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**ECOLOGICAL EDUCATION OF THE POPULATION
AS AN IMPORTANT COMPONENT
OF ENVIRONMENTAL POLICY**

This article analyzes the concepts and role of environmental education. Environmental education of the population.

The purpose of this work is the analysis of scientific approaches to the concept of population. As well as an analysis of the role of the environmental consciousness of citizens in the modern world. Applied works are applied both by general theoretical and specifically scientific methods of knowledge, namely: dialectical, comparative legal, historical, formally dogmatic (specially legal), concrete legal and logical. The scientific and practical significance of the research lies in the results and conclusions.

The article analyzes the conceptual apparatus and their interrelations, which also face state and human rights organizations.

The practical significance of the article lies in the possibilities of using the results obtained to improve the current environmental legislation of the Republic of Kazakhstan, as well as in the law enforcement activity of the authorized bodies in the field of ecology.

Key words: ecology, environmental awareness, ecological outlook, environmental education.

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**Халықты экологиялық ағарту экологиялық саясаттың
маңызды құрамдас бөлігі ретінде**

Осы мақалада экологиялық білім берудің тұжырымдамасы мен рөлі мемлекеттің ажырамас экологиялық саясаты ретінде қарастырылады. Экологиялық білім, сондай-ақ әлемдік сананың экологиялық сана мен экологиялық дүниетанымын қалыптастыру әдісі ретінде қарастырылады.

Бұл жұмыстың мақсаты халықтың экологиялық білім беру тұжырымдамасына, рөліне және мәніне ғылыми көзқарастарды талдау болып табылады. Сондай-ақ қазіргі заманғы әлемдегі азаматтардың экологиялық сана рөлін талдау. Жұмысты жазу кезінде жалпы теориялық және арнайы танымдық әдістер диалектикалық, салыстырмалы құқықтық, тарихи, ресми догматикалық (нақты, құқықтық), нақты заңды және логикалық, Зерттеудің ғылыми-практикалық маңыздылығы қорытындылар мен тұжырымдар.

Мақалада тұжырымдамалық аппараттар мен олардың корреляциясы талданады, сонымен қатар мемлекеттің және құқық қорғау ұйымдарының алдында тұрған міндеттерді айқындайды.

Мақаланың практикалық құндылығы – Қазақстан Республикасының қолданыстағы экологиялық заңнамасын жетілдіру үшін алынған нәтижелерді пайдалану мүмкіндігі, сондай-ақ экология саласындағы уәкілетті органдардың құқық қорғау қызметінде.

Түйін сөздер: экология, экологиялық сана, экологиялық көзқарас, экологиялық ағарту.

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**Экологическое образование населения
как важный компонент экологической политики**

В данной статье проводится анализ понятия и роли экологического просвещения как составной экологической политики государства. Экологическое просвещение рассматривается также как метод формирования экологического сознания и экологического мировоззрения населения планеты.

Целью данной работы является анализ научных подходов к понятию, роли и сущности экологического просвещения населения. А также анализ роли экологического сознания граждан в современном мире. При написании работы применялись как общетеоретические, так и конкретно научные методы познания, а именно диалектический, сравнительно-правовой, исторический, формально-догматический (специально-юридический), конкретно-правовой и логический. Научная и практическая значимость исследования заключается в полученных результатах и выводах.

В статье проводится анализ понятийного аппарата и их соотношения, а также определены те задачи, которые еще стоят перед государственными и правозащитными организациями.

Практическое значение статьи заключается в возможности использования полученных результатов по совершенствованию действующего экологического законодательства Республики Казахстан, а также в правоприменительной деятельности уполномоченных органов в области экологии.

Ключевые слова: экология, экологическое сознание, экологическое мировоззрение, экологическое просвещение.

Introduction

The problem of ensuring environmental safety is one of the most acute and has acquired a global character. The rapid growth of industry, the huge demand for natural resources, the development of scientific and technological progress, the unprecedented growth of the Earth's population led to previously unknown anthropogenic impact on the planet. The very awareness that the world community recognizes the interdependence between production activities and the state of the environment is an important step in solving environmental problems.

