



ECOLOGICAL AND EDUCATIONAL SIGNIFICANCE OF THE FORMATION OF RESPONSIBILITY FOR NATURE IN YOUTH

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ANNOTATION

In the article: the philosophical, psychological, pedagogical, ecological and educational significance of the formation of a responsible

The key word: attitude, responsibility, man – to – man, self – awareness, ecology, environmental, education, globalization.

The culture formation attitude to nature in the younger generation is a fundamental basis of environmental education and upbringing. The concept of relationship is divided into philosophical, psychological, pedagogical and sociological categories. Philosophy states that attitude is “an expression of a person’s approach (position) to something or an event” and that relationships can be different accordingly. The category of relationship represents man - man, man - nature, man - society, man - history, and all in all, man and being, as well as the interdependence of the universe. The basis of a person's worldview, attitude to nature, knowledge of nature laws, adherence to the values of attitude to nature, economic and social thinking, understanding of the beauties of nature, knowledge, skills, abilities to preserve nature. The formation of these qualities in young people and their socialization is a topical problem of pedagogical research. It is a set of social relations.

The relationship between man and man, his natural-physiological, genetic and socio-spiritual characteristics has been the subject of debate and research in the natural and human sciences for centuries. In the context of globalization, the formation of a culture of attitude to nature in the younger generation is gaining new content. The XXI century, the century of science, the scientific approach to life, the education of the scientific worldview in young people has become the main task of the entire education system. The methodological basis of environmental education is based on the philosophical principle of attitude to nature. As noted above, in the concept of relationship, the organic connection of human-human categories is reflected in the didactic principle of subject-subject. That is, self-awareness is a priority of environmental education. Me and nature, nature and I have not been studied enough.

Self-assessment is a unique set of management of personal human relationships in society. In the process of self-assessment, the following complementary activities can be distinguished:

- Take into account that the value of one's own learning activities is commensurate with the value of others.
- The active attitude of the student, the teacher to the assessment process.

- Interdisciplinary assessment is when students evaluate each other's work in a collaborative manner.
- Evaluate individual cases, review their work, and re-evaluate based on developed requirements.
- Compare assessments based on personal criticism and peer criticism.
- Compare the assessments of students' own work and the work of their peers.

In pedagogical-psychological research there are recommendations for the formation of skills to evaluate and diagnose their activities. However, indicators of attitude to nature, assessment of the level of environmental education have not been studied. Moreover, the great encyclopedic scholars of the East have scientifically and practically substantiated in their works the connection of anthropology with natural science. In particular, Abu Abdullah Muhammad ibn Musa al-Khwarizmi's "Kitab surat ul-arz"; Ahmad Fergani's "Kitab al-Harakat as-Samovia and Jawami 'ilm an-Nujum"; "Mineralogy", "Geodesy" by Abu Nasr Farobi; Abu Ali ibn Sina's "Laws of Medicine", "Ash - Shifa"; Mahmud Zamakhshari's "Al-jibal val-amnika val-miyoh", "Kitabu asmo iladaviya val-jibol" and other works describe ecology, fauna and flora, as well as their development, experiments and changes. In particular, a more thorough study of the theoretical and practical knowledge cited in the works of these and other scientists and the application of the acquired knowledge will serve as an important factor in the development of environmental education.

At the current stage of development of human society, the impact of man on the biosphere has increased, the practical importance of ecology has increased. Ecology should serve as a scientific basis for all activities related to the protection and use of natural resources. The development of ecology has shown that nature is a single interconnected system, a necessary space for the sustainable existence of human society, a material condition.

Because of COVID - 2019, in the face of some whims of nature, it became clear that the fate of mankind is interdependent. The direction of man's attitude to nature varies according to the requirements of time and space. Spiritual-responsible approach to the material, economic and social attitude of the person to appetite plays an important role. The virtue of a person's responsibility is determined, first of all, by the responsibility of the mother nature, before God, in every aspect of social life, in relation to the Motherland, humanity, society, family.

