World Bulletin of Public Health (WBPH)
Available Online at: https://www.scholarexpress.net
Volume-15, October 2022
ISSN: 2749-3644

SOCIOLOGICAL DIMENSION OF ENVIRONMENTAL RESPONSIBILITY

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Article history:

Received: August 24th 2022
Accepted: September24th 2022
Published: October 30th 2022

Abstract:

The article highlights the systems of criteria for the environmental responsibility of young people, which are aimed at the formation of an integrated approach to the organization of environmental education and upbringing. The analysis of the results of the students' survey is made and it is shown that the axiological, cognitive and activity components in the structure of environmental responsibility are formed differently among students, there are significant differences in the differences in the structure of environmental responsibility between students, which indicates the absence of an integrated approach to environmental education and upbringing .

Keywords: social criterion, environmental responsibility, youth, student, environmental knowledge, environmental value, environmental event

INTRODUCTION

The solution of environmental problems in modern conditions is closely related to the observance of human rights [8]. In the conditions of Uzbekistan, this topic is especially acute [8;17].

The scientific problem of the study is that the phenomenon of environmental responsibility is complex and complex and represents the integration of environmental values, methods of decision-making and implementation of the activities of individual and collective subjects in accordance with ethical and legal norms.

The concept of "environmental responsibility" is closely related to the solution of the problems of modern education in the formation of personal and professional qualities that contribute to the sustainable development of society. In Uzbek society, the category of "environmental responsibility" is considered in the context of measures to ensure environmental safety. Environmental responsibility is a characteristic of the activity of social actors, which is formed at various levels of education and upbringing. This category has a dual nature. On the one hand, environmental responsibility involves legal regulation [18], on the other hand, it includes the moral qualities of a person that apply to natural objects: responsiveness, frugality, prudence, etc. Thus, its scope extends not only to individuals, but also on collective subjects and nature.

At the level of philosophical concepts, the responsibility of the subject is considered as the ability to carry out activities in accordance with the accepted moral and legal norms on the basis of foreseeing the consequences. Responsible behavior is based on voluntary commitments to prevent damage and create conditions for safety; implies the awareness of the need to regulate actions and thereby determines the measure of the freedom of the subject [15].

Environmental responsibility, according to scientists, manifests itself in the form of theoretical knowledge, subject-practical, production activities, aesthetic relations, as well as in the norms of morality and morality when interacting with the environment [7].

The content of this category includes the rational use of natural resources, the protection of nature in accordance with legal and moral standards. When characterizing the environmental responsibility of a person, researchers propose to single out motivational-value, content-operational (procedural) and evaluative-effective components [13].

A responsible attitude towards nature is manifested in the conscious and selective interaction of a person with natural objects. The task of forming this personal quality is complex and depends on the creation

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of a number of conditions. In particular, it involves the application of knowledge in practical activities for the protection of nature and the rational use of natural resources. This makes it possible to implement the priorities of preserving the natural environment for future generations. Comprehensive environmental education allows you to overcome the contradictions between knowledge, emotional attitude and practical actions, which creates the prerequisites for responsible behavior of the individual [4; 13].

The purpose of the article is to analyze the formation of the environmental responsibility of young people based on the results of a sociological study. The theoretical basis was the model of environmental responsibility, including the axiological, cognitive and activity components.

LITERATURE REVIEW

In recent years, the problems of environmental responsibility have been developed by scientists in three directions: axiological, cognitive and activity.

Modern researchers analyze the axiological aspects of environmental responsibility in the context of the formation of environmental culture and environmental consciousness. [eight].

The basis of environmental responsibility is an interested attitude to the problems of the state of the environment, as well as ways to solve them. The emotional attitude to nature is due to the complex influence of cultural factors that have formed in the process of the historical development of society. This allows us to assert that environmental values are formed under the influence of the development of cultural heritage, embodied in myths, art, religion, production activities, traditions. An effective system of environmental education and upbringing should be integrated into aesthetic, moral, practical forms of knowledge and transformation of the world [2; 9].

Foreign scientists, in particular R. Benton and K. S. Benton, provide evidence that the formation of environmental values is closely related to the development of the socio-cultural and economic context of activity. The problems of environmental ethics, as the results of research show, reveal their content not within the framework of special thematic sections or special academic subjects, but in the process of discussing the moral aspects of various types of human activity. The main role here is played by the ability to reflectively perceive the consequences of behavior, interaction with nature [2].

Researchers note that a promising task of environmental responsibility is to coordinate the development of civilization with natural processes. According to S. S. Ryabova, the solution of this problem involves the formation of an attitude towards nature as a universal, rather than a utilitarian value [12].

The formation of environmental responsibility of young people is currently considered in the context of the development and implementation of environmental disciplines in the educational process, which are the core of the practical application of the principles of environmental ethics. These characteristics of environmental responsibility depend on knowledge of the moral and legal norms that regulate people's relations regarding interaction with nature [3].

