



ISSUES OF DEVELOPMENT OF ENVIRONMENTAL KNOWLEDGE AND THINKING IN THE DISCOURSE OF SUSTAINABLE DEVELOPMENT GOALS

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Annotasia: In this article, the issues of Sustainable Development Goals, the development of environmental knowledge and thinking aimed at improving the way of life and improving the well-being of all mankind are widely covered. Feedback on the process of reflection of objective being in the mind about nature, its components, the laws between them is presented in the Prevention of environmental problems of educators.

By the 21st century, the problems of the interaction of society and nature are becoming more and more significant. The well-being of future generations, the fate of world civilization remains more dependent on the positive solution of environmental problems. To this end, great attention is paid to issues of environmental education and education in the educational system of our country.

A new national education system is being formed in our republic in accordance with the specific and local conditions. The experience of the educational system of developed countries is being implemented in a way adapted to the conditions of our republic. Environmental knowledge and education are not left out of this process. In fact, environmental education is also of great importance in the education of our young people, such as history, native language and literature, Educational Sciences, as a spiritual person, as well as in the cultivation of personnel who can harmonize the laws of society with nature.

The actions taken by our state are aimed at ensuring environmental safety under the principle of sustainable development “**Nature is not a legacy from ancestors, but a wealth borrowed from future generations**” [6] in order to ensure the formation of a healthy lifestyle of the current and future generations, long life expectancy, environmental purity.

What are the Sustainable Development Goals? it is a global call to improve the way of life and the well-being of all mankind, to build a fair and sustainable society, by comprehensively improving the economic, social and environmental situation in the world.

The increase in the number of inhabitants from year to year, the development of industry and transport, the progress of science techniques, the range of influence that a person has on



the geographical shell is expanding. This, in turn, is the cause of one or another environmental problem. The main way to solve their environmental problems is to understand the laws of nature of mankind. I.e.:

to have a scientific and practical knowledge of nature, its components, the laws between them;

proper use of nature reserves and occupation of ways to increase them;

formation of a Universal Ecological worldview in young people;

formation of environmental consciousness in all segments of the population, formation of culture and spirituality.

To ensure macroeconomic stability in our country and to eliminate the socio-economic consequences of the coronavirus pandemic in the implementation of the National Sustainable Development Goals, as well as the qualitative implementation of the indicators provided for for the purposes of National Sustainable Development, In order to ensure that national goals and objectives in the field of sustainable development are achieved in the period up to 2030 [1] a number of weighty issues have been identified.

For this purpose, the need to ensure sustainable development radically changes the requirements for the content and results of environmental education, it helps to increase public awareness of environmental status issues, to mean that each member of society can do something to improve the state of the environment, to understand the principles and prospects for the implementation of sustainable development by the general public, , it should be directed to the formation of practical training in the management of reserves and areas of national economy.

The following can be included in the important characteristics of environmental education on the path to sustainable development:

- develop motivating reasons (motivation) for educators to explore and preserve the environment, to act in harmony with other people;

- awareness of the place of education in its interaction with nature, society, economy, its role in improving them in the future;

- acquire the experience of improving the state of the environment and the experience of collaborating with others in this regard;

-develop in educators such qualities as self-assessment, sense of responsibility, self-confidence;

- develop achievements not foreseen in the sciences (making decisions, anticipating consequences, being able to assess changes).

On the basis of the above characteristics, interest, inspiration, aspiration, etc.involve the process from the appearance of creativity in the human mind in the highest way to its manifestation. The need for creative activity of a person indicates a new, not previously targeted creative aspiration in his actions.[3].



"Contemplation" (Arabic- "to think", "to think") is the process of the active involvement of the objective being in the concept and discussion of the imagination, the ability of man to think, thinking is understood [2; 13]. Thinking is a high form of human mental activity, the process of reflection of objective being in the mind.

