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THE ROLE OF EDUCATION IN THE DEVELOPMENT OF ENVIRONMENTAL CONSCIOUSNESS OF A PERSON

Abstract: This article describes today's globalization as a global phenomenon, which is associated with the formation of an environmental outlook and the development of an environmental education system and other global issues. It also discusses the features of improving environmental education and training.

Key words: global problems, ecology, ecological consciousness, ecological outlook, ecological culture, modern education, ecological education.

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Introduction

Relevance. The formation of an ecological worldview in the world is recognized not only as a factor preventing global problems, but also as a means of ensuring environmental safety, a method of educating ecological culture. Because the issues that torment many people are directly or indirectly related to environmental problems, the solution of which takes place with the participation of human consciousness, thinking, intelligence, human potential and, most importantly, values that have been formed for centuries. This, in turn, dictates the active participation of states in the ecology of international political relations and their globalization. Therefore, the formation of an ecological worldview and the development of an educational system related to ecology have become a global problem, the importance of which does not lag behind other global problems.

Today, it is necessary that every specialist has an ecological worldview. In order to attract the attention of millions of people to the essence, content of environmental problems, that is, to the consciousness,

worldview of people, it is not difficult to guess what its consequences will be if the causes of their occurrence and ways to eliminate them are not integrated, that is, an ecological culture is not formed. On this occasion, the President of the Republic of Uzbekistan Shavkat Mirziyoyev said: "We need to seriously worry about the most important issue - improving the ecological culture of the population. Of course, such problems cannot be solved only by administrative means, this can be achieved by educating in the hearts of the younger generation a sense of love for Mother Nature, a sense of belonging to it,"[1] he said. In this regard, the fact that special attention is paid to national values in the system of objective factors aimed at improving the ecological outlook and culture of the individual is associated with a lack of vital changes. In the structure of these tasks, it is necessary to define the strategy and tactics of reforms on the ground, to specify the tasks specified in the program and the Charter of their effectiveness, the action program developed under the leadership of President Shavkat Mirziyoyev in the context of the

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priorities set out in the "Action Strategy"[2] for 2017-2021

If we consider the "strategy of actions" in the context of the strategy of spiritual and cultural activities of citizens and various social institutions of the state environmental policy, then their functions in the field of the development of ecological worldview are specified. In the modernization of the institutional system, which is responsible for deepening democratic reforms in priority areas of improving the system of state and social construction, established in the "strategy of action": the implementation of legislation in the field of ecology of the deputy corps elected to the "Oliy Majlis" from the environmental movement of Uzbekistan, providing information on the development of the system of state and social construction.

Methods and level of training. Our country has accumulated some experience in preventing environmental problems and eliminating their consequences. However, "we cannot say that the work in this area, unfortunately, is adequate and satisfactory, now that environmental problems in the world are becoming more acute"[3]. To solve the problems of restoring the crisis environmental situation in our country and in the region: it is necessary to unite and mobilize the efforts of state bodies, public associations, civil society institutions and citizens. Healthy environmental protection should be the responsibility of our state, society and every citizen. In such conditions, it is necessary to ensure the harmony of national values related to ecology and to study the features of their improvement.

In relation to a person, the concept of "human nature" is sometimes used. In this place, in fact, signs, adjectives are meant, which naturally reflect on a person. The concept of "human nature", this expression has existed since the time of Plato, but man's attitude to nature has changed in the next four centuries. At this point, the philosopher suggests that the development of science and technology has an impact on nature, character, and human activity. Therefore, he comes to the conclusion that understanding human nature is more important today than ever before[4, B.154]. Thus, ecological ethics appeared, that is, measurement, evaluation of a person's attitude to the surrounding nature, from the point of view of moral norms. Even Yuji Hargru published a magazine called "Environmental Ethics", in which he published articles on the relationship between man and nature, the problems of modern technology, genetic engineering, organ transplantation, the media and the impact of global marketing on social life, from Aristotle to Rulz. They "led to the understanding of environmental ethics as a manifestation of practical philosophy"[5, B.308-310].

The results of the study. Consciousness is formed through continuous education, upbringing, and various communicative processes. Here the

educational process plays a decisive role, it is planned to form first an individual, and eventually a public consciousness. The purpose, style, content of the socialization of the individual, its future specific requests, reflecting the real institutional characteristics of society, can determine the peculiarities of culture, spiritual aspirations. This is again due to the fact that education also "not only reflects the world, but also creates it"[6, B.54] - understands this. On the one hand, education always develops it so that it reflects the composition and level of public consciousness, so that one or another level meets modern requirements. On the other hand, education is future-oriented and creates favorable conditions for social development, serves to open up new facets of human power.

