

FORMATION OF GEOECOLOGICAL CULTURE AT SCHOOL: EXPERIENCE, PROBLEMS AND SOLUTIONS

Abdullayeva Dilnoza Narzullayevna

Acting Professor, Ph.D. (DSc) of the Department
of "Fundamentals of Geography and Economic Knowledge" of the
Nizami State University of Uzbekistan

Abstract

The article is devoted to the formation of geoeological culture of schoolchildren of general education institutions, and, being the result of the author's research and analytical work during his research work, is notable for a brief coverage of scientific conclusions and practical observations. The proposals and considerations presented in it are considered to be a generalization of measures tested in school education, and are of a scientific and methodological nature.

Keywords: ecological culture, geographical culture, ecological culture, ecological education, geographical education.

Introduction

Due to the current urgency of environmental problems, the issue of forming a common geographical and ecological culture of schoolchildren, which has been little studied in the framework of scientific research in pedagogical science, is emerging as a scientific problem. As is known, one of the strategic tasks of the education system is the task of forming a person who will have a high level of geographical and ecological culture in the future, who will be able to consistently develop himself, develop society and prioritize universal human values, who will be able to perceive and implement the ideas of coevolution and ensure the sustainable development of humanity. The success of solving this task depends on many factors, among which the period of directing the geoeological knowledge of the younger generation into practical geoeological culture plays an important role. In particular, the stages of forming the geoeological culture of schoolchildren within the framework of pedagogical conditions deserve special attention.

Relevance of the Topic

The formation of the student's consciousness under the influence of various environmental conditions largely depends on the purposeful actions of the teacher, that is, the educator. Here, it is very important to use various pedagogical methods and techniques that reveal the meaning of practical exercises, conversations and lectures about labor and nature,

artistic creativity, rewards and punishments, competition and the personal example of the teacher, explaining the duty and convincing each person of the need for personal care of the environment, requirements for behavior and participation in it. The issue of forming a conscious, responsible attitude of students to nature as an urgent socio-pedagogical task should be included in all areas of planning, organization and control in school work, that is, in general school plans and documents of class leaders, in the system of ideological-political, labor, moral, aesthetic and physical training of students.

According to the "Concept of Development of Environmental Education", the programs of the current education system are not coordinated with the essence of nationwide measures aimed at eliminating global environmental problems in the world, reducing the level of existing environmental hazards, and restoring the natural environment. Therefore, in the process of forming geocological culture, it is necessary to take into account the presence of problems in its ecological part. In a certain sense, the noted inconsistency, in connection with the issue of the natural environment, indicates how important it is to integrate geographical knowledge, geographical culture, and ecological culture.

Problem Statement

It is known that schoolchildren should actively participate in the study and protection of nature, have ideas about ownership of the territory, protection and renewal of natural resources. In fact, cultural factors, including ecological culture, which should become the norm of behavior of every person, should be introduced to him from childhood, that is, a sense of responsibility for preserving nature should be purposefully formed, an active life position should be gradually formed in order to perceive the problem of preserving the natural environment. The attitude of a schoolchild to the natural environment is mainly brought up through three factors. The first is through direct knowledge of nature, the second is through geographical and ecological education conducted at school, and thirdly, under the influence of the media.

In this regard, it can be said that when studying the problem of forming the geographical and ecological culture of schoolchildren, the issue was analyzed from the point of view of the relevance of the requirements of the person-oriented pedagogical process to the urgent tasks set before the modern school. Therefore, the article also provides comments on some generalized conclusions of the experimental work conducted during the study.

Research and Study Results

It should be noted separately that geographical and ecological culture is an important indicator of the social activity and social consciousness of the individual, and the more this postulate is instilled in the minds of schoolchildren, the higher its level of effectiveness will be. Consequently, due to the lack of appropriate recommendations for teachers and students in schools in this direction and in this context, it is observed that the process of forming the ecological and geographical culture of students faces great difficulties.

