

RETHINKING THE GLOBAL ENVIRONMENTAL CRISIS: A NEW PHILOSOPHICAL APPROACH

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Abstract: The global environmental crisis has become a pressing issue, driven by various factors including industrial development and the changing relationship between nature and society. Despite increasing awareness and attention to ecological problems, crises have escalated in recent decades. This study aims to reassess the global environmental crisis from a philosophical perspective, exploring the underlying causes and conceptual framework of ecological crises. We conducted a philosophical analysis of the current state of ecological crises, examining historical and contemporary factors influencing these issues.

Keywords: Handicrafts, creative potential, psychological and pedagogical foundations, vocational education, practical skills, interactive methods, competence, innovative approach, aesthetic education, independent thinking

1 Introduction In our time, the most important global problems have been ecological crises, historical crises, cultural crises, and economic crises. In terms of the research to be done, there is a lot that determines the need for comprehensive research. The global environmental crisis, especially in the last two decades of the century, left industry working and, to him, depended on the consumption system as a result. Of many individual characters from the combination come out complicated to structure have. Otherwise, in other words, the global environmental crisis is the result. In the twenty-first century, humanity's inevitable ecological crisis and the consequences it faces came and went. In philosophy, the present discussion of topics core has been this problem's own conceptual basis. Second, the environment philosophy in discussion rules doer byte relatively philosophical views, especially moral approaches mutually dependent and seeing outgoing material basis made and ecological of philosophy present ecological crisis with connection critical discussion will be done.

2 Material and methods Global environmental crisis from the paradigm escape philosophy Create environment, society and economy with our relationship again seeing exit own into takes Here application possible has been materials and of methods briefly description: Ecology of philosophy formation of knowledge continuously update conditions happen will be This is the interest of science scope expand and to him to the world new views giving is also new problematic in studies manifestation will be Physiological of problems main groups determination and mark. Ecology modern culture values in the system whole research space formation new of knowledge appear has been of the fields important of duties is one Ecology in philosophy problematic of research important trends determination for of research the following main from directions use can (social in philosophy there is to those who similar): meaningful, analytical and normative [1]. Ecology in philosophy substantial direction main content ecological reality, its structure, quality, relations, interaction effect and evolutionary trends organize is enough. Of these all of them present period forming worldview, culture and scientific in the paradigm life philosophy subject content ontological structural to the part enters.

Second, in the analytical direction of being rational and irrational knowledge, the problem studies ecology philosophy subject content epistemological structural part representing fundamental concepts installs and knowledge development theoretical principles forms. And last, normative in the direction while in knowing known example and to the models superiority to give problems, modern ecology philosophy development approximate direction, life prospects and his cases determination and their development directions of assessment prognostic duties there is. This is in the direction descriptive studies (for example, how to be need) receptive the rules with is filled (how to be need). It is projective philosophy to take the problem into your own into take can. This idea of nature and of society together, evolutionary development about modern reality, and last trends reflection makes [2]. They are in the biosphere all alive substances, that's it, including people, for necessary has been to live conditions save to stay for conscious respectively projective a person activity as a result surface will come. Ecology of philosophy content has two levels: firstly, the fundamental, and secondly, the practical level present to be done. If we get them to consider themselves as independent as possible, it seems that at the fundamental level of life, philosophically, his opinion comes as output to learn, his in-space place and meaning, and the future for possible has been prospects to determine means. In this ecology philosophy, the philosophy of science and natural science are in the middle theoretical dependence. Practical degree alive to nature material, practical and aesthetic relationship means. Here, ecology philosophy is fundamental knowledge from within out, obviously objectification and objectification to the field, different so to speak, empirical and diary knowledge level, social to practice app reach level passes. A long time ago, during ecology, practical philosophy from studies separately developed. The same is true at the time they zoom in on each other, and enrichment in the way the work is done is going to be in his mind socially and naturally as being indispensable; their integrity, mutual dependence, and mutually dependent dependence about the idea are formed.

INTRODUCTION

The modern education system today is not limited to theoretical knowledge, but also sets itself the important task of forming practical skills, creative thinking, and the ability to make independent decisions in each student. In this process, the importance of studying traditional professions such as crafts is especially incomparable. Because craft activities are not only the production of material products, but also a means of creative expression, aesthetic values, and the preservation of national heritage. When students are involved in this activity, they develop important personal qualities such as diligence, patience, accuracy, and thoroughness. In addition, the experience of seeing, recognizing, and evaluating the results of their labor through craftsmanship increases students' self-confidence. This, in turn, plays an important role in shaping their professional identity. Crafts are also important in developing creativity. Each created object is an expression of the student's unique aesthetic vision, attitude to cultural values, and inner world. Through this, students acquire complex but necessary creative skills such as design, shape, color harmony, and working on details.

