



## **ADVANCED PRACTICES IN ENVIRONMENTAL EDUCATION AND EDUCATION**

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<b>ABSTRACT</b>	<b>KEYWORDS</b>
The article examines environmental education and analyzes a number of foreign experiences. A number of opinions were expressed regarding the introduction of environmental education from developed countries into our country.	Environmental education, foreign experience, environment, nature, environmental thinking.

### **INTRODUCTION**

In all countries of the world, general education, including environmental education and upbringing of students, is a necessary component of technological education. In this regard, the Japanese methodology of environmental education is of particular interest, since the Japanese managed to control the environmental situation and at the same time stabilize it, while in this country the level of negative impact on the environment was extremely high as a result of the rapid development of science. Over the past 25 years, Japan has seen a shift in people's mindset. Environmental awareness has become part of the nation's moral compass. Surveys show that three-quarters of Japanese people are willing to sacrifice their own interests if it helps improve the country's environmental situation. According to the Japanese experience, from childhood, students, businessmen, housewives, company presidents, mayors and governors, in short, everyone, are taught to treat the environment with care and respect.

The goals of environmental education are as follows: to help understand the practical nature of environmental pollution problems in modern society and their connection with the modernization of Japan; to convey to the general public the idea that the preservation, protection and restoration of a quality environment is the task and obligation of local authorities and that they should carry out these tasks on a broad democratic basis, with a high level of involvement of the population in plans for the development of the territory in which they live (city, fortress, etc.) (including in the industrial direction). Thus, environmental education and upbringing should be, first of all, civic education and upbringing, that is, help to form an active, environmentally meaningful life outlook in citizens. This should be a guarantee of the preservation and protection of a decent environment for a person.

In Japanese literature, four main stages of intermediate environmental education are usually distinguished:

The first is to gain an elementary understanding of the structure of nature. This is the simplest form of education designed for ecological education in preschool institutions, as well as in primary and secondary schools;

The second is to study the interconnectedness of nature and its role in maintaining the ecosystem. The ideas of preserving nature, protecting endangered species, and preserving natural monuments are developed. This stage is typical for all grades of school education.

The third is to study the relationship between the natural environment and human society, the impact of ecosystem integrity on its well-being. The ideas of ecosystem management and natural resource restoration are developed. This form of education is intended for senior classes of schools, colleges and universities;

The fourth is the study of environmental science itself. This form of education is intended for students of specialized faculties of universities, teachers, and the adult population.

According to Japanese experts, elements of environmental education should be included in the curriculum not only of natural sciences and social sciences, but also of such subjects as geography, anatomy, "health", physical education, housekeeping and even ethics, native and foreign languages, and music. Environmental education begins from a child's earliest years, when he is just beginning to understand himself and the world around him. And the goal is always clear - to protect and preserve nature, starting from the threshold of our home.

Japanese parents pay great attention to their children's environmental education, out of concern for their children's future health, while at the same time hoping that, while they cannot improve the environment, they can at least maintain it at its current level.

A.N. Shepelenko writes: "While working in Japan, on weekends outside the city, I repeatedly came across small groups of Japanese children of the age of primary school students from large groups of kindergartens. As it turned out, they were not going directly to a lesson on getting acquainted with nature, but to a lesson on its practical protection, careful attitude to the environment, under the leadership of their coaches. I will probably never forget how the little ones were constantly moving around the edges of the paths in the mountain park, collecting the remains of civilization, empty aluminum bottles from cold drinks, used batteries from various household radio equipment, etc. in large plastic bags. It is clear that this activity gives good results. Children learn in practice what not to do in the midst of nature and what to do to preserve it. As for the adults, one can hope that by watching the children's work, they will be kept from throwing garbage in the wrong place for at least a few hours." [1,17].

Also, in individual settlements or districts of large cities, municipalities and public organizations hold mass waste collection days annually, sometimes quarterly, and more often than once or twice a year. Such days are held at the same time, with prior notification to the population.

In most cases, such days become a kind of holiday, as their organizers use various means to attract people - colorful posters dedicated to participating in waste collection and explaining the importance of recycling secondary raw materials, waste collection points are decorated with flowers, garlands, music is played, etc. Sometimes competitions are organized among participants, with prizes awarded to the winners. The example of Hokkaido Island shows how a social movement for waste collection has developed.

In 1975, landfills and roadsides were littered with empty cans. In 1976, 14 associations proposed a campaign to collect waste. October 25, 1981, was declared the day without an empty can, and 130,000 participants of the movement managed to collect 2.15 million cans on that day. From 1982 to 1985, the can collection campaign was held 8 times, in which 1.8 million people participated. In total, 25.4 million cans were collected.

Although urbanization has reached a high level in Japan, according to national traditions, city dwellers here strive to take advantage of every opportunity to enjoy nature.

This is reflected in:

- the desire of its owners to express the full diversity of Japanese nature in small green courtyards, on a few square meters;
- the fact that the celebration of viewing the blooming sakura tree has been carefully preserved for centuries;
- the continuous development of the art of bonsai (compact trees that are patiently grown in flowerpots for many years);
- the cancellation of classes for schoolchildren during the snowstorm, when the sakura is blooming, etc. (Sakura is a Japanese cherry tree that does not bear fruit, but people value it for its beauty, not for its benefits).

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