

## PSYCHOLOGY OF ECOLOGICAL EDUCATION: PROBLEMS, FACTORS, AND SOLUTIONS

**Hasanova Zebo Davlatovna**

Associate professor, doctor of philosophy in pedagogical sciences (PhD) Bukhara state technical university “Metrology and standardization” department,

**Annotation.** In the context of the current reforms in the education system, the formation of ecological culture in students’ psychology has become an urgent requirement of the time. Human development is closely interconnected with the natural, social, and cultural environment, and this process begins from the earliest stages under the influence of family, education, and society. Historical sources, including the works of Abu Rayhan Beruni, emphasize the decisive role of geographical and natural conditions in shaping both the physical and psychological characteristics of individuals. In the modern era, global ecological challenges—such as atmospheric stagnation, ozone layer depletion, freshwater scarcity, deforestation, and waste pollution—further necessitate the cultivation of ecological education and culture.

**Key words:** Psychology, ecology, education and upbringing, ecological problems, worldview, solutions.

### EKOLOGIK TA'LIM PSIXOLOGIYASI: MUAMMOLAR, OMILLAR VA YECHIMLARI

**Annotatsiya.** Hozirgi kunda ta'lim tizimida amalga oshirilayotgan islohotlar sharoitida o'quvchilar psixologiyasida ekologik madaniyatni shakllantirish davrning dolzarb talabiga aylandi. Inson taraqqiyoti tabiiy, ijtimoiy va madaniy muhit bilan chambarchas bog'liq bo'lib, bu jarayon eng dastlabki bosqichlardan oila, ta'lim va jamiyat ta'sirida boshlanadi. Tarixiy manbalarda, jumladan, Abu Rayhon Beruniy asarlarida ham shaxslarning jismoniy, ham ruhiy xususiyatlarini shakllantirishda geografik va tabiiy sharoitlarning hal qiluvchi roli alohida ta'kidlanadi. Zamonaviy davrda atmosfera turg'unligi, ozon qatlamining emirilishi, chuchuk suv tanqisligi, o'rmonlarning kesilishi, chiqindilarning ifloslanishi kabi global ekologik muammolar ekologik ta'lim va madaniyatni yanada yuksaltirishni taqozo etmoqda.

**Kalit so'zlar:** Psixologiya, ekologiya, ta'lim va tarbiya, ekologik muammolar, dunyoqarash, yechimlar.

### ПСИХОЛОГИЯ ЭКОЛОГИЧЕСКОГО ОБРАЗОВАНИЯ: ПРОБЛЕМЫ, ФАКТОРЫ И РЕШЕНИЯ

**Аннотация.** В современном контексте реформ, проводимых в системе образования, формирование экологической культуры в психологии учащихся стало насущной необходимостью. Развитие человека тесно связано с природной, социальной и культурной средой, и этот процесс начинается с самых ранних этапов под влиянием семьи, образования и общества. Исторические источники, в том числе труды Абу Райхана Беруни, подчеркивают решающую роль географических и природных условий в формировании как физических, так и психических характеристик личности. В

современную эпоху глобальные экологические проблемы, такие как застой в атмосфере, истощение озонового слоя, нехватка пресной воды, вырубка лесов и загрязнение отходами, требуют дальнейшего совершенствования экологического образования и культуры.

**Ключевые слова:** психология, экология, образование и воспитание, экологические проблемы, мировоззрение, решения.

When a human being comes into the world, they inevitably find themselves in a certain living environment and are always in interaction with it. To be more precise, an individual's existence begins from the embryonic stage. Therefore, the very first environment that surrounds a human being can be considered the mother's body, which ensures the full development of the human species. It not only provides nourishment through the bloodstream but also serves as the primary organizational environment that shapes the unique program of human individuality.

It is well known that human relations with the natural environment have always been a pressing issue and have become the focus of public attention. In our country, efforts to address this issue have deep historical roots. In particular, the Resolution of the President of the Republic of Uzbekistan dated November 2, 2021, "*On measures to ensure effective parliamentary control over the implementation of the tasks set within the framework of the nationwide project 'Green Space'*" plays an important role in realizing these goals.

According to scholars, human behavior can be considered adequate only when the surrounding environment is favorable and congruent to the individual. If the environment is "incongruent," it may lead to frustration, anxiety, and consequently to anti-social actions. In 1916, R. Park emphasized that psychologists began to use the concept of "ecosystem" as categories and notions describing the system-forming environment in research on the influence of environment on human behavior. The period between the 1920s and 1960s is regarded as the initial stage that included various studies on the influence of the places where people live, work, and rest. This approach has become one of the major branches of Western sociology.