Modern society has made significant progress in protecting the environment. However, most countries consciously give preference to economic interests, focusing on the interests of their population, the need for its provision, etc. At the same time, the intellectual world elite understands that natural resources are not endless and anthropogenic influence is only exacerbated. The solution of many problems will be the introduction of the latest scientific technologies, the transition to the principles of the «green economy» and other reduction of the negative impact on nature.

At the same time, the widespread recognition and implementation of these principles, the

«infusion» of the newest sparing technologies, which apparently will require certain investments, is possible only if there is individual and public ecological awareness, reaching a certain level of ecological culture. This, in turn, requires serious work on the part of governments, international organizations, public associations and citizens themselves in the field of propaganda, agitation and education of the population.

Formation of the ecological consciousness and ecological culture of society acquires a special meaning and special urgency, as it becomes one of the conditions for the safety of life and health of every person. Certain steps in this direction have already been achieved, as exemplified by the active activities of various environmental organizations whose membership involves a large part of the world's population or individual countries. For example, the International Social and Ecological Union (ISET) unites more than 10 thousand people from 17 countries, the World Wide Fund for Nature (World Wide Fund for Nature) has more than 5 million supporters around the world, WWF operates in more than 90 countries. Many organizations carry out their activities through donations of supporters and do not accept financial assistance from state structures, political parties or business in principle (Muratbakieva S.M., 2016: 11).

Ecological consciousness and ecological culture

At the same time, according to our observation, these communities unite the most progressive sections of the population, while the rest, which is the overwhelming majority of citizens. It is this overwhelming majority that should be covered by the process of environmental education and upbringing. The importance of environmental safety for life as such leads to the realization that the process of environmental education and upbringing should be put on the state level. The importance of environmental safety for life as such leads to the realization that the process of environmental education and upbringing should be put on the state level. This world view is defined as «ecological consciousness», which becomes a basic component of sustainable development strategy.

Ecological consciousness has become an object of research of modern psychology only in the last 20-30 years and is defined by scientists as «the highest level of mental reflection of the natural and artificial environment, its inner world, the reflection of the place and role of man in the biological, physical and chemical world. It acts as a continuously changing set of sensory and mental images that are directly reflected in analytically generated categories and phenomena that directly capture individual or social ecological experience» (Kamenskaya E.N., 2007-2017).

A certain level of ecological consciousness is in the modern world a necessary condition for the existence of the trinity «man – society – environment», in which man has become the determining factor. Human behavior is the result of his consciousness and level of culture, in this case the ecological culture, which is considered «as part of an integral worldview and represents a set of the most general ideas on the interaction of man with the natural environment actively accepted by the person. Ecological culture can also represent a person's position in relation to nature, a form of manifestation of ecological consciousness, organically entering the system of worldview as the integration of knowledge, self-awareness and goal-setting of the individual (Erofeev B. V., 2011). We must agree with this position, it is the general outlook, level of culture and knowledge of a person that determines his behavior, including his attitude to nature, himself and his role in the environment.

If we turn to the analysis of the structure of ecological culture, scientists distinguish its following components:

- understanding of the specifics and complexity of natural phenomena, their interrelationships;
- integrity of knowledge about the environment;
- Ability to think within the limits of ecological safety;
- compliance with laws protecting the natural environment;
- the ability to create constructive ethical provisions that regulate the relationship of a person with the surrounding natural environment;
- readiness to be responsible for the preservation of the environment (Glazyichev S.N., 1998).

Scientific researchers in this problem point out quite rightly that both ecological culture and ecological consciousness is predetermined by the level and depth of general knowledge, including knowledge in the field of ecology and environmental legislation. The spread of environmental knowledge in this process plays a significant role.

As it was said earlier, in the current environmental situation, environmental education becomes a priority for many countries. For example, in the USA, Canada, England, the Netherlands, Denmark, Sweden, Germany, priority in environmental education are nature classes, the allocation of special project days and weeks, the development of environmental games based on the desire to awaken a holistic emotional perception of nature (ENVIRONMENTAL EDUCATION HIGHLIGHTS). And this experience deserves serious attention for its implementation in domestic practice.

