

Psychological Aspects Of The Development Of Ecological Ideas Among Students

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Abstract.

This research paper observes the basic concepts, approaches, research methods and practical activities, theories and concepts, the direction of environmental psychology in students. In addition, the main goal of traditional environmental education was to obtain and disseminate environmental knowledge and the formation of environmental culture. Education for sustainable development should have development as the main aim the ability of people to cooperate with nature and with other people at different levels and in different types of social, economic and environmental interactions. At the same time, environmental knowledge, skills and abilities should act not as an object of assimilation, but as a psychological and pedagogical means of developing these abilities and needs for ecological interaction with the surrounding nature and the nature of the person himself. Besides, first of all, the ability for equal interaction with others, which, of course, requires the use of psychological knowledge about the development of communicative abilities for this kind of interactions with other people, with other living beings and with the natural environment as a whole, which would make it possible to form with them an aggregate subject of joint vital activity.

Keywords:

Environmental psychology, environmental consciousness, definitions, the concept of "nature", approaches, psychological and pedagogical aspects, environmental education, the concept of sustainable development.

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Introduction

The emergence of new branches in psychology is associated with the complication of interaction in the "man-environment (nature)" system. High rates of economic development have led to the emergence of new problems on our planet that require not only understanding, but also solutions. The created artificial world of things, machines, buildings, the virtual world of the Internet is taking an increasing place in the life of mankind. People devote less and less time to contemplation, observation of nature, communication with its objects and each other. The natural environment, natural and social, is increasingly being replaced by new conditions created [1,2,3].

The natural conditions of human life are more dynamic and diverse. Modern scientists note that the created stable climatic conditions, the lack of seasonality in the change of color and smell in apartments, offices, cars lead to the appearance of a disdainful attitude towards nature, ignoring the natural course of events, and isolation from reality. Many mental problems of people stem from this: apathy, depression, hyper excitability and aggressiveness. Humanity in the XXI century balance has to be struck between natural and artificial habitats. Reasonable dynamic balance of nature and society will give its results: harmony of the intellectual, emotional and volitional spheres of a person's personality.

Environmental psychology is an interdisciplinary area of knowledge about the psychological aspects of relationships, interaction between a person and the environment (spatial-geographical, social, cultural), organically included in the life of a person and serving as an important factor in the regulation of his behavior and social interaction. Environmental psychology appeared and is at the intersection of psychology, social ecology, human ecology, behavioral geography as a special discipline that studies a wide range of social and humanitarian problems of the relationship between man and the environment. Research in the field of environmental psychology, which is currently particularly relevant in connection with the search for effective ways out of the environmental crisis, require solving the following problems:

- 1) the study of environmental consciousness by identifying the features of a person's perception of his environment and the allocation of factors of its unfavorable development that are significant for the subject;
- 2) identifying the motivation of environmental behavior, revealing the reasons for the actions of persons both responsible for causing damage to the environment, and those seeking to prevent this process by any (including inadequate) ways;
- 3) analysis of the patterns of the psychological consequences of the ecological crisis (mental health disorders, an increase in crime, demographic shifts, etc.);
- 4) the development of psychological means of publicity, focused on the formation of ideas, adequate to the true ecological situation. The introduction of new scientific and technical projects and developments affecting the environment should be subject to a thorough environmental and psychological examination.

Methods of research.

One of the founders of the psychology of interaction with the environment was the German psychologist Kurt Lewin (1890 - 1947). His most important methodological idea was the idea of a shift in emphasis from the "nature of an object" to the analysis of its interconnections and relationships with other objects, with its environment.

In the 1940 in social psychology, the concept of socialization appears, which is considered as a special process of an individual entering society, into a social environment, assimilating a certain system of norms and values. This allowed him, as a result of assimilation and

active reproduction of social experience, to function as a member of society.

In 1943 E. Brunswick was one of the first to use the concept of "environmental psychology". The scientist's theory revealed the essence of the processes of perception, with the help of which a person recognizes his environment. He, like K. Levin, emphasized the importance of the subjective or perceived environment as determinants of behavior and believed that the physical environment can influence people without their awareness of it. E. Brunswick was one of the first psychologists who tried to consider and take into account the fact that we live in an environment that is largely unpredictable[4,5,6,7,9,10].

In the middle 1950 E. Brunswick and J. Gibson formulated the ecological approach in psychology. E. Brunswick introduced the term "Ecological validity", putting forward the position that the main operation of perception is the acquisition of the ability to assess the true (physical) distal stimulus based on changes in proximal stimuli that actually act on receptors. J. Gibson used this concept in the concept of direct visual perception. In 1951, the English geographer William Kirk proposed one of the first behaviors. The main provisions concerning the interpretation of the landscape as a reflection of social norms and tastes were set forth in an article published in India, and repeated in an article. He believed that the actions of people depend on the characteristics of their perception of their environment. According to W. Kirk, the environment is not just a "given reality", but, most likely, its synthesis with "form", connections and special meaning, which is determined by how a person perceives it. At the same time, the worldview can seriously distort reality, largely depending on the values prevailing within a particular culture. As soon as a generally accepted stereotype of landscape perception is established, there is a tendency to preserve it in future generations.

