in the personality structure and stores it for life as a source database. For this reason, environmental education and upbringing should be conducted unobtrusively, without a touch of obligation, but always with pleasure and sincere interest, both for children and adults. Ecological consciousness of younger schoolchildren is an integrated general cultural indicator of subject learning, the

result of high-quality educational work of the school, in the following areas: general cultural, educational, cognitive and informational [7, 98 p.]

In addition to environmental education at school, children can get interesting information from extracurricular education – in circles, extracurricular activities, excursions to nature, an excursion to production, an excursion to scientific laboratories. The solution of environmental problems cannot be provided by the efforts of environmental specialists alone. In order to increase the ecological culture of the population, it is necessary:

- learn to save any natural resources, regardless of whether they are scarce or not;
- calculate in advance all the possible consequences of their activities, taking into account not only the obvious, but also the most incredible;
- to change gigantomania to the paradigm of total miniaturization – the search for technologies that minimize energy and material costs;
- get used to paying for something that you personally don't need at all. For example, for the disposal of waste;
- fully feel personally responsible for any violations of the rules of rational nature management [1, 6, 7].

In one of the latest publications of the scientific journal Nature, scientists analyzed the most serious factors that can lead to the extinction of 8,500 endangered or declining species listed in the IUCN Red Book¹⁰. They found that overexploitation of natural resources and agriculture continue to be the main reasons for the decline in species biodiversity. Indeed, among all the plants, amphibians, reptiles, birds and mammals that have disappeared since 1500 AD, 75% have become extinct precisely because of the negative impact of agricultural activities and overexploitation of natural resources.

In addition to unsustainable agriculture and overexploitation of natural resources, invasive species pose a threat to biodiversity, the spread of which is largely due to trade-related activities, in particular cargo transportation. Environmental pollution, such as agricultural waste, and damage caused by dam construction, fires, and mining pose an additional threat [1, 2, 7].

The subject "Ecology" and "Geoecology" related disciplines are included in all curricula of higher educational institutions of the republic. But that's not enough. Currently, real life shows that teaching a subject in the traditional way alone does not give the desired result. The ecological consciousness of the population

remains not yet at the proper high level. This can be seen in the negative attitude of part of the population to the environment. In order to increase the ecological awareness and ecological culture of the population, new learning models should be introduced into education. Within the framework of the educational process, a number of recommendations for the formation of ecological consciousness can be proposed for each educational institution [6, 7]:

the process of environmental education should be personally meaningful;

it is necessary to form environmentally justified stereotypes of behavior, the ability to assess the environment from the standpoint of not only one's own well-being, but also the harmony of the nature-society relationship;

to introduce a system of scientific knowledge, views and beliefs that ensure the formation of a responsible attitude to the environment in all types of educational activities;

to expand cooperation with employees of environmental organizations, nature reserves, national parks;

to combine national values, to educate students and love for nature.

Today is the time for effective solutions in the field of education. The country urgently needs to adopt a unified state program on environmental education, which would cover all age groups. It is necessary to integrate environmental knowledge into other subjects of the secondary education system, and it is also necessary to introduce the subject "Ecology" as a compulsory subject in all stages of preschool and school education. The main task is to reverse the process of species reduction with the help of a new biodiversity program that can stop the degradation of ecosystems by 2030 and create positive dynamics. Returning to the question of the role and possibilities of ecology as an important educational discipline of classical universities, it is necessary to note its ideological nature and real potential, which no other natural, socio-social and applied sciences possess comprehensively. The implementation of the functions of ecology can solve many problems of the ideological nature of modern society [10].

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