

THE STATE AND PROTECTION OF THE LOCAL ENVIRONMENT

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Abstract. *This article provides a scientific justification for the state and protection of the local environment. In today's era, the rapid growth of production forces in society, the uncontrolled use and exploitation of nature have disrupted ecological balance, leading to environmental crises.*

Keywords: *environment, production, nature, ecological balance, radioactive substances, human, Earth, environmental exploitation.*

Before the emergence of humans and their influence on nature, there was a harmonious interrelationship between natural elements. After humans appeared and began to develop thinking and production tools, this harmony began to break. The exploitation of nature by humans and the violation of its inherent laws began to pose threats not only to human health but also to human survival on Earth.

Disruption of ecological balance is reflected in the pollution of the atmosphere, underground waters, seas and oceans, solid waste generation, noise pollution, intense effects of radioactive substances, and more. Instead of learning and using nature and its laws effectively, humans have rapidly polluted and damaged the environment [1, p. 45].

Environmental crises continue to worsen and lead to ecological disasters in certain regions of the planet. If these environmental issues are not resolved in time, they may lead to ecological catastrophes in specific areas.

The term "environmental crisis" refers to the state of interaction between nature and humans, resulting in a mismatch between the productive forces and production relations in society, thereby altering the material-ecological capacities of the biosphere [2, p. 56].



An ecological disaster is an event caused by natural processes or human activity that results in extremely negative economic consequences and potentially mass destruction of populations in a specific area.

An environmental problem is understood as the reciprocal effect of human impact on nature and nature's subsequent effect on humanity.

Environmental problems can be divided into three groups:

1.
Global;

2.

3.

Regional;

4.

5.

Local.

6.

Natural and anthropogenic phenomena on a global scale are considered global environmental problems. Here are some examples:

The phenomenon of "atmospheric suffocation". In recent years, it has been discovered that the concentration of carbon dioxide in the atmosphere is increasing. As a result, the Earth's surface temperature has risen by 0.5–1.0°C over the last 100 years. The rise in industrial emissions and gases from transportation vehicles contributes to large-scale climate change. If the situation continues, the Earth's surface temperature may increase by 1.5–4.5°C in the 21st century [3, p. 87].

Ozone layer depletion. The ozone layer in the atmosphere protects living organisms on Earth from harmful ultraviolet radiation. Excessive exposure to UV rays negatively affects living beings. Today, the widespread use of freons, nitrogen fertilizers, aviation emissions, and nuclear bomb testing hinder the accumulation of sufficient ozone in the atmosphere.



Freshwater scarcity. Water plays a vital role in the biosphere and on land. However, freshwater makes up a small portion of the hydrosphere. As society develops, the demand for freshwater increases. By the end of this century, water consumption may increase by 1.5 to 2 times, leading to freshwater shortages [4, p. 96].

Pesticide usage problem. These toxic chemical substances are used to combat weeds, harmful insects, and other animals, as well as microorganisms that cause diseases in plants. Pesticides seriously harm living organisms, including humans, and contribute to environmental pollution.

Decline in plant and animal species. Forests, in particular, play a critical role in sustaining life on Earth. However, global forest areas are shrinking. Each year, approximately 3 billion cubic meters of forests are cut down [6, p. 13].

Population growth. The world population has surpassed 6 billion. According to scientists, the global population reached 12 billion by 2005 and may exceed 25 billion by 2050. As economic activities expand, there are fewer untouched natural areas. Major animal breeding grounds, migration paths, resting zones, and grazing lands have been destroyed. The extinction of animal species is especially evident in tropical rainforests.

Desertification. Another global environmental issue is the expansion of desert areas. According to UNEP data, 95% of current arid and semi-arid regions are at risk of desertification. The accelerated development of agriculture has led to the overuse of vegetation and soil resources, reducing their productivity. Salinization of fertile land and intensive livestock grazing have also contributed to desert expansion due to deforestation for fuel.

Regional environmental issues. The most pressing environmental problem in Central Asia is the Aral Sea crisis. The Aral Sea was once among the largest water bodies. Due to the expansion of irrigated agriculture and droughts, the inflow of water from the Amu Darya and Syr Darya rivers to the Aral Sea dropped to 37.8



km³ by 1970 and to 11.1 km³ by 1980. By the early 1980s, the inflow almost completely stopped.

Can the Aral Sea be saved? The only way to preserve the Aral Sea at a certain absolute elevation is by maintaining water reserves within the basin. If the Aral's level drops to 33 meters absolute elevation, it will split into two parts and lose its status as a sea. Therefore, the sea's level must be maintained at a minimum of 33.5 meters. For this, at least 20 km³ of water must be supplied annually.

