

THE ROLE OF PROPAGANDA AND PROPAGANDA IN SOLVING ENVIRONMENTAL PROBLEMS

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Abstract: The article is devoted to the study of the role of propaganda and campaigning in solving environmental problems. The article focuses on the attitude of schoolchildren to nature and suggests methods and questions to help them form their ecological thinking. It is important to explain to school children about ecology and environmental protection, to make them understand how they should pay attention to the environment. The role of advocacy in environmental protection can help students change their understanding of nature and the environment. The conclusion highlights the role of advocacy in solving environmental problems and highlights the importance of promoting collective action.

Key words: Ecology, promotion, environmental situation in schools, environmental problems, environmental awareness, analysis, awareness, communication, behavior change.

Introduction: Attitudes toward nature among schoolchildren vary greatly depending on a number of factors, including cultural background, socioeconomic status, educational experience, and personal interests. However, some general trends and relationships can be observed. Many young children have an interest and fascination with the natural world [1-3]. They are often fascinated by animals, plants and their surroundings and may express a desire to learn more about these subjects. With the increased emphasis on environmental education in schools, many children are becoming aware of issues such as environmental pollution, climate change, and habitat destruction [4-7]. This concept instills a sense of responsibility for nature protection and conservation of natural resources. Some children have a strong desire to spend time outdoors. They can enjoy activities like hiking, camping, or simply playing in the yard, which foster a deeper connection with nature. On the other hand, the proliferation of technology and screen time can sometimes lead to a disconnection from nature [8-13]. Children who spend a lot of time indoors or glued to electronic devices may have less exposure to and appreciation for the natural world. Students' attitudes toward nature can also be greatly influenced by their teachers and curriculum [14-16].

Teachers who prioritize outdoor learning, hands-on activities, and environmental education can instill a love of nature in their students. Cultural and family attitudes toward nature can play an important role in shaping children's imaginations. For example, children from families that prioritize outdoor activities or have a strong connection with nature may develop positive attitudes toward the environment [17-19]. As children learn more about environmental issues, many develop a sense of responsibility to care for our planet for future generations. They can become advocates of environmental protection and sustainability. Developing a positive attitude to nature in schoolchildren includes providing opportunities

for nature study, education and contact with nature, as well as developing a sense of stewardship and responsibility for environmental protection [20-22].

Metod: The study uses a qualitative approach based on existing literature and case studies to analyze the role of advocacy in addressing environmental issues. By synthesizing historical examples and contemporary campaigns, we attempt to explain the strategies used, the intended outcomes, and the consequences of environmental action.

Results and discussion: School children's ideas about nature are variable and should be given freedom. Sometimes it is necessary to explain to them that nature is a problem and how they should act to protect it. The fact that they learn about ecology, the importance of the environment and the challenges required to solve its problems, shapes their thinking. Serious long-term studies related to the preservation of the natural environment, water and air protection, the use of finished products and their actions will help to form students' views on nature. Advocacy, if used effectively, has demonstrated the ability to mobilize public support for environmental protection. Historical campaigns such as those promoting conservation during wartime or advocating for environmental legislation have highlighted the power of persuasive messages in mobilizing community action. In addition, contemporary initiatives using social media and digital platforms have broadened the reach of environmental advocacy, engaging diverse audiences and encouraging grassroots action.

However, the use of environmental advocacy is not without its drawbacks. Critics say propaganda can oversimplify complex issues, spread misinformation and sway public opinion for personal gain. Furthermore, the ethical implications of using psychological methods to influence behavior raise concerns about autonomy and authenticity in environmental decision-making.

Table 1. Questionnaire and questionnaire analysis on ecology among schoolchildren (age and number).

age of schoolchildren in the group: a) 6-8 year b) 9-11 year c) 12-14 year d) 15-18 year	Participating school students: a) 10 b) 20 c) 32 d) 26
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Table 2. Questionnaire and questionnaire analysis on ecology among schoolchildren (class and number).