Of great interest for the study of the cognitive aspects of environmental responsibility are the studies of foreign scientists on the analysis of the mental maps of young people. This technique is used to study the symbolic perception of the concept of "environment" by children and young people of different ages. M. Wilner, L. Vincent, B. Felts used the method of mental maps as part of the ecology course taught to college students. The results of the study showed that efforts to form environmental values through education are insufficient. This is expressed in the fact that a large number of students, even after studying the course, do not correlate the images of a person and the results of social activity with the concept of "environment", and also do not include some natural phenomena in it. The authors conclude that actions are needed to develop effective methods of environmental education and upbringing [19].

For the formation of environmental responsibility, scientific knowledge is of great importance, which makes it possible to objectively take into account the negative impact of people on the environment in order to maintain ecological balance. To date, there are no generally accepted criteria that make it possible to assess the balance of the impact of society on nature and its restoration. In recent years, the concept of the ecological footprint, developed by foreign scientists, is gaining ground. To obtain data, researchers propose to measure the level of consumption of the population, which includes various products, transport, electricity, all goods and services associated with the use of natural resources. The calculation of indicators of the ecological footprint also involves the analysis of production efficiency per unit of natural resources, such as land, water, oil, timber. Research indicators indicate that the consumption of natural resources by society exceeds the ability of nature to replenish them. The ecological footprint of a person today is 2.7 global hectares, while the standard indicator required for ecological balance is 1.7 hectares. According to the scientist, indicators of the ecological footprint are a form of dissemination of scientifically based knowledge about the need for efficient use of natural resources to achieve ecological balance [16]. This approach will allow taking into

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Volume-15, October 2022
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account the cumulative effect of human impact on the natural environment. Ecological footprint calculations are an argument in favor of the need to form both individual and collective responsibility for ensuring ecological balance and sustainable development.

The activity aspect of environmental responsibility is realized in various types of social activity: economic, political, cognitive, etc. When these types of activities interact with the natural environment, it becomes necessary to rationally regulate them in order to reduce damage to nature, as well as its protection. Thus, there is a need to single out a special type of environmental activity along with other types of social activity of the individual.

Recently, in Uzbekistan, the problem of environmental responsibility is considered in the context of environmental safety problems. This is due to the need for the practical implementation of a number of program documents containing the tasks of creating and improving social institutions to ensure environmental safety in the context of national security [17].

Foreign scientists are developing methods for the formation of environmental responsibility for various levels of education. Thus, A. K. Khedzhishembas and a group of researchers are studying the formation of consumer stereotypes in children of primary school age. Foreign researchers proceed from the notion that environmental upbringing and education can influence everyday decision-making practices. Ultimately, this will change the behavior of consumers in favor of the implementation of environmental values [5].

Foreign researchers note that students who study environmental disciplines more often express support for political parties and organizations of a "green" orientation. However, the level of civic activity of students in the implementation of environmental initiatives is low. Scientists consider it necessary to consider these factors when improving educational programs taking into account environmental values [12].

The effectiveness of the implementation of environmental activities depends on environmental knowledge, norms, incentives, forms and means of its implementation. This is manifested in the awareness of the population about environmental problems, in the possession of scientific knowledge about natural processes. Environmental responsibility implies not only knowledge of legal and moral standards, but also following them in practical situations. An indicator of a high level of environmental responsibility is the active participation of the individual in various environmental events and the manifestation of initiative in their organization.

The literature review clearly demonstrates the relevance of the problems of formation of environmental responsibility in the younger generation. The results of studies conducted in recent years show the need to identify social criteria for the environmental responsibility of young people in order to increase the effectiveness of environmental education and upbringing.

MATERIALS AND METHODS

In the Almalyk branch of the Tashkent Technical University, a survey of student youth was conducted on the problem of the formation of ecological culture.

The study was focused on the development of tools that can be used in assessing the effectiveness of environmental education and awareness.

When compiling the program and research tools in the structure of social responsibility, three aspects considered earlier were singled out: axiological, cognitive and activity.

RESEARCH RESULTS

Axiological aspects of environmental responsibility found expression in the allocation of environmental problems of the city of Almalyk by young people. The analysis of students' answers showed the following results.

85% of respondents among the environmental problems of the city of Almalyk note the gas content of the air; 78% - pollution with waste and garbage. Approximately two-thirds of respondents (59%) are concerned about the presence of stray animals in the city. These problems occupy the first three places in the ranking. The presence of harmful substances in food was noted in one third of the questionnaires (4th place). 17% of respondents point out the felling of trees (5th place), as well as increased noise levels (6th place). 14% of survey participants are concerned about climate change, and 11% of students note the deterioration of the soil, pollution by industrial waste. 8% of respondents are aware of the danger of extinction of certain species of birds, fish, animals. Harmful substances in building materials, groundwater pollution, their poor quality were noted in 6% of the questionnaires. 3% of respondents identified an increased level of radiation, radiation pollution of the area as an important aspect of environmental problems.

