

THE VIEWS OF PEDAGOGICAL SCHOLARS FROM EAST AND WEST ON ECOLOGICAL EDUCATION BASED ON NATIONAL VALUES

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Abstract:

This article discusses the scientific research conducted by pedagogical scholars from both Eastern and Western backgrounds regarding ecological education, which is currently a pressing issue. The analysis reflects each scholar's perspective along with the national values inherent to their respective cultures. Additionally, it highlights the commonalities and differences in the approaches of educators from these two regions.

Keywords: Ecological education, national values, educator, tradition, environment, ecological consciousness, culture, ecological issues.

Introduction

National identity, national values are considered the basis of any education, the criterion that determines its content and essence. Because only valued things can form the basis of education. In the eyes of the people, reality and events that have no value are considered transient, shallow in content, and not worthy of taking on the color of a lasting tradition. That is why values that have risen to the level of tradition have been preserved for centuries as the most precious heritage. Because their value and importance have been tested over the centuries

LITERATURE ANALYSIS:

Great thinkers have written many works about education based on national values, including Masaru Ibuka's two-volume book, which has been translated into Uzbek and reprinted many times: "After Three It's Late" and "The Same Time Until Three" has become a popular educational book all over the world. According to the author, nature itself is a great teacher: "It is not for nothing that nature is called a treasure for the development of a child. The environment is full of things that arouse the baby's interest. A mother who rarely takes her child for walks neglects her duties. ... Toddlers watch cats on the street with admiration. The colorful shelves of vegetables and fruits in the grocery store arouse real interest in them. ... And nature is the best developer of physical and mental activity." This very teacher, along with providing knowledge about the environment, awakens love for it, is considered the first source of instilling a sense of responsibility in a child. Only in this

case, adults can set an example with their own actions, because children are the greatest imitators: "Imitation for a child is not only a repetition of the behavior of those around them, but also real master classes." Based on these thoughts of the author, adults - educators, parents, first of all, should themselves demonstrate a high example of environmental culture in front of their children.

Another Japanese scientist, Atsuko Kato, raised the problem of developing environmental awareness in preschool children in her book "Environmental Education for Preschoolers: Theory and Practice". The scientist studied the theoretical foundations of environmental education and explained in detail the ways to apply it in practice. She suggests that educators and parents organize environmental education based on games, observations and experiments to stimulate children's curiosity. The book contains recommendations on the use of interactive methods in explaining environmental problems to children, effective methods for preserving nature and instilling love for it in children, and instructions on integrating environmental education into the daily activities of preschool educational organizations, that is, into other types of activities, which determine its practical and methodological value.

At the same time, the work of Michiko Inoue, one of the country's most influential educators, also attracts attention. For example, the article "Fundamentals and Problems of Research in the Field of Environmental Education in Early Childhood" is significant in that it combines national traditions and European experiences in this area. The scientist theoretically summarizes domestic and foreign experiences and recommends a system of methodological recommendations on how to implement them in kindergartens and families. Based on her recommendations, it can be said that it is possible to create a dialogue with nature for children in any social and domestic conditions. In this, the responsibility of pedagogical specialists to their tasks, as well as creative research and collaboration, are of decisive importance.

In his small study entitled "Preschool Education, Childcare and Environmental Education: From the Perspective of Educational Materials Theory," published simultaneously with the above source, Mitsuaki Imamura emphasizes that the physical and mental care and education of children should be carried out by forming their responsibility, accountability and care, first of all, for themselves, and then for the environment, ensuring the harmony of these components. In this, the author emphasizes the importance of increasing the share of the environmental education component in it, relying on the theory of preschool education developed by him, and offers his own scientific recommendations.

In his scientific research entitled "Practice of Ecological Education in Childcare", published by Prof. Dr. Hiroshi Tanaka, he gives practical recommendations on how to implement ecological education in preschool education. The author considers ecological education to be important not only for children, but also for educators. Indeed, as noted above, the example of the educator, his example in real life situations, is also of decisive importance in ecological education. The published book covers such issues as introducing children to nature through ecological excursions, games and practical exercises in this area of

education; variable programs for educators to improve ecological knowledge; and the participation of parents in developing the skills of preschool children to love and protect nature.