Thinking is involved in Reasoning, from the simplest reality to the most complex. For example, we witness the alternation of seasons every year for the rest of our lives. To the alternation of seasons of the year is the rotation of the Earth from the vicinity of the sun and 66*30gons with respect to the plane of the Earth's axis on the surface of the orbit. Some, however, have unsubstantiated information on this and consider the seasons to be a phenomenon from which they come. That's wrong, of course. We carry out the attitude to this information through our thinking.

In the discourse of Sustainable Development Goals, issues of developing environmental knowledge and thinking can be placed thinking skills in the following order:

Learning -is knowing how to extract benefits from experience, organizing and regulating the interdependence of one's own knowledge, organizing one's own personal learning methods, managing to solve problems, independently dealing with one's own learning.

Search - is the search for various databases, organizing surveys with people, obtaining advice from experts, collecting relevant information, knowing how to work with documents and classify them.

Thinking -to organize the connection of events of the past and present, to be critical of one or another aspect of the development of society, to know how to resist complexity and insecurity, to have a position in disputes and to be able to say one's opinion, to see the political and economic importance of the environment in which the process of reading and.

Cooperation – knowing how to work and collaborate in a group, making decisions-overcoming contradictions and conflicts, knowing how to reach agreements, knowing how to develop and implement projects.

Getting started – getting into the project, taking responsibility, getting into a group or team and contributing, showing solidarity, knowing how to organize their work, knowing the use of computing and modeling techniques.

Adaptation -is knowledge of the use of new Informational Technologies and communications, the manifestation of agility in the face of rapid changes, the manifestation of tolerance to difficulties, the knowledge of finding new solutions.

At the same time, it is necessary to distinguish such individual elements as the development of environmental knowledge and thinking, critical reasoning, consideration of political and economic aspects, assessment of health, needs, as well as actions related to the environment, cooperation, implementation of projects, responsibility.

In the discourse of Sustainable Development Goals, it is advisable to look at the issue of the development of environmental knowledge and thinking as a theoretical-practical basis for



modernizing general environmental education at present[5]. It is aimed at ensuring the formation of socially active citizens who will contribute to solving the problems of the state of the environment and its sustainable development in the future.

To determine the place of environmental knowledge and thinking in the system of educational competencies of continuing education, it is necessary to consider the classification of competencies, as well as to identify scientific and practical pedagogical approaches to compiling a list of competencies, systematize them. At the same time, it is necessary to separate the individual elements of environmental competence, such as solving problems, critical reasoning, taking into account political and economic aspects, assessing health, needs, as well as actions related to the Environment, Cooperation, responsibility.

In the teaching process, "what is teaching?" , "How to teach?" , "Why teaching?"we need to find answers to questions that we need. It is no coincidence that one of the most popular slogans of Education lately is precisely this:

"The reader is not a container that needs to be filled ...".

We do not fill the dishes, and students are not passive learners, but active participants in the educational process.

In fact, if we think about how to teach and explain something, most likely, we should remember the experience of communication associated with personal discoveries, an unforgettable event, spiritual experiences. Learners should reflect on what they are learning and what they have learned and associate newly learned knowledge with old experiences and apply what they have learned in everyday life.

The main goal of the development of environmental knowledge and thinking in the discourse of Sustainable Development Goals: to interest a person with nature and with what is happening in it, to identify the reasons for the origin of problems between man, nature, find solutions, measures to improve the way of life and improve the well-being of all mankind by implementing environmental protection with sufficient environmental knowledge.

In the implementation of the above tasks, students of school and educational achievements, in the transition of natural and social sciences through various games, film films, need to conduct lessons in the field of Education, linking them to the natural realities and environmental situations in the place where they live. In the discourse of Sustainable Development Goals, it is advisable to develop environmental knowledge and thinking by conducting an educational process based on the knowledge below:

"learning to know" - knowing nature,

"learning to do" - the creation of its own creative products,

"learning to live" - preserving the living environment,

"learning to exist" -is the choice of a life path, self-realization in the process of environmental activity.



From this point of view, it is not necessary to change nature, but to change human culture, its conscious attitude to the environment, that is, to abandon the psychology of consumerism and increase the qualities of creativity and creativity.

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