In the concept of sustainable development, the ideal of the educational system is the education of a person who is able to realize his integrity in a certain inner freedom, independent directions in his thoughts and actions, in his interaction with the environment. As part of the ecological necessity in the new era of civilization, the strategy should be such that an individual forms such qualities through the educational systems of society. The content of the process of socialization of an individual is how much he assimilates culture. Culture is not inherited from biological immaturity. The transformation of social experience, the values of which are unique to a person, into culture is carried out only through education. Education can be considered as the basis of cultural processes or the formation of a person's personality. The task of any education is to bring a person into contact with cultural values, to cultivate human nature.

Socialization is the formation of a person's assimilation of the value system of language, knowledge, traditions, socio-cultural environment[7]. It is clear how important a cultural sample of information is for society, which is chosen for the formation of personality in the process of socialization. Two levels of generalization of cultural samples are separately noted in the literature. The first are norms recognized by all societies that define the culture of the same society, the second are norms that have a future character. Mastering these levels is mandatory for any individual in the process of socialization. Socialization will ultimately be aimed at the formation of a creative personality familiar with cultural patterns, which will have an active influence on the socio-cultural environment.

Therefore, today it is worth talking more about the need for advanced models in education and applying them in practice. Education is located next to a stable society that creates for itself a system, a perfect person and his attributes, as well as forms of their implementation[9].

The main goal of modern education is also the formation of a higher spirituality, while at the same

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time familiarizing with the "basics" of a particular science. The principle of "knowledge for knowledge" in this educational model is not enough. Proper education does not always lead to spirituality. But multilateral education serves as the basis for the restoration and development of a culture that is fully united by humanity. Its main root is society and nature, mutual cultural relations between people and high humanism.

Now, in the third millennium, education is faced with the task of ensuring the structure of a sustainable information and ecological society with a high humanitarian, technological and ecological culture. This will require new, comprehensively developed enlightened, thinking differently and thinking in a peculiar way, which, in turn, will lead the thinking of mankind to unprecedented changes.

It should be noted, that one of the most important goals of education should be the formation of the necessary knowledge base on the problems of interaction with the social and natural environment for human development. This helps the individual to know different periods of the history of society, as well as to fully realize the existence of himself and humanity in reality. It is no exaggeration to say that the solution of tasks on the harmonization of socio-economic and environmental development significantly affects the content of work in other spheres of human activity. This is where the ecological revolution that people are making in their lives is taking place, they are talking about the ecology of their lifestyle at a broad pace. It is impossible to make the necessary changes in the public consciousness, in the sense and essence of the tasks facing us without understanding each individual. Due to this, the socialization of the younger generation, which is ahead of the position of sustainable development, is a matter of changing the education system in its content and goals both at the national and global levels.

The driving force behind all these changes is that environmental knowledge and prohibitions penetrate various levels of educational systems and lead them to the greening of their comprehensive forms and styles. Of particular importance is targeted environmental education in the field of environmental protection, which serves as the basis for the harmonization of the education system with the environment.

In general, the environmental education system should include preschool, school, secondary and higher education, which is the main mechanism for the formation of environmental awareness and environmental responsibility, as well as all links related to the improvement, retraining, promotion and popularization of scientific knowledge.

The UN Program on Environmental Education and Environmental Protection, promoted by UNESCO, is one of the main tools for harmonizing the relationship between man and nature. The

Stockholm Conference on Environmental Protection in 1972 adopted a recommendation on the creation of a program in the field of environmental protection in this direction for international education. In 1975, the program was developed by UNESCO jointly with the United Nations Commission on the Environment (UNEP).

In particular, an important event in this direction, was the government conference that took place in 1977 in Tbilisi in the field of environment and education.

United Nations Conference on Environment and Development (Rio de Janeiro, 1992) She further expanded the framework of the Tbilisi Conference, decided to provide the population with the necessary information about education and to promote personnel training, and thus contribute to the harmonization of socio-economic and environmental development.

In 2002, the UN Conference on Sustainable Development was held in Johannesburg. It summarizes the goals and objectives of environmental education and lays its foundation for sustainable development.

When it is called environmental education, it is necessary to understand the process of continuing education aimed at mastering systematic knowledge about the environment, resourcefulness and skills in nature conservation activities, the formation of a common ecological culture.