Thus, W. Kirk introduced the position of Gestalt psychology into his geographical research. He recognizes two separate, but not independent of each other, environment: the phenomenal environment as a set of phenomena and processes on the earth's surface and the behavioral environment as part of the phenomenal environment, perceived and interpreted by people. According to W. Kirk, "the facts that exist in the phenomenal environment, but are not included in the behavioral environment of society, are not related to rational spatial behavior and, therefore,

are not included in the number of problems of the geographical environment". The "facts" of social and natural environments become part of the behavioral environment only when they penetrate the filters of cultural values[11,-30].

These values change in time and space, so it can be expected that the same information will have different meanings for representatives of different cultures or even the same society, but at different periods of time. Since much in geography concerns decision making and their consequences, the assessment of the behavioral environment should be central to geographic research.

According to the definition of the International Commission on Environment and Development, sustainable should be understood as such development in which meeting the needs of modern humanity does not jeopardize the well-being of future generations and their ability to meet their own basic needs. This implies that the key physical constants (composition of air, water, soil, mechanical properties of the earth's surface, gravity, etc.), the gene pool, areas of the main ecosystems in their original form, the health of the population should remain constant over time.

The most important task in this regard is environmental protection, the goal of which ultimately boils down to ensuring, on the one hand, to ensure the preservation of such environmental qualities that should not be subject to changes, and on the other, to ensure a continuous harvest of useful plants, animals and other human resources through balanced cycles of removal and renewal.

Psychology raises the question of the need to overcome the anthropocentric type of consciousness, which dictates the subject-object type of interaction with the natural world. This type of consciousness should be replaced by an ecocentric type of consciousness that implements the subject - the subjective logic of interaction between man and the natural world. From the point of view of domestic and foreign psychologists, the following theoretical and practical problems are important in the context of environmental psychology:

- overcoming the subjective-objective paradigm of studying the perception of the environment;
- study and formation of the ecological consciousness of people;
- motivation of ecological behavior, behavior aimed at optimizing the environment;
- psychological consequences of the ecological crisis on the planet;

- psycho-traumatic informational and other social influences;

- optimization of environmental impacts on humans;

- protection of the natural environment and the person himself from the traumatic effects of a polluted natural environment, an unstable social environment;

- psychological preparation for life in extreme (socio-economic, political, natural, etc.) conditions;

- development of design methods and psychological examination of the environment, methods of diagnostics and formation of environmental consciousness, provision of psychological and psychotherapeutic assistance.

The development of environmental psychology, as a scientific direction that arose at the junction of various areas of psychological, environmental and other types of knowledge, is due to a number of environmental, social problems of a methodological, psychological, educational and cultural-historical nature.

The environmental reasons for the development of environmental psychology at the present stage include the need to protect the natural environment from destructive action.

"Technocratic man" and, conversely, protecting the person himself from the traumatic effects of environmental pollution and instability of the social environment. It is important to adopt the so-called environmental imperative as a guide to action. An ecological imperative is understood as such an interaction with nature, according to which "only that which does not violate the existing ecological balance in nature is correct and permitted" [7]. A person's awareness and acceptance of responsibility for the development of himself, the planet and nature as a whole means that a person becomes an ecological subject, i.e. the subject of the ecological development process;

Socio-environmental factors of human life and development are characterized by great diversity. These include ethnic, family, educational, informational, spiritual and other spheres of human social life. Director of the Institute for European Environmental Policy Ernst Ulrich von Weizsäcker says: "We are living on the eve of a new paradigm, so the economic paradigm must soon give way to the ecological one. The 21st century will be the century of (protecting) the environment.

So, the correct policy will be a policy that will be able to preserve the natural foundations of our life world in the widest possible scope, but by

no means one that contributes to the maximum quantitative economic growth (encouraging the satisfaction of any, even the most absurd needs), and not one that achieves cultural and linguistic the unity of the nation to the detriment of others, and, finally, not a policy that seeks to forcibly achieve confessional or religious homogeneity”quoted from Hesse.

The instability of the socio-economic and political conditions of life of people, an increase in the number of natural disasters and man-made disasters, an increase in crime, uncertainty about the future, the lack of psychological preparation for life in extreme conditions focus the attention of psychologists on social and environmental factors that affect the mental state of people and the formation of their consciousness.

