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## ENVIRONMENTAL EDUCATION AS THE BASIS FOR THE WELL-BEING OF SOCIETY AND THE STATE

## LA EDUCACIÓN AMBIENTAL COMO BASE PARA EL BIENESTAR DE LA SOCIEDAD Y EL ESTADO

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### ABSTRACT

In the system of continuous environmental education, the educational project has a great educational potential, with the help of which it is possible to acquaint students with a complex of ecological, economic and social problems, to identify the interrelationships of phenomena and processes between them, to consider the problems of preserving and improving the quality of life, preserving the natural resource potential for meeting the needs of not only the present generation, but also of future generations. It is the project, prognostic activity that promotes the futurization of the ecological consciousness, and the joint design and research activity of schoolchildren and students contributes to the conjugation of school and university environmental education, the formation of ecological culture in the younger generation.

**Keywords:** Education, ecology, nation, student, intellectual potential, school.

### RESUMEN

En el sistema de educación ambiental continua, el proyecto educativo tiene un gran potencial educativo, con la ayuda del cual es posible familiarizar a los estudiantes con un complejo de problemas ecológicos, económicos y sociales, para identificar las interrelaciones de los fenómenos y procesos entre ellos, considerar los problemas de preservar y mejorar la calidad de vida, preservando el potencial de recursos naturales para satisfacer las necesidades no solo de la generación actual, sino también de las generaciones futuras. Es el proyecto, actividad pronóstica que promueve la futurización de la conciencia ecológica, y el diseño conjunto y la actividad de investigación de escolares y estudiantes contribuye a la conjugación de la educación ambiental escolar y universitaria, la formación de la cultura ecológica en la generación más joven.

**Palabras clave:** Educación, ecología, nación, estudiante, potencial intelectual, escuela.

## INTRODUCTION

Ecological culture promotes the development of a healthy road nation, spiritual growth of the society, stability in the social and economic sphere, as well as environmental security of the country and each person. The most important tool in its formation is universal and integrated environmental education, therefore the state should support it at the proper level, and, first of all, through the adoption of normative acts.

At 12<sup>th</sup> May, Russia and the countries of the former USSR celebrate the Day of Environmental Education. The holiday, whose goal is the actualization of environmental knowledge in all sciences and all spheres of human activity, was established in 1991. On this day, various environmental actions are held in cities and towns, which are both educational and practical: exhibitions, conferences and competitions of children's creativity are held on the topic of nature conservation, people take part in environmental protection activities - cleaning rivers and reservoirs, cleaning parks, landscaping of territories. This holiday concerns everyone who takes part in promoting the idea of protecting nature. The importance of environmental education is difficult to overestimate. It is ecological knowledge that allows a person to realize what catastrophic phenomena can lead to harmful habits in relation to nature; understand how to avoid such consequences. The highest goal of environmental education is to form the so-called ecological culture. For the first time, representatives of the world community expressed concern about environmental problems, to the emergence of which the development of scientific and technical progress on the planet is developing, in 1972 - at the UN International Conference on the Environment in Stockholm. Twenty years later, in June 1992, Rio de Janeiro hosted the second such conference, which also raised the issue of the need to spread environmental education. The heads of the majority of the countries of the world, including Russia, adopted and approved the Program of Action for the implementation of the concept of sustainable development of mankind, in which environmental education plays an important role. Today in Russia, environmental education is one of the priority areas. Acquaintance with the system of universal comprehensive environmental education begins with preschool age and continues up to the university vocational training and postgraduate retraining and advanced training of environmental specialists. In addition, environmental knowledge is brought to the public through the media, as well as through various projects implemented by museums, libraries, environmental institutions, sports and tourism organizations.

## DEVELOPMENT

The subject of environmental law is relations about nature. Among them are public relations on environmental protection, relations on the use of natural resources, property relations on natural resources, relations to ensure environmental safety of man.

The first two groups of relations - on the protection of the environment and the use of natural resources are an exclusive subject of environmental law and are closely interrelated.

Public relations on environmental protection are divided into protection relations against chemical, physical and biological effects on nature in general and its individual components. The goal of legal regulation of these relations is the preservation, restoration of a favorable environment.

The goal of environmental education and upbringing is the formation of a system of scientific knowledge, attitudes and beliefs that ensure the formation of a responsible attitude of people to the environment in all their activities. The main objectives of environmental education:

- Observance of norms of behavior, in nature ensuring conservation and improvement of the natural habitat;
- studying the state of environmental protection and environmental problems in various types of educational institutions;
- involvement of students in the work on the environmental condition survey, and research of natural resources;
- conducting educational work at the enterprises and organizations of the city.

Zverev (1991, 1993), believes that the main task of environmental education is the theoretical absorption by schoolchildren of knowledge about nature, its features, human activity in it, environmental problems and ways of their solution in production, life, and recreation.

