

ZAMONAVIY FAN VA TA'LIM YANGILIKLARI
xalqaro ilmiy jurnal
СОВРЕМЕННЫЕ НОВОСТИ НАУКИ И ОБРАЗОВАНИЯ
международный научный журнал
MODERN SCIENCE AND EDUCATION NEWS
international scientific journal



MENDELLEY
Vol 1 Issue 1
2023
<https://academics.uz/index.php/zfty>

THE ESSENCE OF THE CONCEPT OF ENVIRONMENTAL EDUCATION AND CULTURE, TASKS AND CONTENT.

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Abstract: The article examines the essence of the concept of "ecological culture", "ecological education". The tasks and content of environmental education and environmental culture of younger schoolchildren are also disclosed.

Keywords: ecology, culture, upbringing, education, environment, ecological culture, nature.

Consideration of the theory of environmental education should begin with the definition of its essence. We believe that environmental education is an integral part of moral education. Therefore, by ecological education we mean the unity of ecological consciousness and behavior in harmony with nature.

Two sides have been revealed in the essence of environmental education:

- the first is environmental awareness,
- the second is environmental behavior.

Education and upbringing of schoolchildren in the field of the environment is currently one of the priority areas of work with young people. The earlier the formation of ecological culture begins in children, the more expedient it is to organize this process, the higher the effectiveness of education. The scientific organization of the process of environmental education requires a clear definition of all its links, identification of connections and dependencies of environmental education and upbringing - this is a special, purposeful, organized, systematic, consistent, systematic pedagogical process of forming a system of environmental knowledge, skills, attitudes, beliefs, moral qualities, ensures the formation and development of a responsible attitude towards nature as a universal value.

In general, environmental education is currently understood as the process of forming a conscious attitude towards the natural environment in humans, aimed at protecting and using natural resources, that is, the formation of an ecological culture in humans.

Ecological culture is a special kind of culture, which is characterized by a combination of a system of knowledge and skills in ecology, a respectful, humanistic attitude to all living things and the environment.

Ecological culture gives an understanding of the value of wildlife, allows you to realize the environmental consequences of activities and choose ways to minimize damage to the environment.

Many scientists have been researching the problem of the formation of ecological culture. The researcher and thinker V.I.Vernadsky was one of the first to raise the problem of ecological culture, he developed the concept of the relationship between the biosphere and the noosphere, predicted that the further development of nature and man should be built as a process of mutually beneficial unity.

The education of ecological culture in humans is the formation of a conscious perception of the environment, a conviction of the need to take care of nature, make reasonable use of its riches, and understand the importance of increasing natural resources.

In the modern philosophical literature devoted to the study of environmental problems, the following definitions of the essence of ecological culture can be distinguished: as a process of preservation, restoration and development of the whole set of socio-natural values; as a way of regulating the system of relations between man and nature; as the nature of society's interaction not only with nature, but also with the socio-historical environment.

N. Ponomareva writes: "Ecological culture is the most important part of the general culture of a modern person, manifested in all spiritual life and actions, as a

special characteristic of a person about understanding the value of nature."

Ecological culture, being a part of universal human culture, determines the nature and level of human interaction with the social and natural environment, manifests itself in a system of relationships that develop and form in various activities related to knowledge, use and care for the environment. Ecological culture is not a skill of reasonable, rational handling of the environment, it is a style of thinking, an updated worldview, a certain way of organized consciousness, awareness of oneself as a link in a complex chain of environmental events. The influence of ecology extends not only to the development of science, but also culture, some authors reasonably speak about the ecological stage of cultural development.

A high level of culture can only be characterized by a society or a person whose activity is based on "knowledge of the laws of ecosystem functioning"; on knowledge of the processes and phenomena of wildlife and the role of man in it.

According to E. V. Girusov and A. A. Gerasimchuk, the main component of such an integral system education as ecological culture is the system of ecological values. When functioning, environmental values interact with all spiritual values, including moral ones.

This interaction has a certain impact on the development of ecological culture. N.N. Rodzevich believes that an integral part of ecological culture is an ecological worldview, which represents a system of generalized views on people's attitudes to the environment. V. V. Nikolina understands ecological culture as a system that already includes a number of elements:

- a) a system of environmental knowledge (natural science, value-normative, practical);
- b) environmental thinking;
- c) culture of feelings (empathy, empathy, sense of patriotism;

d) a culture of environmentally justified behavior characterized by the degree of transformation of environmental knowledge, thinking and culture of feelings into an everyday norm of action.

According to G.V.Vasyukova, Ecological culture is a part of the general culture, a regulator of the relationship between man and nature, suggesting a conscious orientation of people's activities based on the principles of environmental ethics, to comply with environmental laws, norms, rules.

A.V.Mironov in his works shows the ecological culture of personality in human behavior in relation to nature. The concept of "ecological culture" combines knowledge of the basic laws of nature, understanding the need to take into account these laws and be guided by them in all kinds of individual and collective activities, striving for optimality in the process of personal and industrial environmental management, developing a sense of responsible attitude to nature, the human environment, and human health.