The current state of psychological science and practice is characterized by conceptual heterogeneity, which does not so much explain the infinite variety of empirical data, but rather shows their contradictory and phenomenological nature. At the same time, the fundamental features and general (universal) laws of the psyche as a phenomenon, single in nature, are not included in the object of research and therefore remain hidden.

There is a need to overcome the object-subject paradigm of studying the psyche in its various manifestations. The limitations of this paradigm were attempted to be overcome back in the 1920s. In XX century K. Levin and other gestalt psychologists who raised the question that the object of mental reflection and the condition for its development are not individual objective properties of the environment, but the environment as a whole.

In modern foreign psychology, this direction has taken the form of an ecological approach to the perception of J. Gibson and to other mental processes, when the question of the presentation of the environment in the research procedure is brought to the fore.

On the other hand, there is a need to include the environment as one of the initial grounds for the study, formation and psychological correction of such mental phenomena as perception, thinking, communication, personality, consciousness. There is a need for a methodological analysis of the ecosystem "man - nature" ("individual - environment") as the initial logical basis for the ecopsychological approach.

The problems of experimental psychology are associated with the study of the functional range (i.e., limits) of human perception and thinking as a tool for analysis, research, and

solution of environmental problems. In its turn the solution of ecological problems of a planetary and especially a cosmic scale requires psychological study

The "resolving power" of the way of thinking of specialists who evaluate and make decisions on environmental problems, and the range of its adequate application, as well as the presence of an ecological imperative in the minds of specialists. Natural, social and virtual environmental factors for the practical change of mental states of a person in everyday, extreme and post-extreme conditions are used, in particular, as one of the means of psychological rehabilitation.

The use of methods of active formation of ecological consciousness is required, which is impossible without researching the psychological foundations of raising people's ability to perceive experience, think and act as an ecological subject.

In the context of the modernization of Russian education, the following problems become relevant:

- development and implementation of psychological diagnostic methods, correction and formation of ecological (ecocentric) consciousness in the system of environmental education using traditional and non-traditional teaching methods, such as practice-oriented (active, experimental) teaching methods, ecological movements, imitation ecological games, etc .;
- development of ecopsychological principles of educational environments that ensure the development of special, general and creative abilities of pupils, students “not to the detriment” of their mental and physical health, as well as the development of psychological, didactic and ecopsychological principles and methods of design and examination of the educational environment;
- training of psychological and pedagogical personnel, specially trained to solve the above-mentioned eco-psychological problems.

There are three levels of methodology in any science. The general methodology provides the most accurate ideas about the most general laws of the development of the objective world, its originality and constituent components, as well as the place and role in it of those phenomena that psychology studies. A special methodology, or the methodology of a specific science, allows the latter to formulate its own laws and patterns related to

the originality of the formation, development and functioning of the phenomena that it studies. A private methodology is a set of methods and techniques for studying various phenomena by a specific science.

The dialectical-materialistic approach to understanding the surrounding world, the role and place of the psyche and the psychic in it acts as a general methodology of psychological science. The content of this approach is made up of scientific concepts:

- 1) about the materiality of the world around us;
- 2) the driving forces of the development of objective reality and psyche, which obey the laws:
 - unity and struggle of opposites;
 - transition of quantitative changes to qualitative ones;
 - negation of negation;
- 3) the unity of external, material activity and internal, mental;
- 4) social conditioning of the development of the human psyche.

The special methodology of psychology is its methodological principles, which are traditional psychology:

- the principle of determinism, i.e. the reason for the conditioning of mental phenomena means that they are mediated by natural and social conditions and change with a change in these conditions;
- the principle of development means that the psyche can be correctly understood and adequately explained if it is considered as a product of development and in the process of development;
- the principle of consistency consists in the need to study objects of psychological science as systems and to analyze objects at three levels - macro-, meso- and micro-levels.

Private methodology of psychological science is its approaches, methods and techniques for studying specific psychological phenomena in the system "man - environment". The ecological approach in psychology was formed by the 60century. XX century Psychologists have come to understand that the existing laboratory psychology cannot give a complete picture of human behavior "in the real world" due to the lack of consideration of all the factors that determine it in natural conditions. An acute question arose about the low "ecological validity" of the data obtained in laboratory experiments, which is expressed in their low suitability for describing human behavior

outside the framework of an artificially created experimental situation.

In search of a way out of this impasse, psychologists turned their attention to methodological approaches developed in ecology. Searches were carried out in a similar direction in other scientific disciplines, so the ecological approach is now being implemented in a variety of sciences: sociology, geography, political science, etc., and not only in psychology. The result of methodological searches in the direction of "greening" psychology was the emergence of the so-called Ecological Approach - an ecological approach, which in the Western scientific tradition is often referred to as Ecological Psychology - ecological psychology.