As is known, environmental education is distinguished by its diversity. The transformation of geographical knowledge into it now requires and creates the basis for the manifestation of multifaceted abilities in the activities of schoolchildren. Therefore, when students strive to change or preserve nature, nature becomes an object of care and labor for them. In order to provide the most favorable conditions for the formation of students' attitude to reality, children's labor in nature, cognitive, experimental, artistic, game, tourism, local history and sports and health-improving activities should be organized at school. In addition, many factors influence the formation of consciousness in the context of interaction with the environment, and first of all, this is life experience and the sphere of communication, the interests of family and peers, personal and group motives of behavior, public opinion, etc.

Within the requirements of the geocological educational environment at school, it is desirable to form geographical and ecological culture in dialectical interdependence and unity. Because they are similar in content, are objects of reflection and assessment of real phenomena, and have common educational functions. These features allow us to consider the relationship between geographical and ecological culture as a two-way process.

Based on this, it can be said that geographical and ecological culture is an integral system consisting of a number of interconnected elements. The components of the general system of geographical and ecological knowledge can be classified as follows:

- cognitive, value, normative, practical approach;
- establishment of causal, probabilistic, prognostic and other types of relationships in geographical and ecological thinking;
- culture of feelings – empathy, a sense of civic behavior, patriotism and interpretation of a number of other processes and phenomena in nature and society;
- orientation of people in the environment to rational moral behavior;
- interpretation by schoolchildren of geographical thinking and the socio-economic foundations of natural and social production in the language of geography;
- culture of ecologically based behavior, characterized by the degree of transformation of the culture of ecological knowledge, thinking and feelings into the norm of everyday actions;
- awareness and possibilities of prediction about the origin, essence and methods of solving environmental problems.

Thus, the manifestation of geocological culture is the result of geocologically responsible activities. Therefore, modern geographical and ecological education is considered a source that determines the popularization and development of modern knowledge about processes and phenomena occurring in the natural environment at the local, regional and global levels.

During our research, some pedagogical conditions were also developed and pilot-tested, which would allow for the effective implementation of the process of forming geocological

culture through the study of natural and geographical sciences. Based on the conclusions of their results, the following recommendations were also made:

- it would be expedient to organize the upbringing of the morally meaningful part of the geoecological culture of students in the educational space of the school, precisely by highlighting the moral component in the intellectual sphere of natural and geographical sciences;

- in order to implement the ecological orientation of educational programs on the basis of moral values, it is necessary to systematically direct the educational process in the classroom and extracurricular hours to the moral and ecological perception of the natural world;

- from the point of view of moral values, in the formation of a culture of conscious choice of environmental behavior, it is necessary to create a basis for encouraging moral behavior by expressing geographical knowledge through moral feelings towards everything around;

- in order to implement the model of forming the geoecological culture of students, ensuring the application of knowledge obtained in the process of studying natural and geographical sciences within the framework of school programs should become the most important pedagogical condition.

It should become a requirement of the times to create an environment based on a cognitive approach that constantly reminds schoolchildren of the idea that the increase in the number of people, the ruthless consumption of natural resources - water, mineral raw materials, plant and animal resources, as well as the threats to life on earth associated with the deepening ecological crisis, require a radical change in the way people live in nature. Because people still continue to view natural resources in a utilitarian, economic sense. In this regard, effective pedagogical tools should be used to help students understand that humans influence the processes taking place in the natural environment, accelerating some of them, slowing down others, and creating new effects that disrupt the balance in nature and threaten the existence of people on earth.

Discussion

Based on today's requirements, it is necessary to achieve the formation of geoecological culture in the public education system based on the mutual transformation of geographical knowledge and geographical culture, along with knowledge, skills and qualifications aimed at the formation of knowledge on the theoretical foundations of ecology and ecological culture, in the context of existing academic subjects. It is appropriate to cite as an example the natural science textbooks for grades 1-6 published in recent years. In particular, the knowledge provided in the 6th grade Natural Science textbook is aimed at creating a solid foundation for geoecological culture. In the Introduction to the textbook, you can see the proof of our idea. It states: "The tasks given in the textbook, aimed at conducting educational research, conducting experiments, and designing, will help you develop the skills to understand the state of the natural and social environment, to understand

environmental and human problems, and to make decisions in finding solutions to them. In the 6th grade, you will learn about the scientific research apparatus and its planning. ... You will understand that there is an inextricable link between man and nature, that a change in one component of nature will inevitably lead to a change in other components. You will enter the world of biological, physical, geographical, and chemical laws and discover some of the secrets of your body, and get acquainted with modern technologies. Your flawless completion of the tasks will pave the way for your future development as a person, broaden your scientific outlook, and acquire ecological thinking.” It is also worth noting that this textbook includes a separate chapter dedicated to Ecology, which indicates the necessary status of ecological knowledge in the natural sciences. Therefore, the implementation measures for directing geocological knowledge into practical geocological culture can be seen precisely in the creation of such textbooks.