Upbringing begins within the limited sphere of the family, where parents adopt different approaches. Under the influence of physical and social environmental impulses, the child gradually absorbs not only parental guidance but also the impact of other educational institutions and schooling, including praise, encouragement, prohibition, and punishment (the role of peers in play should not be overlooked). Later, broader influences such as cultural, ethnic, ideological, and mass media factors come into play. Cultural and historical environments intertwine with geographical conditions, leaving their mark on landscapes and surroundings. The geographical factor significantly influences the socio-cultural environment. Differences in ethnic cultures are expressed not only in lifestyle, diet, beliefs, traditions, and customs, but also in parental attitudes towards children. Thus, a person learns to understand and perceive the environment through the unique system of life conditions.

Abu Rayhan Beruni, in his work "*Chronology of Ancient Nations*", explored the psychological determinants of various peoples—ancient Greeks, Iranians,

Sogdians, Khwarezmians, Christians, Jews, and Muslims. In order to study such characteristics, Beruni developed a unique scientific method, including the reinterpretation of ancient legends and biographical methods. According to Beruni, the physical and psychological features of nations are not only connected to their origins but also to environmental factors such as land, water, and air: *“Indeed, the structure of the body, its color, natural properties, and qualities are determined not only by origins but also by the diversity of earth, water, and air.”*

Discussing the role of geographical factors in human life, Beruni emphasized not only their impact on physical constitution but also their determinative role in diverse social phenomena. Ancient thinkers’ works indicate that ecology influences human formation not only as a biological being but also in shaping social traits. Disruption in the “man–environment” relationship can have adverse effects on the human psyche. Modern ecological research confirms these observations. It follows that the environment is an essential factor in human development and upbringing, complementing genetic growth.

Similar to the global situation, ecological issues in our country are becoming increasingly urgent. To address them properly, on one hand, consistent economic improvements are required, while on the other, it is necessary to revive ecological culture rooted in our history, study the past, and apply it to present conditions. Due to human impact, changes in the biosphere have accelerated. By the mid-20th century, ecological problems intensified due to human interference with natural processes. The development of civilization and deepening human influence on nature has led to further negative consequences. Today, primitive pristine nature can no longer be spoken of, as vast forests have been cut down, large areas have been turned into farmland, chemical fertilizers and pesticides have been overused, while air and the environment have been polluted with wastes and gases.

Moreover, natural disasters such as floods, forest fires, dust storms, and other catastrophic events occur more frequently, undermining the natural balance of ecosystems. Globally, natural, anthropogenic, or purely anthropogenic phenomena are regarded as universal problems. Among them are the “stagnation of the atmosphere,” “depletion of the ozone layer,” freshwater scarcity, the reduction of plant and animal species, and the excessive use of toxic chemicals in agriculture.

Uzbekistan, as a large industrial and agrarian region, aims to further develop its machine-building, energy, chemical, food, and transport sectors in the future. However, such industrial growth also poses certain risks to ecosystems. Wildlife in our steppes, fields, and orchards has significantly decreased, with mammals and birds disappearing, while dried lands are increasingly populated by rodents carrying dangerous diseases. Humanity has always been dependent on nature, and we cannot survive without it. Therefore, it is our duty to preserve nature, use natural resources wisely, save every drop of water, and constantly care for the purity of the environment.

The formation of ecological worldview and ecological culture can be considered along four independent yet interconnected directions:

- Ecological knowledge system;
- Ecological thinking;
- Culture of responsibility;
- Culture of behavior.

Accordingly, learners should:

- know the modern theoretical and practical foundations of ecology and environmental protection;
- acquire skills to ensure ecological safety;
- apply acquired knowledge and skills in practice;
- exercise control over compliance with ecological requirements, fulfill their civic duty, and develop the ability to promote ecological awareness in their communities.

Experts argue that to solve the acute ecological and environmental protection issues in our country today, it is necessary to ensure favorable living conditions for public health and maintain biospheric balance. This includes:

- achieving socio-economic efficiency and sustainability of Uzbekistan's development while balancing the production and consumption of renewable resources;
- ensuring rational use of waste;
- restoring the regenerative capacity of nature at regional and national levels;
- preserving original species, genetic diversity, and landscapes;
- improving the catastrophic ecological conditions associated with the Aral Sea crisis.

In general, the task of ecological education is to create effective conditions for the harmonious ecological development of children's personalities through the joint cognitive, educational, and environmental activities of teachers and students.

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