In addition, Dr. Yuko Suzuki's publication "Developing Environmental Awareness in Children: A Guide for Kindergarten Teachers" provides clear guidelines for developing environmental awareness in children, emphasizes the importance of this education, and shows how to integrate it into the educational process. Its important advantages are reflected in the fact that the methodological manual includes approaches to explaining environmental responsibility to children in a simple and understandable way, and step-by-step instructions for educators on adapting lesson plans to environmental topics.

Prof. Dr. Kazuo Nakamura's manual "Harmony of Environmental Education and Early Childhood Education: A New Approach" offers new methods for integrating environmental education with preschool education. The work analyzes the importance of innovative approaches in forming environmental awareness in children. Unlike others, he promotes new strategies for teaching environmental education through interactive games, theater programs and visual materials, explaining environmental problems in a way that is appropriate for children's age, and developing environmental awareness using pedagogical technologies.

Dr. Mika Yamamoto, the author of the manual "The Importance of Nature Experiences in Early Childhood: An Aspect of Environmental Education", also takes a unique approach, highlighting the importance of direct experiences with nature for children. He studied the role of creating natural conditions for children to feel and understand nature in the formation of environmental awareness.

The German preschool education system occupies a special place in the world due to its uniqueness. The diversity of educational programs used in this country, especially with their sharp differences from each other, has created healthy creative competition and has also ensured that the field has become one of the most advanced. Of course, the services of the country's educators, in particular methodologists, play a special role in this. Below are the works of leading experts and educators in environmental education in preschool education in Germany and their detailed descriptions.

The works of Ursula Stenger, who began her scientific career in philosophy, Germanic philology and pedagogy, and later achieved great success in the field of preschool pedagogy, have gained attention outside the country. She has a book related to our topic, "Environmental Education in Kindergarten: Concept and Practice". This resource is a comprehensive resource on the theoretical substantiation of environmental education in kindergarten and its practical application. The author develops methods and techniques of environmental education adapted for preschool children and reveals the importance of using them in the process of playing and learning. The book covers the main elements of environmental education, including topics such as studying nature, saving resources, and respecting the environment. The author also provides practical instructions on how to organize environmental projects and games.

Renate Fischer, in her manual "Experiencing Nature in Kindergarten: Environmental Education for Practice," talks about the formation of ecological awareness in kindergarten through experiencing nature. She emphasizes that direct communication with nature is one of the most effective ways to form ecological awareness in children. The methodical book presents interesting activities and games for children to study nature. For example, children are offered ways to explain the importance of trees, animals, birds and other natural objects by observing them.

RESEARCH METHODOLOGY

The article discusses the views of Eastern and Western thinkers on providing environmental education to preschoolers based on national values. In particular, in Japan, environmental education should begin from a young preschool age, and, as in any activity, practical and scientific achievements are used in environmental education around the world. In this regard, scientific research by some pedagogical scientists of the country was compared.

ANALYSIS AND RESULTS

In preschool educational organizations, the period of childhood is the period of youth when the foundations of the child's worldview are formed, when his relationship to himself, other people and the world around him is formed. It is from this age that the child should get acquainted with nature, study it, touch it and observe it; it is necessary to form an idea about the world of animals and plants. It is important for the child to form a positive attitude towards nature, to learn to care for it and to preserve it.

At an early age, children form initial concepts and orientations about nature. If there is no regularity and systematicity in this system of education and upbringing, there will be no opportunity to solve environmental problems. The child must understand that animals and plants need water, food and care; they are also living beings that feel pain.

Education means that it should be comprehensive, because if children do not know at an early age that indoor plants need water, it will not be ecological. The final result is the formation of a correct attitude towards living beings, and this is achieved through cooperation and play between adults and children. Cooperation between adults and children allows them to study the world and have a correct attitude towards it. If a child does not know what is outside the walls of his home, he will not develop; it is impossible to form a correct attitude towards the environment here.

CONCLUSIONS.

From the sources and information reviewed, it becomes clear that in different countries, ecological education based on national values is based on the following factors:

- a) Customs, traditions, ecological worldview of each nation;
- b) Geographical characteristics of the territory where this nation lives;

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