In all sectors of the national economy, by-products known as “waste” are generated. These are often produced in large quantities locally, polluting the environment and hindering development. Atmospheric air is polluted with smoke, various toxic gases, and particles released by industry. In particular, cities such as Almalyk, Angren, Fergana, Karshi, Navoi, Jizzakh, Tashkent, Chirchik, Bekabad, and Samarkand release hundreds and tens of thousands of tons of waste. Almalyk and Angren are polluted with sulfur dioxide, Tashkent with carbon monoxide, and Fergana with hydrocarbons and volatile organic compounds [7, p. 90].

Automobile transport is the leading cause of air pollution, especially in urban and rural areas and along major highways, where traffic is most concentrated. In large cities like Tashkent, automobile transport is the main source of air pollution. Over 80% of air pollutants in the city come from vehicles. The pollution of Tashkent's air by vehicle emissions is considered a significant local environmental issue. In addition, soil and water pollution is caused by certain polluting sources — primarily the complex chemical compounds used in industry, agriculture, and household sectors, as well as solid and liquid waste from industry and construction. These also contribute to local ecological problems.

Moreover, the sanitary condition of our own homes, courtyards, neighborhoods, and communities can also be the source of some local environmental issues.

As noted in the “Child of the Third Millennium” foundational program, feelings of patriotism, national pride, and love for one's homeland should be



instilled in children at an early age. These qualities form the foundation of spiritual and cultural education in preschool institutions.

When a child reaches school age, they should be able to speak briefly about their motherland, Uzbekistan. Age-appropriate development of patriotic feelings and national pride is among the basic spiritual and cultural requirements for children.

A child begins to form their sense of “self” during infancy, and this process continues over time. The preschool period is the first stage in a person’s self-awareness. At this stage, the child begins to recognize themselves. Therefore, this period is crucial for the development of national identity and pride.

The foundational program states that high spirituality is the highest goal a human can attain, and it is necessary to introduce children aged 3–4 to sources of spirituality. Starting from this period, organizing excursions to cultural and spiritual sites where children live plays a central role in developing their sense of national pride and identity. As such, children should be given clear ideas about local historical monuments and beautiful natural places in their homeland.

At the age of 5–6, in order to foster love for the homeland, it is recommended to explain the names and details of their village, city, and street; introduce them to nearby monuments and historical sites; and cultivate love for the Uzbek nation through folk oral traditions. Due to children's dominance of visual thinking and memory at this age, it is especially effective to organize direct visits to historical and cultural sites.

In fact, the eyes tire more quickly when looking at nearby objects due to the strain on the eye muscles. Therefore, taking children on outings to distant scenic places gives their eyes rest and relieves fatigue.

When perceiving an object, children rely not on a single trait but on multiple characteristics. Later, upon encountering the same object again, they recall it based on previously acquired knowledge. That’s why it is important to name not only the object but also its defining features. Excursions enhance the role of the second



signal system, which strengthens children's verbal expression. Since stimuli simultaneously affect both signal systems, it ensures a more complete reflection of reality.

Children are most influenced by involuntary attention. Bright, attractive stimuli naturally draw their focus. During excursions, asking questions and assigning tasks is an effective way to direct this attention purposefully. Children often remember things involuntarily and mechanically. As they gain more life experience, they begin to retain information more selectively and purposefully. By diversifying their daily lives, their experiences and understanding can be expanded. Departing from routine activities to visit spiritual landmarks is highly beneficial, as children often remember such events episodically and emotionally. When children begin to ask questions on various topics, it indicates an active thinking process. Since their life experiences are still limited, their thinking is somewhat restricted and usually centers around familiar subjects. Excursions help expand these experiences, allowing them to compare, analyze, and synthesize. Importantly, this does not cause mental fatigue or require significant willpower [7, p. 76].

Various excursions are the most effective means for developing intellectual emotions such as wonder, curiosity, doubt, and confidence. These emotions help motivate and activate children's participation in cognitive activities [8, p.59].

Because the homeland begins at the doorstep, organizing excursions to local sites during the preschool years is the first step in developing national tourism. A child's emotional connection to cultural and spiritual locations helps them remember and internalize the experience more deeply [9, p.939].

Conclusion. Step-by-step development of children's excursions fosters increasing interest in them. It is also necessary to pay attention to another important aspect: cultivating national identity and pride in children should go hand-in-hand with teaching them to respect and appreciate the cultural values of other nations — this is a key requirement for shaping a well-rounded individual. In



this context, developing international tourism and expanding its opportunities is essential.

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