

Some Issues of the Formation of Environmental Thinking

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Abstract: So, what is the essence of ecological thinking? Ecological thinking today is most often defined as a sustainable understanding of the value of everything that nature gives us, the interconnection of all elements of the ecological system of a city, a region, the entire planet Earth, a sense of one's share of responsibility for ensuring that nature and the ecosystem are in order.

Keywords: ecological thinking, ecology, youth, society, state and civil, nature and man, healthy.

Man has so upset the balance in nature, has changed his environment so much that questions are increasingly being raised about the survival of man himself. Until a person realizes that he is not the king of nature, but only a part of it, it is simply impossible to solve the impending threat.

Solving the problems of ecological well-being today depends not only on the capabilities of modern science and technology, but also on the formation of a new, ecocentric consciousness and ecological thinking.

Ideally, ecological thinking presupposes a balance between the social component of a person and his understanding of himself as an integral part of natural nature and the entire ecosystem. Once upon a time, the phrase "man is a part of nature" sounded almost everywhere, out of place and out of place. Now, when many people are in a confined space almost around the clock, either in the office, at home, or in the car, but not in nature or even on the street, the relevance of this slogan may seem exaggerated.

However, a somewhat detached lifestyle from nature does not negate the fact that the human body functions according to its biological laws. It is impossible to use directive methods to force venous or arterial blood to move in the opposite direction, a healthy heart to beat in some other rhythm, the stomach to digest an unreasonable and absolutely unnecessary amount of food to the body without health consequences. Those who do not understand this or do not take it into account, pay with their health, and very quickly.

The situation is similar in wildlife. If you drain swamps simply because someone needed a plot of land here, turn rivers back and demolish mountain ranges, because here they interfere with something, without thinking about the fact that they may be needed for some reason in this part of the planet Earth and are an element of an integral ecosystem, the consequences too not to be avoided.

This is about understanding the value of everything that nature gives us, the interconnection of all elements of the ecological system of the city, the region, the entire planet Earth. Now about understanding your share of responsibility for ensuring that nature and the ecosystem are in order.

If you throw a cigarette butt on the ground, you are still very far from ecological thinking, if in the trash – it's a little better. A little bit because it is better not to smoke at all, and not because smoking harms your health, but because it worsens the condition of the air and the environment.

This is already a high level, which is available to few people, and few people implement. And not because he doesn't want to, but because he sees the hypocrisy of the authorities in this matter and understands that saving on the construction of treatment facilities for one plant will "nullify" the efforts of tens of millions of people who decide to quit smoking.

And even such a noble goal as the development of sports and concern for the health of citizens often goes to the detriment of citizens themselves, when, according to those in power, anyone should have ecological thinking, but not in power. Or in power, but exactly until the moment when it does not interfere with making a profit.

Formation of ecological thinking

In order for us to be replaced by a generation of environmentally conscious citizens, the education of ecological thinking should begin from the school bench. And, it should be noted, there is an understanding of this need.

The groups of skills that include environmental thinking include compliance with the rules of moral behavior in the natural world, norms of health-preserving behavior and a safe lifestyle. Children already in grades be told about examples of environmentally appropriate ways of behavior in nature and in life.

In addition, it is necessary to convey to students an understanding of the "physical basis and principles of operation of machines and mechanisms, means of transportation and communication, industrial technological processes, their impact on the environment" so that students can understand the possible causes of man-made and environmental disasters.

Competencies of ecological thinking:

Possession of geographical thinking to determine the geographical aspects of natural, socio-economic and environmental processes and problems.

Knowledge about the main problems of interaction between nature and society.

The ability to analyze the consequences of human activity from the standpoint of environmental safety.

The ability to form their position in relation to environmental information obtained from various sources.

Understanding the environmental risks and threats of the modern world.

Knowledge of the basics of legislation in the field of nature protection, resource and energy conservation.

Personal conviction of the need to comply with environmental standards and requirements.

This is in brief, and in more detail about the competencies and groups of environmental thinking skills, which include all of the above, you can read in the full text of the document.

So, we have figured out how scientists and other figures from pedagogy see the formation of ecological thinking in children. And how can you influence the development of ecological thinking in children (and at the same time in yourself!) are you yourself, as they say, at home?

How to develop ecological thinking in yourself and children?

In fact, any standards of behavior that you would like to instill in children, you need to observe yourself and demonstrate them in practice. At first, it will be an implicit learning, when a very

little one still cannot understand the words "ecology", "nature", "cleanliness", but sees how you water the flowers, take care of a pet, always clean up the garbage.

At an older age, you can already focus the attention of kids on the need for certain actions with explanations that, for example, cactus is watered 1-2 times a month in winter, and geranium as the earth dries in a pot, about once every 2-4 days. For more detailed instructions on "How to develop environmental thinking and why to do it", let's turn to the experts.

How to develop ecological thinking:

Create a cozy home, including with the help of indoor plants. Cleanliness and comfort are the guarantee that green spaces will be perceived positively by all family members. If there is a lot of dirt from the flowers, and the appearance of the flowers itself is unrepresentable, it will rather turn away from the idea of caring for wildlife.

Get a pet, if housing conditions allow. The best option is to live in a private house or a spacious apartment. In any case, the house should be clean and cozy, and a pet should bring more joy than fleas, lichens, dirt on paws and wool all over the furniture. Therefore, clean up, wash, treat in time.

