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FORMING A RESPONSIBLE ATTITUDE TO NATURAL RESOURCES AND WASTE IN FUTURE BACHELORS BY MEANS OF KARAKALPAK PEDAGOGY

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ANNOTATION

The article is devoted to the formation of a responsible attitude towards natural resources and waste among future bachelors by means of Karakalpak folk pedagogy. The experience of Karakalpak folk pedagogy, used as a means of environmental education of students of higher educational institutions in classroom and extracurricular work, will allow future bachelors to form a responsible attitude to natural resources and waste.

KEY WORDS: *experience, formations, pedagogy, folk, situation, crisis.*

At the present stage of development of Karakalpakstan, environmental education and the spiritual revival of the people are of particular importance. This is a significant role of Karakalpak folk pedagogy - extensive environmental knowledge accumulated by the people in their interaction with nature.

In the Republic of Karakalpakstan, in the context of a growing environmental hazard (environmental crisis, environmental emergency), the “environmental insufficiency” of knowledge among specialists with secondary specialized, higher education, including future bachelors studying in higher educational institutions, is becoming increasingly recognized.

At present, it has become quite clear that the important priorities of human survival in the conditions of the ecological crisis are environmental literacy, responsible attitude to the environment, all-round environmental education of the younger generation and future specialists.

A future specialist cannot be environmentally educated if he does not have knowledge about the laws of nature development, does not see the reasons for its change, and cannot predict the consequences of the impact of external factors on nature. Environmental education and upbringing in universities are designed to systematize and develop natural science knowledge

based on the rich and diverse Karakalpak national environmental experience.

The content of ecology and environmental protection is designed to take into account the socio-ecological experience, including the Karakalpak folk traditions of the rational use of natural resources, riparian, land and water lands, improvement and planting of greenery in settlements, landscape transformation, etc.

Generalized knowledge about nature management is given in a higher educational institution in the classroom of natural sciences and social and humanitarian disciplines.

Environmental education in a higher educational institution is a systematic, systematic impact on the consciousness and behavior of students in order to educate them in an environmental culture, expressed in a responsible attitude to nature, including natural resources and waste as the most important social and moral value in society. An important task of ecological education is to make nature an object of formation of moral, patriotic and aesthetic personality of students.

Ecological culture is an integral element of the spiritual world of a student's personality. It is an environmentally oriented consciousness and behavior based on humanistic value orientations and attitudes towards nature, including natural resources and waste. It is impossible to achieve a high level of human ecological



culture without the formation of an emotional and value attitude to the world.

It is necessary to determine the conditions and ways that contribute to the formation of experience in future bachelors of emotional and value relations that correspond to the goal of environmental education. These tasks can be solved by focusing educational activities on the awareness of socially significant values, which is facilitated by the experience of Karakalpak folk pedagogy. According to I.Ya. Lerner, social experience is the property of previous generations, embodied in consciousness, skills, systemic activities, characterized by specific content and certain methods for achieving them.

The moral and aesthetic aspect of environmental education and upbringing is considered by T.V. Kalugina, G. Komilova, M. Rakhimkulova, L.P. Pechko and others. Questions of ecological education and its connection with local history are studied by V.L. Bogdarenko, S.N. Kravchenko, 3.A. Shakhmardanov, M.M. Eldarov, N.I. Yatsenko and others. There are studies by Karakalpak scientists P. Berdanova, A. Gaipova, G. Saporova and others on the problems of environmental education, upbringing and formation of ecological culture.

Karakalpak folk pedagogy, as part of the general culture of the population, has a strong potential for further development and, despite the rapid growth of knowledge of scientific ecology, will not be assimilated by it.

Karakalpak folk pedagogy constantly faces many everyday environmental problems, related, in particular, to environmental life support, environmental improvement, and maintaining a sustainable ecological balance. In recent years, there has been increased attention to the study of the heritage of the Karakalpak people, the development of its age-old experience and the prevailing universal values in various areas of life. A special place belongs to the Karakalpak folk pedagogy, to the extensive ecological knowledge that society has accumulated in interaction with nature.

Information from the Karakalpak folk pedagogy is a guide to action on the rational use of natural resources and waste, as well as environmental protection. For modern reality, this is a very relevant and vital problem.

Issues of environmental education and upbringing have been studied to a certain extent, the goals, objectives, content, forms and methods of

upbringing have been considered. But at the same time, the problem of environmental education, upbringing and the formation of an environmental culture, in particular, a responsible attitude to natural resources and waste in the process of classroom (subject) and extracurricular work at the university based on the special course "Natural Resources and Domestic Waste" and the experience of Karakalpak folk pedagogy not received sufficient coverage in the scientific literature.

Building a pedagogical system of environmental education and upbringing based on the special course "Natural Resources and Domestic Waste" and the experience of Karakalpak folk pedagogy, used as a means of environmental education of students of higher educational institutions in classroom and extracurricular work, will allow future bachelors to form a responsible attitude to natural resources and waste.

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