

The Significance of Foreign Experiences In Enhancing Individual Ecological Activity And Their Relevance In The Context of Global Climate Change

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Abstract: The most effective way to mitigate the negative impact of social actors on nature and the environment is to foster individual ecological engagement. Ecological engagement at the individual level reflects not only the actions of a single social actor but also embodies the efforts of every society and all its members toward achieving ecological sustainability. Examining the experiences of foreign countries in enhancing individual ecological engagement and understanding their principles effectively nurtures a sense of responsibility for ecosystem protection among students. This article discusses international practices to promote individual ecological engagement and their importance in the context of global climate change.

Keywords: Climate Change, Global Climate Change, Individual Engagement, Ecological Engagement, Individual Ecological Engagement, Experience Foreign Experience, Foreign Experiences In Enhancing Individual Ecological Engagement.

Introduction

The failure to address factors contributing to global climate change observed on a global scale will lead to catastrophic consequences not only for humanity but for all living beings. Therefore, priority must be given to mitigating anthropogenic factors that cause ecological risks. Indeed, anthropogenic factors directly reflect the negative impacts humans exert on nature and the integrated ecosystem, as well as the outcomes of activities that generate these impacts.

In studying international practices, global experience confirms that the only effective way to enhance individual environmental awareness is not through cognitive approaches, but rather through empirical methods that allow learners to engage directly in practical activities related to nature and the environment. These approaches enable them to consciously understand ecological issues by seeing and experiencing them firsthand. This concept, often summarized as "Study nature not books" underpins this perspective.

Accordingly, the essence of the scientific research conducted by a group of scholars lies in environmental education, its guiding principles, and a practically-oriented doctrine.

Methodology

Robert and Bora (2010) set out to study the history of environmental education. In pursuit of this objective, the authors initially address the general essence of environmental education through existing research. The ultimate goal of environmental education, as they define it, is to prepare a responsible individual equipped with environmental knowledge and the ability to make sound decisions in addressing the increasingly urgent environmental challenges of the new century.

The authors emphasize that when defining the aims and shaping the content of environmental education, the following aspects should be considered: learners need foundational knowledge about the surrounding environment and the processes threatening it, derived from modern science and practical experiences. It is also essential to create the conditions that foster an awareness of the need to protect, preserve, and improve the environment. Additionally, actively engaging learners in practical tasks focused on environmental protection and improvement is recommended to solidify their commitment to these goals.

Indeed, environmental issues can only be resolved effectively when humanity fully understands the mutually dependent relationship between itself and nature. In short, environmental education must instill a positive attitude toward the environment among students. It is important to remember, however, that if excessive emphasis is placed on environmental risks, it may diminish students' enthusiasm for life and their motivation for personal growth. This underscores the need for a balanced approach in educational activities focused on promoting environmental knowledge within the relevant educational framework (Robert & Bora (2010).

In research conducted by Karama (2016), the essence of environmental education within the UN framework is comparatively analyzed alongside Palestine's national environmental goals. Based on an analytical perspective, Karama posits that the foundational ideas of environmental education emerged in the 18th century. At that time, a group of philosophers and educators promoted the concept of "Study nature, not books," encouraging learners to focus on environmental protection and organization. This initiative reached a "peak" with a series of UN conferences focused on environmental sustainability. These "three key conferences" — Stockholm (June 5-16, 1972), Tbilisi (October 14-26, 1977), and Rio de Janeiro (June 3-14, 1992) — formed the basis for global awareness of environmental risks and established environmental education as a pillar of XXI century universal social education.

At the 1972 Stockholm Conference organized by the UN, 26 principles were established to guide environmental protection efforts. The subsequent Tbilisi Conference in 1977 proposed 10 priority criteria aimed at evaluating and improving the effectiveness of environmental education on national, regional, and international levels, given the

increasing environmental instability. In 1992, the Rio de Janeiro Conference adopted a 27-principle resolution that considered the impact of social, economic, demographic, and cultural developments on environmental sustainability, addressing the negative influences these changes exert on ecological stability (Abdurakhimov & Abdurakhimov, 2021).