Attitude towards nature is an important condition for the development of society, social responsibility. The category of responsibility has long been valued as a socially responsible spiritual quality of the individual, the content of the relationship as a glory, heroism, narration, fairy tales and poems, glorified in the hearts and minds of the younger generation. In the context of globalization, the mechanism and methodology of responsibility to nature and society has become an urgent task of environmental education. In shaping a responsible attitude to nature, it is necessary to emphasize three main areas of environmental education. First, in man's relation to nature, as material production, the object of labor, the object of vital activity; second, the specific natural features of the individual in the ecological system, health; third, knowledge and skills in nature conservation activities. Changes in nature, the existing condition - the conditions, the optimal response in extreme situations, depend on the comprehensive formation of the individual. Thus, the methodological principles of the formation of individual responsibility for nature can be expressed as follows:

- a set of attitudes of a person (essence) to people, society, nature;
- the attitude of the individual to nature, to the needs of society, to the existing conditions;
- in the system of comprehensive development of the student, the formation of responsibility for the attitude to nature, an important task of the school;
- development of attitude to nature as a component of responsibility in all social, economic activities.

The concept of responsibility has not been studied as a separate scientific category, specificity in relation to society, nature, the spiritual quality of the individual, duty. Dictionaries define responsibility as "the obligation of a person to take responsibility for his own actions. "Responsibility is a social and spiritual quality, a duty with a deep understanding of the law, an expression of culture. Social responsibility has chosen the optimal method of treatment based on the individual's rights and duties, as well as his duty, under certain conditions.

This means a responsible attitude to nature, the achievement of an ecological result by following conscious, voluntary spiritual rules based on the abilities and capabilities of the individual. The goal, motive, and harmony of a person with practical principles is that he does not fit into nature, its material, economic, and aesthetic values. Responsibility is the inner, emotional quality, mental and emotional harmony of a person. Thus, environmental responsibility consists of young people's self-awareness, knowledge of the laws of nature, foresight, a critical attitude to themselves and the activities of others in the observance of environmental rules. In life, there can be cases of responsibility and irresponsibility, coldness towards nature, and it is the task of environmental education to give young people the right understanding and guidance in such situations. The effectiveness of environmental education is to prepare young people for the change of social relations in the educational process, to inculcate in the hearts and minds of young people the need for social relations, interests, goals, motives, values and the importance of nature conservation is a peculiar quality. The formation of ecological attitudes in young people depends on the effectiveness of pedagogical-psychological mechanisms such as socio-ecological consciousness, ecological thinking, ecological skills. Ecological consciousness is the expression of emotional, intellectual views, thinking, imagination, taking into account the social possibilities of nature. It is known that consciousness leads to the formation of ecological consciousness with a combination of knowledge and imagination, the worldview of the laws of nature, and the embodiment of spiritual and moral qualities. A responsible attitude towards nature is determined by a person's level of belief. Environmental responsibility is related to ethical norms and legal rules. Today in Uzbekistan, the organization of environmental education in the Legislative Chamber, the observance of environmental regulations in the draft laws is aimed at improving the environmental culture of every citizen. Ecological culture begins at the school desk, at the doorstep of the family.

Forming a responsible attitude to nature among young people, improving the content and methods of increasing the effectiveness of environmental education, preparing them to use their natural, material, spiritual and aesthetic potential are based on the following principles:

- the formation of the need to treat living nature, arouses interest in knowing the laws of nature;
- motivation and adherence to the common values of nature;

- to form a belief in the protection of nature, one's own and others' and human health;
- educational tasks such as active participation in environmental work, environmental promotion.
- objectives of general education in the formation of the basics of environmental culture among young people:
 - formation of knowledge and skills about the relationship between man and the world, the individual and society;
 - legal, spiritual, moral, aesthetic and environmental education;
 - to follow moral and legal rules in the process of attitude to nature;
 - to prepare the acquired knowledge for nature conservation, economical use of natural resources.

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