

THE PROBLEM OF ECOLOGICAL CONSCIOUSNESS AS A SUBJECT OF PSYCHOLOGICAL RESEARCH

Akramov Mirmukhsin Rustamovich

Associate Professor of the Department of Psychology and Pedagogy of Religion at the International Islamic Academy of Uzbekistan, Doctor of Psychology

e-mail: akramov__m@mail.ru

ABSTRACT	KEYWORDS
This article discusses research questions devoted to the study of increasing the effectiveness of methods of forming environmental representations in students and improving their methodological aspects.	Ecological consciousness, environment, ecological representation, climate, naturalphil, moral introject, existential reality.

Introduction

For countries around the world, the next decade became a period of critical analysis of actions in the field of environmental protection. The United Nations Conference on Environmental Issues, held in Rio de Janeiro in 1992, emphasized the enormous importance of environmental consciousness in the implementation of lifestyle strategies and sustainable development of humanity in all countries of the world. The importance of developing environmental consciousness in the modern world is not questioned by anyone and is a priority area of education and upbringing in many countries. This activity, aimed at developing the environmental consciousness of the population and developing a careful attitude towards the environment, ensures the security of the future of all humanity¹.

World educational and scientific centers pay special attention to current areas of educational activity, the development of environmental consciousness, environmental knowledge, ethical attitude towards nature, the formation of environmental attitudes under the influence of ecocentric and anthropocentric factors, the system of relationships in the manifestation of mutual identification in the relationship between man and nature, motives of moral behavior , influencing the formation of environmental consciousness, response to crisis situations, aesthetic attitude towards nature, relationship with nature. In this regard, attention is paid to the issues of environmental knowledge, environmental consciousness, environmental culture, as well as the systemic organization of environmental education and training, the study of differential differences in strengthening the mechanisms of social influence on constructive-intensive relationships in expressing the social ecology of the individual, and further improving the field of ecology with involving advanced innovative technologies.

Currently, when studying the interaction of human reactions and the natural environment on a global scale, the connections between behavior and the perception of the environment, individual, social and

¹ United Nations Development Program «Digital Development Initiative» program T.: 2003 – 262 p.

public boundaries of attitude towards nature, the influence of environmental pollution and climate change on personal behavior, and the peculiarities of the relationship between the psyche and the environment are being studied. Most research in environmental psychology has focused on cognitive and conative tasks. In them, this problem is analyzed within the framework of a systemic crisis characteristic of the entire civilization (G.G. Diligentsky)². Concern about present and future environmental disasters does not end with scientific publications. The study of social opinion shows that environmental problems also concern a wide layer of society (Y.P. Ozhegov, E.V. Nikonorova, A.I. Ryzhikov, G. Shagun, V.I. Pavlov, P.E. Ryzhenkov)³. At the same time, other studies confirm that a person does not have pro-ecological behavior, but he has a tendency to actively destroy nature (E.N. Faustova)⁴.

The purpose of the study is to increase the effectiveness of methods for developing environmental consciousness among students and improve their methodological aspects.

Research objectives:

- identify the main views and approaches in the system of scientific knowledge about environmental consciousness;
- identify awareness of the motives for making important decisions related to the environment, the system of environmental values;
- determine the features of the connection between moral behavior and intrapersonal conflicts with the development of environmental consciousness among students;

As a nominative variable for discriminant analysis, we took students' courses of study (1-2-3-4 courses).

The statements included in the first canonical factor consist of the following (factor loadings are calculated starting from the top): In the positive pole: "because later you will not suffer because of your actions" (0.918), "because your position in society requires it" (0.521).

In the negative pole: "because if everyone is moral, then there will be no place for evil" (-0.564), "because, otherwise, you cannot adapt to life" (-0.505).

A meaningful analysis of this factor shows the presence of an external locus of control among students: if you act within the framework of morality, then you will thereby maintain your position in society and will not suffer from this in the future. However, it must be separately emphasized that the negative pole of the factor (in the minds of students) shows the possibility of people using moral behavior for the purpose of causing evil: since morality is an adaptation to life, even if everyone is moral, there will still be a place for evil.

We called this factor "morality as an introject."

The second factor included the following statements:

In the positive pole "because if everyone is moral, then there will be no place for evil" (0.590), "because your position in society requires it" (0.516). In the negative pole: "because morality is beneficial for

² Дилигентский Г.Г. "Конец истории" или смена цивилизаций? // Вопр. философ. 1991. № 3. С. 29-42.

³ Ожегов Ю.П., Никонорова Е.В. Экологический импульс: Проблемы формирования экологической культуры молодежи. М.: Молодая гвардия, 1991. Рыжиков А.И. Заповедное и его восприятие человеком // Вопр. психол. 1993. № 5. С. 66 - 74. Шагун Г., Павлов В.И., Рыженков П.Е. Исследование экологического сознания детей и подростков // Психол. журн. 1994. Т. 15. № 1. С. 41-49.

⁴ Фаустова Э.Н. Экологическое сознание студентов: дефицит знаний (на основе социологического материала) // Вестн. МГУ. Сер. 12. Социология. 1991. № 4. С. 72 - 78.

everyone" (-0.628), "because you think that you need to value relationships with other people" (-0.408).

A meaningful analysis of this factor shows that students have the following opinion about morality: if everyone acts according to their position in society, then there will be no place for evil. After all, a person (the negative pole of the factor) who does not value relationships with other people believes that morality does not benefit everyone.

This factor is conventionally called "morality as a measure in relations with others." Our final conclusions:

the peculiarities of the formation of the moral consciousness of the student period are determined by the transition from a narrow family environment to a broad social environment; considering the moral consciousness of students as a static phenomenon leads to disagreements in the results of psychological diagnostics;

formed moral criteria in a person, having created harmony together with conscience, generate in him the need for active behavior.

Motivational ways of relationship with nature are, to a certain extent, derivatives of the subject's personal experience; these relationships reflect a system of relationships in many aspects to oneself, society, existential (existential: the defining humanity of a person, the reality that constitutes the meaning of life) reality, their "true" meaning is transformed by influence of psychological defense mechanisms.

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