In this context, the Rio de Janeiro Conference highlighted key UN principles regarding environmental protection and individual involvement in this process: environmental issues are most effectively resolved when all interested citizens participate at appropriate levels; at the national level, every individual has the right to access information held by public authorities regarding hazardous materials and their role in society, as well as measures for environmental protection and mitigation (Principle 10); achieving sustainable development and environmental safety requires mobilizing the creativity, ideals, and courage of young people to ensure a better future for all (Principle 21); and development and environmental protection are mutually interconnected and inseparable (Principle 25).

Result and Discussion

Although the positions of individuals and states regarding environmental protection are clearly articulated in the documents adopted at the aforementioned UN conferences, their effectiveness is determined by the full implementation of the established principles in practice. This requires a responsible approach from both individuals and states toward these principles. Research conducted by Macedonian scholars S.S. Veselinovskaya and T.L. Osogovskaya explored the attitudes and activities of students living in urban and rural areas towards environmental protection. The study initially discusses the ecological interpretation of the term "environmental education." The authors favor the definition proposed by James Farmer, Doug Knapp, and Gregory M. Benton, which defines environmental education as a pedagogical process aimed at instilling ecological values in students by providing them with knowledge about the environment and its protection (Karama, 2016). The aim of the research is to foster conscious ecological behavior qualities in students (citizens) that reflect social, economic, and ecological consumer needs without endangering the future, both individually and collectively. Researcher V.V. Lezhinskaya has examined the role of youth ecological activity as a critical factor in shaping ecological culture. According to the author, "the low level of youth environmental initiatives and volunteerism, along with the inconsistency of environmental movements, must be viewed in the context of modern socio-humanitarian research and the changing values in a globalized world. Recent years have shown an increasing tendency among youth to understand the humanitarian foundations of their existence against a backdrop of consumerist worldview" (Robert & Bora (2010).

A vivid example of this idea can be seen in the increasingly popular "Aktivist" project in Uzbekistan. Within the framework of this initiative, a group of active young people is working to draw public and governmental attention to the ecological situation and its deterioration, particularly in Tashkent, the capital. For instance, on January 14, 2024, a flash mob was held in downtown Tashkent under the hashtag #tozahavokerak

(#weneedfreshair), as reported by the “Gazeta.uz” website. The event aimed to highlight environmental issues, especially the deteriorating air quality. Participants, including activists and bloggers, raised concerns about the excessive deforestation caused by countless construction projects and the increasing pressure on the city's transportation system due to the high volume of vehicles, which has led to severe air pollution. They expressed the need for not just one-time solutions from officials but rather long-term and comprehensive measures to address these problems.

V.V. Leshchinskaya, when analyzing the problem of youth ecological activity, puts forward the following conclusions: over the past five years, there has been a strengthening of youth ecological activity and the development of ecological volunteering, influenced by effective traditions. Understanding the causes of this phenomenon, the social conditions, and the psychological mechanisms requires philosophical reflection, which involves analysis and evaluation from a philosophical perspective, as well as a careful examination of the philosophical foundations of this phenomenon. Therefore, understanding the motivational factors that foster the practical ecological actions of youth and grasping their essence will help to further develop these activities.

Conclusion

Based on the results of theoretical analysis aimed at studying foreign experiences related to enhancing individual ecological activity in the context of global climate change, the following conclusions can be drawn:

1. Achieving ecological sustainability in the context of globalization is a crucial condition for ensuring the existence and future of all living beings on Earth, particularly humanity.
2. Attaining ecological sustainability is not only a moral obligation of societies but also manifests as a universal human value, inherent to every social subject residing within them. Therefore, an individual's ecological activity should not merely be considered a moral category pertaining to social subjects but must also serve as the foundation for actions undertaken by every society and indeed all members of society to achieve ecological sustainability.
3. Familiarity with the experiences of foreign countries in enhancing individual ecological activity and studying their essence allows for the establishment of the foundational principles, leading ideas, and robust mechanisms of social-pedagogical activities that effectively nurture a sense of responsibility for the protection of ecological systems among students.
4. The increasingly urgent issue of environmental protection has been placed on the agenda of UN conferences. The prestigious events held in Stockholm (1972), Tbilisi (1977), and Rio de Janeiro (1992) not only defined the positions of individuals and states in organizing environmental protection at the international level but also identified the priority aspects of effective ecological education. According to this perspective, it is

crucial that the teaching process possesses a practical character to shape learners' conscious and responsible attitudes toward the environment.

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