Conclusions and Recommendations

As a result of the analysis of the theory and practice of geographical and ecological culture, it can be concluded that valuable theoretical and practical experience has been accumulated in the field of geographical and ecological education of schoolchildren in the regions in general and the Republic of Karakalpakstan in particular. However, this work is carried out sporadically, that is, it is not regular and is not widespread. In addition, in many schools, although students have geographical knowledge, they are not engaged in environmental work, or it is also temporary or sporadic.

Also, during our research, analyzing and summarizing the studied material, we found it permissible to express the definition of geographical and ecological culture in such a synthetic form: geographical and ecological culture is a part of universal human culture, reflecting the socio-spiritual interdependence of man, society and nature, that is, one of the directions devoted to the formation of a comprehensively and harmoniously developed personality, including a humane attitude to nature, a sense of responsibility for its fate, the highest national and universal human value - the natural and only basis of life on earth, the establishment in the minds and activities of people of the principles of rational use of natural resources, careful attitude to natural resources, and the solution of certain economic and social problems without harming the environment.

Consequently, the issue of forming students' geocological culture as a holistic system, becoming an integral part of the pedagogical process in the education system, should be taken into account, and in addition to factors such as educational programs, selected didactic information, methodological support, it also depends on the professional knowledge and pedagogical skills of the teacher and the active cognitive interests of students. In our opinion, if:

- The issue of forming schoolchildren's geocological culture is included in the strategic goals of education development, the mutually integrative essence of the concepts of education and life will become clearer and more purposeful;

- By incorporating ecological knowledge into the content of natural sciences within the framework of interdisciplinary integration, it will be possible to turn the process of forming geocological culture in students into a qualitative and effective educational result.

References

1. O'zbekiston Respublikasi Vazirlar Mahkamasining 2019 yil 27 maydagi "Ekologik ta'limni rivojlantirish Konsepsiyasini tasdiqlash to'g'risida"gi 434-son qarori [<https://lex.uz/docs/4354743> (murojaat sanasi - 26.03.2023)].
2. Винокурова Н.Ф. Теория и методика изучения глобальных экологических проблем на основе геоэкологического подхода в курсе школьной географии: Дисс. ... докт. пед. наук. - Б.-м., 1999. - 406 с.
3. Кобылянский В.А. Философия экологии: общая теория экологии, геоэкология, биоэкология. Учебное пособие. / В.А. Кобылянский. - М.: ФАИР-ПРЕСС, 2003. - 192 с.
4. Комиссаров Г.С. Обучающая природа или неформальное геоэкологическое образование // География в школе. - 1995. - № 3. - С. 55
5. Кочуров В.И. Новые геоэкологические и социально-экологические понятия // География в школе. - 1999. - №3. - С. 10.
6. Musaeva M.E., Umarova Sh.U. O'quvchilarda barqaror ekologik madaniyatni rivojlantirishda milliy ma'naviy va hududiy xususiyatlarning ahamiyati // Zamonaviy ta'lim, 2017, № 9, b.42.
7. Mustafiev S. Ekologik tarbiya – milliy va umuminsoniy qadriyatlar ruhida tarbiyalashning ajralmas qismi. // Fuqarolik jamiyati. T.: - 2018. № 1. 7-bet;
8. Nigmatov A.I. Ekologiya: asosiy atama va iborlarning izohli lugati. - T., 2002.
9. Saidova O'.G. Ekologik madaniyat tarixi va uning rivojlanish bosqichlari. f.f.n... diss. – T., 2007.
10. Tabiiy fanlar: 6-sinf uchun darslik / Z. B. Sangirova va boshq. – Toshkent: Respublika ta'lim markazi, 2022. – 192 b.