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## THE CONCEPT OF ECOLOGICAL MIND AND ECOLOGICAL CULTURE

Suyunov Og'abek Oybek og'li  
EMU University talabasi

### **Annotation:**

Ecological knowledge serves as the basis for ecological thinking. The article outlines basic concepts that describe ecological thinking.

**Keywords:** ecology, ecotism, ecological culture, ecological thinking.

### **Introduction**

Today, even when negative changes in the environment often seem as natural processes, they are mainly caused by anthropogenic factors, namely, a person's misuse of nature and adverse environmental effects. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you.

(Matthew 24:14; 28:19, 20) Therefore, it has become a time-consuming prohibition for mankind to make the most efficient use, preservation and reconstruction of fresh water, fertile soil, clean air, and so on, as well as to create perfect anthropogenic ecosystems that match nature, in other words, the most acceptable lifestyle based on the evolution of nature and society, and the passage of time without delay to farming. At the same time, the objectives and tasks highlighted without adequately shaping the ecological literacy, minds, and cultures of individuals and society cannot be fulfilled. This, in turn, directly depends on the extent to which an ecologically educational (educational, educational) system is established in society, especially educational organizations.

Ecological culture is the knowledge of nature, the mind, the perception, the literacy, the intellectual potential and the ability to apply it in practice, a high indicator of environmental activity, a conscious and responsible approach.

Basic qualities of ecological knowledge and ecological culture: (1) moral and ecological intelligence is an important cultural quality of a person, and his process of emotional knowledge of the environment involves the need to have practical skills in the conservation of nature based on environmental objects and events; (2) Ecological responsibility is reflected in the upbringing of relationships and responsibilities in a person, which is formed only as a result of a person's unknowing desire to understand the consequences of his or her negative effects on nature without thinking far or away and to eliminate such an effect; (3) Ecological will is related to a person's determination, transparency, freedom, and cleanliness in his or her assessment and supervision of the actions of himself and others in the environment. Ecological values play a special role in shaping an individual's ecological culture, including the desire to preserve nature, initiative, perseverance, industriousness, and intelligent activity. For example, knowledge of a type of ecological value, namely, global, regional, and local ecological problems, is closely related to such concepts as land, water, energy problems, rational use of natural resources, biodiversity conservation, desertification processes, and

atmospheric pollution. Educating an ecologically spiritual person is intended to be carried out by experts in gardens, schools, high schools, colleges, and universities. In other parts of the population, distribution work may be carried out by the U.S. Ecological Party and other volunteers and organizations. The theoretical basis for ecological education is to conduct environmental protection education on the basis of certain curriculums and programs in gardens, schools, small schools, universities, and to train qualified professionals. Combining the accumulated experiences into a pedagogical form, textbooks of the curriculum should be compiled.

Specialists with higher and secondary education, such as ecological methodologist, ecological teacher, ecological instructor, engineer-ecologist, ecologist-agrochemist, ecologist-technologist should be trained. that an ecologically spiritual person can compare objects and events in nature, to form intelligent concepts, to plan attitudes to nature in advance, to be interested in changes in the environment, to be interested in nature, to be able to feel the beauty of nature, to be determined to protect nature, not to harm nature, to finish what began, to take initiatives in environmental protection, to preserve nature, promoting ecological knowledge, to develop a sense of passion for socially beneficial work, to acquire skills, to be self-controlled, to be able to engage in relationships with nature and to determine the level of mechanisms in its activities, to have a sense of patriotism, love for nature, to love the nature of the house, neighborhood, city where he lives, to be proud of it, to follow him, to follow the needs of today and future generations from the riches of nature Taking into account satisfaction, it should be able to use it sustainably, seek to build the environment, preserve it freely and pleasantly, demonstrate zeal in preserving nature, demonstrate zeal in the purposeful use of natural resources, be cautious about the environment, objects, and other things, and regularly apply its ecological knowledge to our values of preserving nature.

To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared. In order to improve literacy, develop and develop ecological minds and ecological cultures, effectively organize the ecological education and training process, the following priorities are identified [3]:

- 1) defining the principles of the development of ecological education, consistently implementing them in the educational process, and thereby elevating the effectiveness of ecological education to a new phase;
- 2) improvement of educational (educational) programs based on existing ecological problems and their tasks;
- 3) to preserve the irreversible sources of nature and to strengthen the responsibility of proper use of them, focusing on human ecological problems;
- 4) development and introduction of effective forms and methods of ecological education and training, etc.

According to this decision, students in general secondary schools should have general knowledge and skills on the basis of integrated ecology, nature use and environmental

protection within the framework of academic subjects. Therefore, in general secondary schools, there is a special emphasis on developing the foundations of ecological literacy, knowledge, and skills in ecological education and training. After all, school-age children will be biologically and psychologically ready to study the basics of a number of academic subjects ecologically. Their psychology develops enough to acquire ecological knowledge and is characterized by sharp perception, bright imagination, strong memory, thinking, as well as curiosity and persuasion.

Instead, it should be noted that every citizen of our country contributes appropriately to the improvement of the ecosystem, strictly adheres to ecological rules, and gives a great natural blessing to the next generation.

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