V.A.Zyabzeeva connects the process of forming ecological culture with the level of human interaction with the environment and introduces the concept of environmental deprivation, which means limiting the satisfaction of a child's needs in acquiring those environmental values that are recognized by society. Value is a concept used in philosophy and sociology to designate objects and phenomena that act as significant in the life of society, social groups and individuals. Environmental values are phenomena and objects of the surrounding natural world that are significant for society as a whole and for the individual in particular.

A.F. Likhodievsky identifies the following subsystems in the functional form of ecological culture:

- a nature-acquiring system that includes technical and technical programs of environmental activities;
- cognitive, which provides an opportunity to obtain objective knowledge about the society-biosphere system;

- regulatory and axiological, the essence of which lies in the orientation of the individual towards socio-ecological values.

I.A.Vorobyova and E.I.Efimova ecological culture is considered as an integrative education, including a motivational and value component (a positive attitude to nature, a meaningful and operational component), possession of a system of environmental knowledge and skills, an emotional and volitional component (responsible, volitional tension in solving environmental problems).

From the point of view of I.I.Petrova, environmental education is provided by a specially created educational space as an integral spatial-subject, social, pedagogical environment, where an educational and educational system is organized, providing students with a set of special knowledge, skills and abilities that form ecological consciousness and thinking, ecological need, developing the emotional sphere, nature-like behavior and activity.

Thus, the main goal of environmental education and upbringing is the formation of an ecological culture of schoolchildren.

The purpose of environmental education and upbringing determines the following urgent tasks:

- assimilation of the leading ideas, basic concepts and scientific facts, on the basis of which the optimal human impact on nature and nature on man is determined;
- understanding the multifaceted value of nature as a source of material and spiritual development of society;
- mastering applied knowledge, practical skills and environmental management skills, developing the ability to assess the state of the natural environment, make the right decisions to improve it;
- development of skills to anticipate the possible consequences of their activities in nature;
- formation of the concept of interrelationships in nature;

- the development of the spiritual need to communicate with nature, awareness of its ennobling effects, the desire to know the surrounding nature in unity with moral experiences;

- the formation of a desire for active activity to improve and preserve the natural environment, the promotion of environmental knowledge, and an intolerant attitude towards people who harm nature.

At the same time, ecological culture is understood as the quality of personality, which includes the following components:

- interest in nature;
- knowledge about nature, relationships in nature, human impact on nature;
- aesthetic and moral feelings;
- positive activity and behavior in nature;
- the motives of activity in nature are humanistic, cognitive, aesthetic, sanitary-hygienic, utilitarian, etc.

Principles of the organization of environmental education:

1. The process of forming a responsible attitude to nature is an integral part of the general system of education, its current direction.

2. The process of formation of ecological culture is based on the interrelation of global, regional and local history approaches to the disclosure of modern environmental problems.

3. The formation of a careful attitude to nature is based on the unity of intellectual, emotional perception of the environment and practical activities to improve it.

4. The process of forming the ecological culture of schoolchildren is based on the principles of systematicity, continuity, and interdisciplinarity in the content and organization of environmental education.

The system of environmental education consists of links:

- Environmental education in the family.

- Environmental education in preschool institutions.
- Environmental education at school (in academic and extracurricular activities)
- Environmental education in children's extracurricular institutions.
- Environmental education in summer recreation camps.
- Self-education and self-education.

Ecological culture, being diverse in national interests, is considered to be unified for all mankind in its main purpose – the preservation of all life on Earth.

Currently, the pedagogical literature emphasizes that the global task of environmental education should be the formation of environmental culture as the basis of a holistic existence of the individual. In this case, the structure of ecological culture, as part of the general culture of a person, is represented as a combination of her ecological upbringing and education, ecological thinking and responsible attitude to nature. In our opinion, the general goal of natural science education is to form in the minds of students a system of views, principles, and norms of behavior in relation to the environment (natural and social) environment. It is well known that the earlier the formation of personality consciousness begins, the more tangible the result will be.

Consciousness is formed in the process of acquiring knowledge, skills, and experience, both in formal education and beyond; as well as with the help of knowledge acquired empirically, in the process of expedient practical activity. The transition to a new system of personal interaction with the environment, an environment that involves the formation of a new ecological (ecocentric) consciousness, is of great importance here.

Thus, we can say that the phenomenon of environmental education is the process of a person's awareness of the value of the environment and clarifying the basic provisions necessary to obtain the knowledge and skills necessary to understand and recognize the mutual dependence between a person, his culture and his biophysical environment, whereas ecological culture is:

- a part of universal human culture, a system of social relations, social and individual moral and ethical norms, views, attitudes and values concerning the relationship between man and nature;

- the harmonious coexistence of human society and the natural environment;

- a holistic coadaptive mechanism of man and nature, realized through the attitude of human society to the environment and to environmental problems in general.

This proves once again that the formation of environmental awareness and behavior should begin from early childhood in the family and in elementary school.

The task of teachers is not only to give students new ones, but also to correct and correct the knowledge and skills already acquired before school.

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