Students are concerned about the problems of air pollution, industrial waste pollution of groundwater, their poor quality, increased noise level, climate change.

The axiological component finds expression in the fact that students recognize the importance of environmental problems. Students of technical specialties are mainly concerned about problems caused by technogenic factors (increased noise level, air

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Available Online at: https://www.scholarexpress.net
Volume-15, October 2022
ISSN: 2749-3644

pollution, pollution of water bodies with industrial waste, etc.).

To analyze the cognitive aspect of environmental responsibility, the respondents were asked a question about awareness of various aspects of environmental activity. Self-assessment of awareness was carried out according to the criteria "well informed", "not sufficiently informed", "not informed".

90% of the respondents are well informed about the rules of behavior in nature and about a healthy lifestyle. 75% of respondents have sufficient information about the impact of the environmental situation on people's health. About 67% of students are well aware of behavior in extreme situations, but only half of the survey participants have sufficient information about laws on nature protection. 44% of respondents are well informed about the environmental criteria for the safety of food and goods. Approximately the same number of those who are confidently orientated in the forms of legal liability for violating the legislation on nature protection (43%).

Approximately 40% of survey participants have sufficient information about the environmental situation in the country, region, city, environmental movements, as well as the scientific laws of natural phenomena and processes. Only one third of the respondents are informed about environmental monitoring.

An analysis of the survey results allows us to conclude that environmental responsibility is formed mainly under the influence of information that students receive when studying such disciplines as ecology and philosophy.

The activity aspect of social responsibility was studied by analyzing the answers to questions about compliance with the norms of behavior in nature, as well as participation in environmental events. First, the respondents were asked the question: "What do you think about the rules of conduct during outdoor recreation?". 88% of students believe that there are rules that must be adhered to so as not to harm nature and other people. 8% of survey participants believe that they can completely relax without being constrained by any rules. 4% of boys and girls answered that the rules can be broken if there is no threat of mandatory punishment. Thus, the majority of respondents recognize the need to spread regulation on behavior while visiting countryside places.

Further, the survey participants were asked to evaluate projective situations typical of the behavior of people outside the city. Respondents could express their attitude towards them with the help of two answer options: "permissible" or "unacceptable". As a result, all respondents spoke out against the disposal of garbage and plastic packaging in the wrong places.

98% of respondents consider it unacceptable to shoot at trees, birds, animals; 93 - cut trees, branches, wash cars in water bodies or near them; swimming and fishing in forbidden places is unacceptable for 93 and 91% of respondents, respectively. Drawing inscriptions with paint (with a knife) on trees, stones is condemned by 88% of respondents. Kindling fires is considered a violation by 77%. 43% of survey participants are against playing music at full volume.

The activity aspect of the environmental responsibility of young people was studied by analyzing the answers to the question: "What exactly are you doing to solve environmental problems?". Approximately 75% of the students surveyed take part in community work days to clean up areas, parks, recreation areas, about 5% of the respondents collected signatures against environmentally hazardous projects. 3% of respondents participated in activities to protect the rights of animals, the protection of homeless animals; none of the respondents is engaged in the development of environmental projects.

An analysis of the results of the survey does not make it possible to reveal how the behavior of the respondents corresponds to the norms that they consider necessary to follow. The real state of places of mass recreation does not give grounds to assert that knowledge of the norms implies strict adherence to them.

Discussion and Conclusions

The results of the survey indicate that the axiological component dominates in the structure of the environmental responsibility of young people. Young people recognize the need to solve environmental problems in order to create a favorable living environment. Students pay attention to the need to improve the effectiveness of social practices to solve environmental problems, and adhere to the position that environmental problems are caused by negative man-made factors.

The criteria for environmental responsibility implemented in the study demonstrate the lack of an integrated approach to the organization of environmental education and upbringing of young people today. This reduces the effectiveness of ensuring national environmental security and achieving the goals of sustainable development of society.

The development of sociological tools for the study of environmental responsibility is of practical importance as an accompaniment to programs for environmental education and upbringing of the population. In particular, this toolkit can be used in evaluating the effectiveness of the implementation of environmental education programs, enlightening the population. The results of the study show that in order to develop problems of environmental responsibility, it

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Available Online at: https://www.scholarexpress.net
Volume-15, October 2022
ISSN: 2749-3644

is necessary to implement an integrated interdisciplinary approach with the participation of specialists from various subject areas: sociologists, lawyers, psychologists, and economists.

A promising direction for further research, in our opinion, is the organization of monitoring for comparative regional research on the formation of environmental responsibility of the population.

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Volume-15, October 2022
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