Crafts are an ancient and integral part of human culture. They have been formed as a product of the historical experience, lifestyle, aesthetic views and creative thinking of the people. The crafts of each nation are an expression of its unique national identity, customs and cultural traditions. From this point of view, the inclusion of crafts in the educational process is

an important factor not only for professional training, but also for personal, spiritual and aesthetic development.

Arousing interest in handicraft activities in students allows them to reveal their creative potential, form fantasy and aesthetic taste. According to the psychologist L.S. Vygotsky, creative activity occurs through the child's independent processing of social experience. Thus, through handicraft activities, students express life experience based on their own worldview, which develops their creative thinking. For example, national crafts such as woodcarving, weaving, carpet weaving, embroidery require not only technical skills, but also a sense of harmony, composition, and color harmony in forms and ornaments. A student participating in these processes learns to demonstrate aesthetic analysis, attention to detail, artistic taste, and originality.

From an educational point of view, handicraft activities form such qualities as diligence, attentiveness, patience, and a sense of responsibility for the product of one's labor. Pedagogical studies have shown that young people engaged in applied arts have a much higher level of social activity, a desire for self-expression, and a positive attitude towards work (S.N. Lurie, 2019; N.N. Nosirova, 2021). Also, the pedagogical potential of folk applied arts is that it can help the younger generation to understand their national identity and cultivate a sense of pride in their culture. This serves to form a person who is socially and psychologically stable, culturally aware, and appreciates national values. Handicraft activities not only develop creative abilities in students, but also contribute to their spiritual and aesthetic education, the formation of personal qualities, and the emergence of a positive attitude towards the profession. These processes are important in helping students become active, responsible, and well-rounded individuals in society.

Motivation formation – In this process, the “self-confidence theory” proposed by Psychologist A. Bandura plays an important role. When a student believes in his own strength, he becomes more active, more initiative. Therefore, encouragement, recognition of success, social recognition (participation in exhibitions, receiving certificates) strengthen motivation.

Creating a creative environment – According to Rogers and Maslow, creative potential develops only in a free, supportive environment. The teacher's sincere attitude, an approach based on respect and trust for the individual, and feedback based on advice rather than criticism – all this awakens the student's inner potential.

Today, crafts are not only an artistic or cultural activity, but also an important area of economic activity. Guiding students towards entrepreneurship through crafts is a two-pronged approach: acquiring a profession and achieving financial independence.

- Selling products and working on orders – Students will be able to present their products on social networks, at exhibitions, fairs, and work with real customers, which will increase their understanding of market relations.
- Teaching the basics of marketing – The skills of correctly pricing a product, creating a brand, and establishing communication with a customer will form an economic mindset, initiative, and a sense of responsibility in the student. These processes should provide an understanding of the

concept of “startup”, “freelance” culture, and e-commerce platforms (Etsy, OLX, Instagram-shop).

- Creating a business plan – Students will gain real entrepreneurial competencies by planning their craft activities as a small project, determining the balance of costs and benefits, and selecting a target audience. This will help them clearly choose their professional direction.

CONCLUSION

Crafts are not only a means of acquiring professional knowledge and practical skills for students, but also an important area for developing their creative potential, personal growth and a deep understanding of the national cultural heritage. Through this activity, students not only master technical and artistic knowledge, but also form such personal qualities as diligence, patience, and independent thinking. Psychological and pedagogical approaches are of central importance in teaching crafts. Taking into account the student's personal abilities, temperamental characteristics, and emotional state, directing them to individual and group work, increasing motivation, and developing social relationships provide them with a more effective educational process. Teaching through modern pedagogical methods, including interactive games, master classes, and portfolios, turns students into active participants, allows for self-awareness and assessment.

Through crafts, students develop not only craft skills, but also entrepreneurial competencies that are important for their future professional careers. This helps them adapt to a market economy, start independent work, and become economically sustainable. From creating a product to selling it, marketing, and drawing up a business plan, the processes expand the student's economic thinking and strengthen practical professional skills.

In conclusion, crafts are an important tool not only for the professional, but also for the personal and cultural development of students, and are of incomparable importance in preserving and developing our national values. By developing this area and introducing modern approaches to the educational process, it is possible to educate the future generation not only as highly qualified specialists, but also as creative people who continue our culture.

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