It should be noted that the last analysis of the state of environmental education in Central Asia in 1992 by the Regional Center for Central Asia, which significantly updates the need for new developments on this issue. In addition, in the world practice and practice of our countries, the latest developments, legislation, requirements and methods in the field of environmental education have emerged. The words of the Secretary-General of the United Nations quite rightly correspond to ecological education: «Education today should be viewed as a lifelong process that needs not only to be adjusted but also to be changed and transformed,» which explains our position that under environmental education is understood the continuous process of education, upbringing and development of the individual, aimed at the formation of scientific and practical knowledge and skills, as well as holistic orientation, behavior and activities in the sphere of environmental protection, sustainable use of nature and consumption, the formation of an ecological way of life.

Ecological education in Kazakhstan, in our view, has not reached the proper level. At the same time, the level of education in the Republic of Kazakhstan considerably exceeds the average world level, «this is confirmed by the fact that the country has always been among the 40 strongest countries in the category of Education. The country was also recognized as the best in the field of education in Central and West Asia and took first place in the UNESCO Education for All index in 2011 (Uroven obrazovaniya v RK znachitelno prevyshaet sredniy mirovoy uroven). At the same time, environmental education is a necessary link in the system of education and upbringing of modern citizens of the country, as well as in the process of training and improving the skills of personnel in various specialties and job categories, as increasing the overall ecological culture of the population and accumulating the specialized knowledge required in specific areas of activity .

This becomes relevant already in the light of the fact that the state sets increasingly stringent requirements in the process of not only industrial, but also everyday life of ordinary citizens. It should be noted that the «legislator of fashion» in this area is the Federal Republic of Germany, which, for example, first decided on the utilization of vehicles exceeding a certain period of use and many others. other. Already the very knowledge of these requirements becomes a vital condition for a person's life in a state governed by the rule of law. It is necessary to distinguish between general ecological education of the population and special vocational education (Topor A. V., 2013).

Ecological education of the population is aimed at the formation of ecological representations and the assimilation of ecological knowledge. In most countries of the world, as well as in Kazakhstan, this process occurs through school education, special disciplines, etc. Whereas vocational education contains an obligatory eco-political component where managers of various levels are taught to take environmentally-balanced solutions that take into account the system of environmental risks. In a number of countries, education itself, coupled with science, is aimed at solving environmental problems based on scientific laboratories based on universities, which indicates the creation of special mechanisms for the implementation of scientific ideas and their development. The availability of special environmental programs, which provide information, training and joint actions to protect the environment of such groups as consumers,

producers, politicians, civil servants, researchers, aimed at improving the environmental situation, becomes urgent.

In the process of ecological education, in the world practice, a significant role is played by non-governmental organizations that closely monitor any violations of environmental norms by government bodies and the general population. One of the directions of their activities is the organization and conducting of training programs. Such an impact is intended to form a socio-ecological worldview, legal positions, a set of scientific knowledge, the ability to translate knowledge into practice, the ability to cooperate with each other; raise the level of culture of man and society as a whole, improve the moral qualities of people.

So, the fundamental principles of environmental education in the field of environmental protection in the recommendations of international organizations and conferences are:

- priority of social aspects of environmental problems;
- analysis of the natural and man-made environment;
- interdisciplinarity;
- requirement of knowledge and knowledge;
- the importance of skills, attitudes, values and the desire to participate in decision-making aimed at improving the quality of the environment.

Given the current trend, the influence of public non-governmental organizations on environmental policy is not yet comparable with the influence of the media. The role of the media in modern democratic societies will inevitably be reconsidered under the influence of environmental organizations. This trend is observed not only at the state level, but also at the international level.

Conclusions

In general, we believe that:

1. In the process of environmental education, the population is a long and multifaceted process that should be considered as a component of state environmental policy.
2. The process of ecologization of public consciousness should encompass the impact of the family, educational institutions, public organizations, government bodies and the public on the consciousness of a person.
3. Ecological education is the basic criterion for the development of ecological consciousness and sense of justice.

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