The human right to a comfortable living environment should be considered recognized by the world community as the most important basis of environmental education. The quality of the environment is determined by the basic human right and the main goal of the development of civilization – health. Therefore, environmental education should not only be part of the education system, but also be one of its most fundamental elements. If literature and history are necessary for a person to master spiritual, cultural values, natural sciences, laws of nature, then environmental education will be necessary for the formation of a person's true attitude to nature - the limited limits of the development of nature, the peculiarities of socio-natural laws and norms of behavior.

It is necessary, to distinguish between the concepts of "environmental education" and "ecology of the educational system". Although they are interrelated, but in some places, they characterize different events. Indeed, environmental education is the training of specialists in the same field, expressed in the direct assimilation of environmental knowledge of various types and levels. As for the ecology of the educational system, it is a process of entering into other disciplines of environmental ideas, concepts, principles, approaches.

Until recently, environmental education was based on nature conservation activities using the technologies of natural and technical sciences. And

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the social part of ecology does not pass at all if you do not pay attention to ecological-economic and ecological-legal knowledge. However, social ecology, which is directly related to the study of the laws of sustainable development of the "Society-Nature" system, should be an important part of environmental education. The implementation of the ideas of environmental education should be aimed at teaching traditional subjects based on enriched materials, as well as at revealing the interaction of nature and man on the basis of a holistic, holistic concept by introducing new disciplines into the educational process.

Biological and geological ecology, as well as the ecology of man and society should serve as a scientific and theoretical basis for environmental education. Biological ecology studies the living conditions of living organisms, the interaction between the organism and the environment. Global ecology studies the influence of anthropogenic, space, geophysics and other factors on the biosphere. The subject of the study of human ecology is the preservation and development of human health, taking into account its relationship with humanity, nature and the social environment that surrounds it. Social ecology studies the "Nature-Society" system, its prospects for local, regional and universal development and adaptation at various levels.

Ecology was the first among the natural sciences to include human interests, the ever-growing complex human activity, the causes and patterns of this activity, an assessment of how effectively nature is assimilated, and many other issues, starting from its impact on the environment.

Environmental education fills its content not only with scientific knowledge and imagination, but also with images of art and literature. Scientific knowledge carried out in the process of ecological education with the integration of human and natural relations serves to distinguish the differences between logical and figurative forms in the knowledge of nature and the corresponding artistic images in the knowledge of reality and the humanization of education. At the same time, art and literature, formed in different periods, have great moral and aesthetic possibilities, embodying the attitude towards man and nature as universal values and ideals. Works of art not only help to get acquainted with the evolution of the relationship of man and society to nature in the course of natural-historical development, but also create a model of historical relations that are constantly changing.

Environmental education as a concept of sustainable development acquires the status of an integrated factor of all education and determines its strategic goals and important directions. The general

educational goals of environmental education are to determine the conditions for obtaining knowledge, finding solutions to environmental problems.

Thus, ecology as a branch of science has a very strong influence on the education system. It is necessary to formulate a broad, comprehensive view of the environment, humanity and nature, methods of cognition and activity. Environmental science remains a part of the "universal education" of humanity, in fact it is similar to the ability to understand the relationship between man, society and nature on a planetary scale. Until recently, the basis of environmental education was laid by natural sciences, including biological ecology and geography, partly technologies related to the activities of technical sciences for nature conservation.

Biology and geological ecology, ecology of man and society (social ecology) should serve as a scientific and theoretical basis for environmental education. Engineering ecology, agroecology and some other environmental sciences can become an important additional resource for him.

When disclosing the content of environmental education, from a pedagogical point of view, it is necessary to pay attention to the following:

Compliance with the accuracy of the information used about the natural environment and the condition of its individual parts;

To comprehensively cover environmental phenomena; it is important not only to carry out a complex of natural processes, but also to give them a reaction to phenomena in society itself; for example, it is not enough to convey information about the disappearance of some plant and animal species from the Earth's surface; because this fact leaves many indifferent; but if this example interacts with a number of natural phenomena, and other processes in the biosphere through them affect society, then the health of the information presented will be much more noticeable.

Conclusion.

Ecology teaches people ways to combat the dangerous trend of destruction of natural resources. Therefore, environmental education is much more difficult. This is due to the fact that it is believed that people have a chance that this will first become unnoticeable, and then lead to serious consequences and even convince natural phenomena that cannot be brought in their place by modern technical means.

The priority of natural values is also important, before the history of the struggle with nature, all people were brought up in the spirit against dependence on natural conditions, they usually looked at it as an obstacle to achieving practical goals.

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