Environmental education requires continuity and is an interrelated process of human education, upbringing and development throughout his life. Ecological education begins with the birth of the child, in his family. The very first lessons he receives, watching the behavior of parents and other people close to him, for their attitude to the world around us. Then the child gets knowledge about nature in kindergarten, school, etc. In different age groups of children, the effectiveness of environmental education and upbringing varies.

At the preschool age, the main pedagogical emphasis should be made on the child's system of representations. In the younger adolescence, the pedagogical process is complex, it must ensure the adequate development of the personality relationship to the natural world, along with the continuation, the formation of a system of representations and the strengthening

of attention to the technological competence of the child.

Ecological education and education of students includes the development and deepening of natural scientific knowledge about the relationship between society and nature, the formation of a value attitude to society and nature, the development of an active life position in a careful attitude and protection of the natural environment, environmental beliefs and responsibility. In the process of environmental education of students, one must be convinced that the results of human activity depend on the person himself, on his knowledge, on the ability to foresee these results and consequences.

Likhachev conventionally divides the methods and forms of environmental education and upbringing into several groups. These are: school and extracurricular methods of formation of consciousness and development of thinking, teaching skills and skills of practically directed activity, development of moral and legal responsibility, aesthetic attitude to reality, moral self-perfection.

Environmental education and upbringing is the foundation of the ecological well-being of society and represents a particular developing system of natural and social knowledge that uses the achievements of many sciences. If we want our children to grow up not by consumers but by responsible people, good citizens, now is the time to take care of this and do everything possible for their full-fledged ecological education and education. Consequently, environmental education and upbringing is an area of purposeful pedagogical activity, designed to change the qualitative parameters of the relationship of man and society to the environment.

The main link in the continuous environmental training of students from the first to the last year is specially designed courses taking into account their subject training and taking into account the regional standard for environmental education.

The ideas of sustainable development gave a new impetus to environmental education, which is already seen today as a system-forming factor in the overall reforming education. Accelerating the ecologization of the educational process is due to the use of the ecological potential of all blocks and modules of vocational and educational programs in the development of the ecological culture of the future teacher. Ecologization of the educational process is connected not only with the introduction of special ecological educational disciplines, but also with the formation in the university of a special humanitarian environment of consonant social and natural dynamics motivating students in the light of the ideas of sustainable development. In many respects this is determined by the interaction of the departments of

the institute and the availability of the dialogues of the university with the nearest socio-natural environment on the problems of the development of the environmental qualities of the student's personality.

In the system of continuous environmental education, the educational project has a great educational potential, with the help of which it is possible to acquaint students with a complex of ecological, economic and social problems, to identify the interrelationships of phenomena and processes between them, to consider the problems of preserving and improving the quality of life, preserving the natural resource potential for meeting the needs of not only the present generation, but also of future generations. It is the project, prognostic activity that promotes the futurization of the ecological consciousness, and the joint design and research activity of schoolchildren and students contributes to the conjugation of school and university environmental education, the formation of ecological culture in the younger generation.

The inclusion of young students in practical activities develops holistic, critical thinking, helps to design, model various environmental situations, to orient themselves in the information space.

According to A. Peccei, it follows that if we want to change the world, first we have to change a person, a system of his qualities and values. The essence of these changes in the change in the style of a person's life from the isolation of confrontation to the style of dialogue interaction. For a radical change in relations in the field of the environment, a reorientation of the general consciousness of people from the subject-object relation to the natural environment to the subject-subject is necessary.

It is necessary to form a system of values among students that can take into account the interests of not only present and future generations, but also preserve a healthy natural environment. Through the study of natural ecosystems to show the uniqueness, the value of the world of nature, its significance for the preservation of civilization. Discover the great spiritual and aesthetic potential of nature.

Thus, in the process of cognition and interaction with nature and the socio-natural environment, the spiritual and moral qualities of the student's personality are formed as one of the basic conditions for the sustainable development of society.

## CONCLUSIONS

Formation of the ecological culture of students includes the activities of teachers, parents and children themselves. Such activities are aimed at mastering the system of knowledge about the interaction of nature and society, the development of environmental value orientations, norms and rules of behavior in relation to nature, skills and skills of its study and

protection. The mission of ecological education, therefore, takes over the educational institutions. The formation of an ecological culture of the individual becomes an important element of the educational process. Environmental education becomes compulsory for everyone, like mastering a letter.

The chain of continuous environmental education pays much attention to higher educational institutions. Students must have the opportunity at the university to gain knowledge about the need for interaction between society and nature, and be scientifically prepared for action in this field. Therefore, modern education should orient young people, first of all, to the formation of moral values, to recognize their role in creating harmonious relations between society and nature. Ecological education assumes the responsibility of restructuring people's world outlook, revaluing values, forming a spiritual ecological culture.

Therefore, environmental education is not only a part of education, but a new meaning and purpose of the modern educational process - a unique means of preserving and developing mankind.

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