Walking with a child in nature – in a park, in a grove, by the sea, by the lake. During a walk, it is worth paying the child's attention to what trees and plants are around, what they are called and how many years they live on average. In order not to confuse anything, study the plants growing in your region in advance.

Take the child to the village to his grandmother or some other relatives or acquaintances. Today, a common situation is when people who grew up in the city are scared when they see a goat for the first time at the age of 20, and are surprised when they see potatoes growing for the first time at the age of 30. So self-development on vacation in nature is not a whim at all.

In principle, given the employment of the average adult, it seems more realistic to start with simple things. For example, with an interest in news with the tag "ecology", new technologies in the field of environmental protection.

And, of course, an adult may well take certain steps that will benefit both the environment and his home comfort. Author of the article "Ecological thinking: how to live in harmony with nature and other people" advises, at least, to ask where in your city you can recycle waste paper and plastic. And certainly do not ignore containers for separate garbage collection, if they are installed in your yard.

You can also start practicing ecotourism, hiking and cycling, choosing hotels where your requests for comfortable accommodation and normal nutrition are simply met, and not chasing prestige and five "stars". It will be good for both your health and your budget.

As you can see, the development of ecological thinking is possible at any age. Moreover, data has already been accumulated on how and when certain aspects of environmental thinking develop better.

Age dynamics of the structure of ecological thinking:

12-19 years – general adjustment of components of ecological consciousness.

20-29 years – some disunity of the components of ecological consciousness, the process of accumulation of knowledge and experience.

30-39 years – the development of a connection between the attitude towards oneself and others.

40-60 years – the development of a connection between self-attitude and nature.

We have discussed the need for ecological thinking quite a lot, so now we will give some statistics on "How the relationship between man and nature is changing".

Let's clarify that hydroponics is a way of growing plants in an artificial environment outside the soil. So there is definitely room for imagination and efforts in the field of ecology.

From the point of view of intellectual activity, ecological thinking is a thought process that takes place in human consciousness and is expressed in the analysis of a specific situation, in comparison and comparison with environmental laws and natural laws, leading to the choice of an appropriate solution from the point of view of the balance of interests of society and nature.

As a product of ecological and educational activity, ecological thinking is such a formed quality of a student's personality that allows him to know natural and social phenomena in their interrelation, by operating with ecological concepts, categories, patterns and, on the basis of this, to navigate in real and imaginary situations, choosing behavior and solving specific issues that obey the ecological imperative.

The main properties of ecological thinking are:

dialectical character (a comprehensive, multi-sided approach to the study of the situation with the isolation, analysis and subsequent synthesis of a multitude of direct and feedback links;

reflexivity (conscious self-control of environmental activities - from identifying an environmental problem to its practical solution);

creative character (independent search for optimal solutions, co-creation of man and nature);

dialogism (communicativeness, an adequate reflection of the space-time relations existing in nature, society and in the interaction between them).

With regard to the content of environmental competence of students, environmental thinking can be defined as the process of theoretical analysis and assessment of environmental situations, identification of problems, finding ways to solve these problems in practice, including reflection of activities. In this regard, for a person with a new ecological mindset, such strong-willed qualities as: discipline, organization (conscious planning and persistent implementation of an environmental activity plan, voluntary compliance with environmental norms and requirements, rejection of bad habits) are important; independence (performing feasible activities without help and constant monitoring from the outside, the ability to organize environmental activities yourself, defend your opinion in a discussion without stubbornness; perseverance (bringing what has been started to the end, fighting difficulties, as well as distractions, energy distribution on the way to the goal); endurance (patience, resistance to interference, decision-making conflicts, restraint of emotions, ability to control oneself); determination (quick and deliberate decision-making in problematic environmental situations, confidence); initiative (manifestation of creativity, invention, rationalization, support for innovations coming from others; active support for the implementation and plans outlined by the team).

The formation of ecological thinking is carried out according to four levels of environmental competence, depending on the degree of awareness of environmental activities by the students themselves.

The first stage corresponds to unconscious incompetence, corresponding to the level of ecological thinking formed in biology, geography and other related subjects. This stage is characterized by obtaining ready-made environmental knowledge that is not supported by practical activities. At this level, a person does not realize that his actions are not environmentally appropriate, do not meet the requirements of the ecological imperative. More precisely, environmental activity is not significant, is not represented in consciousness.

The second stage is conscious incompetence, when a teacher offers students practical activities according to a given pattern. For example, practical work of an ecological orientation. Here the teacher helps to assess the correctness of the decisions made by the child.

The third stage is conscious competence, when the student still hesitantly implements the mastered environmental activities, but understands what needs to be done, can gradually identify, analyze and solve the problem, thinking through each action. This stage includes the creation of mini-projects, environmental monitoring, participation in environmental actions, theatrical productions. The student connects the emotional sphere to solving environmental problems.

The highest level – unconscious competence – is characterized by automatic, unconscious performance of environmental-friendly activities. This is reflected in the student's personal desire to engage in specific solutions to environmental problems. The technology of project and research activities is ideally suited for this stage. Thanks to the implementation of the project, students develop independent work skills, a certain system of views and beliefs is formed, that is, a worldview. The topics of project activity can be related to the study of the riches of nature, flora, fauna, man, problems of nature protection and human health in unfavorable environmental conditions of the city.

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