In early psychological research, emphasis was placed on the internal mental processes of a person and their external expression. Then psychologists became interested in the influence and impact of various factors on the human psyche.

Further, the interest was transferred to relationships in the "person - person" system. The attention of scientists to the components of the system gradually increased.

"Man - environment (nature)" Kurt Lewin proposed a methodological idea shift in emphasis from the "nature of an object" to the analysis of its interconnections and relationships with other objects and its environment. The idea of interconnection, interaction, relationship has become a central principle for environmental psychology.

In classical experiments on visual perception, for example, a chin is used to fix the position of the subject's head, which makes it possible to neutralize various side factors generated by its movement. From the point of view of J. Gibson, such an experiment is of limited value, since in reality a person who perceives an object can view it from different angles: at different angles and different illumination, choose a more convenient place, etc. in the end, he can just walk around him. This perception, which he calls natural, is fundamentally different from what is traditionally used in the laboratory: for example, many classical illusions disappear if the subject gets the opportunity to use "Natural vision".

For the impact of man with the "ecological world" J. Gibson developed a special methodology that is significantly different from the existing ones. Within the framework of the ecological approach, the researcher abstracts from those

properties and qualities of objects that are not significant for the life of a given organism, and, on the one hand, considers only those of them, the interaction of which creates a real, "ecological" (and not "physical") habitat, and on the other - studies the functioning of the psyche in natural, "ecological" conditions.

The principal in the ecological approach of J. Gibson is the idea that the "subject" and the "surrounding world" are complementary and cannot be imagined without each other: the world in which the subject actually acts exists by itself, in its own

"In-itself-and-for-itself-being", regardless of the presence of a perceiving subject.

J. Gibson created a whole system of categories and concepts to describe the "ecological world". In the "ecological world" there are no such categories as micron or parsec, distances in it are measured from millimeters to kilometers - these are the sizes of those objects (from the smallest insects to the highest mountains and the most distant trees visible on the horizon), with which only and the subject collides. Microseconds and millennia do not exist in the "ecological world". Its time range is from seconds to years (the time of course of real events that can be perceived by the subject), the time unit is "events" (minutes, hours, etc. are not perceived by the subject, but are thought by him).

The "ecological world" has a hierarchical structure, which is defined through the concept of "built-in". Small elements of the surrounding world are built into larger ones, which, in turn, into even larger ones, and so on ad infinitum. For example, a leaf is embedded in a tree, a tree is embedded in a forest, etc. Likewise, short-lived events are embedded in long-term events.

The abstract geometric concept "point" corresponds to the concept of "place" in which an animal or a person lives. It occupies a fairly definite position on the earth's surface, but does not have clearly defined boundaries, "if a point is determined through its position on the coordinate system, then the place is through its embeddedness in other places. The planes that do not have color, texture, density corresponds to "surfaces", etc".

Conclusion

Consequently, the essence of the ecological approach of university students to perception is fixed in the postulation of the following initial grounds that distinguish this approach from the classical psychology of perception:

1) the idea of the spatial properties and relationships of the surrounding world as an object of visual perception has been changed;

2) the physical model of the optical device of the eye (similar to a camera) was replaced by an ecological model of the illumination of objects of perception as components of the environment;

3) the refusal of the immobility of the eyes as a necessary condition for the implementation of the process of perception was made. The observer's own movements of the eyes, head and body (locomotion) were postulated as such a condition.

The system "individual - habitat" acts as the initial basis for determining the object of perception, where the role "Individual" turns out to be an observer as a representative of a certain biological species with the corresponding capabilities for perception and action, and in the role of "habitat" a set of positive and negative opportunities for the implementation of the life of a given living creature.

The ecological approach is characterized by two major methodological features:

1) the researcher abstracts from those properties and qualities of objects that are not significant for the life of a given organism, and considers only those of them, the interaction of which creates a real, "ecological" (and not "physical") environment of its habitation;

2) the functioning of the psyche is studied in natural, "Ecological" conditions.

So, according to the ecological approach to visual perception:

- it is not a spatial object (object) as such that is perceived, but a set of layouts, textures, gradients, events and invariants of the ambient light system as a set of visual (perceptual) possibilities for ensuring the life of a given type of living being in its habitat;
- not a physical stimulus is perceived in the form of an optical copy of the object of perception, but an enveloping light flux in the conditions of the observer's own movement and his eyes;
- the studied process of perception should proceed as if it proceeded in natural conditions. This implies the requirement for the environmental validity of experimental methods and procedures, i.e. their compliance

with the natural conditions for the implementation of the process of perception;

- the observer and his habitat (as a set of possibilities for the observer's actions) are in a relationship of complementarity and form the “individual - environment” system.

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