Level: a) Primary school (1-5-class) b) o'rta maktab (6-8- class) c) o'rta maktab (9-12- class)	Participating school students: a) 30 b) 32 c) 26
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Table 3. Questionnaire questions on ecology among schoolchildren and responses of schoolchildren to them.

How would you rate your interest in ecology? a) Very interesting b) I'm a little curious c) neutral d) not interested	Indicator of interest in ecology a) 20 % b) 30 % c) 40 % d) 10 %
How often do you discuss the environment at	Maktabda atrof-muhit mavzusini tez-tez

school?	muhokamasi
a) every day	a) 3 %
b) every week	b) 10 %
c) monthly	c) 30 %
d) rarely or never	d) 57 %

Of course, giving students explanations about ecology and environmental conservation can help change their understanding. It is important for them to learn more about these topics through questions that focus on more practical activities and participation in environmental activities, to coordinate their attention. As a result, it is also important for them to understand how they should focus on ecology and the environment.



Figure 1. Attitude of students to nature

Almost most of the schoolchildren give their conclusions based on the area where they live. Pupils describe situations in other conditions outside the classroom in colorful pictures drawn by a skilled artist dedicated to nature and children. Topics such as wildlife conservation have become a very interesting topic for them. They are thinking of continuing their studies in nature. High school students say that there are enough problems related to waste in the school or other areas close to them. Schoolchildren's perceptions of waste may vary depending on their education, upbringing, and impact on environmental issues. Here are some general concepts of what they might be.

Environmental Impact Awareness - Many school children today are taught about the environmental consequences of waste, including pollution, habitat destruction and climate change. They may understand that producing excess waste contributes to these problems and feel a sense of responsibility to reduce their own waste. Some children feel a personal responsibility to reduce waste and may take pride in participating in recycling, composting or waste reduction initiatives at school or in their community. Peer pressure and media exposure can shape children's perceptions of waste. If waste reduction practices among their peers are normalized or promoted in the media, children may adopt environmentally damaging behaviors. School children often learn about recycling and composting as ways to keep waste out of landfills. They may be enthusiastic about sorting waste properly and participating in recycling programs at home and at school.

Lack of control Despite their awareness and concern, some children may feel powerless to make significant changes in reducing waste. They may see waste management as primarily the responsibility of adults or government institutions. **Cultural and Socio-Economic Factors** Cultural norms and socio-economic factors can also influence children's perceptions of waste.

For example, children in communities with strong sales of disposable products and a lack of waste management infrastructure may have different attitudes towards waste compared to communities that are more environmentally conscious. In general, children's perceptions of waste are shaped by a combination of education, social influences, personal values, and environmental consciousness. Encouraging them to think critically about waste and empowering them to take action helps instill a sense of environmental protection from a young age.

Table 4. Other commonly asked questions

Have you participated in any environmental projects or activities at school? If yes, tick.
What do you understand by the term "ecology"?
What factors can cause environmental pollution?
How do you think human activities affect the environment?
Have you heard of climate change? If yes, please describe what you know about it.
What do you think people can do to protect the environment?
Have you ever visited a nature reserve, park or protected area? If yes, please share your experience.
Do you want to participate in more environmental activities at school? What for?

We received almost no positive answers to these questions before the interview. However, we were able to get a positive response after we explained to the students about the current state of ecology, the environment and the effects on it. It seems that the younger students were given good lessons on nature and its preservation, and they mostly gave good answers to our questions despite their small age.

Conclusion

In conclusion, simply asking students to engage in more hands-on activities and environmental activities will lead them to learn more about these topics. It will also be important for them to learn how to focus on ecology and the environment. Although advocacy has the potential to stimulate widespread awareness and mobilize collective action in the field of environmental protection, its ethical implications and susceptibility to manipulation require careful consideration. Moving forward, environmental advocacy efforts must prioritize transparency, accuracy, and inclusivity, ensure that messages align with scientific consensus, and empower people to make informed choices. . By using the persuasive power of communication responsibly, advocacy can serve as a catalyst for transformative change in collective responses to environmental challenges.

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