

## THE CONTENT OF GEOECOLOGICAL EDUCATION IN THE GENERAL SYSTEM OF SECONDARY EDUCATION: THE STATE OF SCIENTIFIC RESEARCH AND STUDIES

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### Abstract

The article is devoted to the analysis of the state of geoeological education in the general system of Secondary Education, the study of the content within the framework of scientific research, the popularization of existing experience and research. In it, the authors presented important scientific hypotheses, noting that the content of geoeological education aimed at the formation of a geoeological culture of schoolchildren, which is necessary to provide scientific, methodological and practical recommendations, has not become the subject of scientific research.

**Keywords:** Geoeological culture, geoeological education, ecological culture, environmental education, geographical culture, geographical education, natural-geographical sciences.

### Introduction

The problem of studying the general picture of the content of geoeological education in the general secondary education system aimed at the formation of geoeological culture from a scientific point of view is of particular importance in scientific circles. Because, in the scientific conclusions interpreted according to the results of research in the field of geoeological education and geoeological culture, which has a long and half-century history, the role of this scientific problem as a beacon for efforts to solve global problems in the life of mankind is emphasized.

In addition, education remains the main social institution for the formation of a new culture, that is, a culture of sustainable development. In this context, the leading role of the education system in the transition to sustainable development is being determined as a strategically important, key area of human activity. Therefore, it is no exaggeration to say that one of the most important changes in school education over the past half-century period noted above was the transformation of environmental education into a relevant educational direction. Because ecologization is one of the main directions of development

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of general secondary education, and all school subjects, including school geography, have developed under its influence.

### **Relevance of the Topic**

Today, the existing contradictions between society and nature, the emergence of a number of ecological and geographical problems, the need for a deeper study of geographical and ecological culture, which is of integrative, interdisciplinary importance for natural and geographical sciences, are gaining new significance with their own essence. In order to prevent the negative consequences of a person's deep penetration into nature, it is necessary to find solutions to a number of socio-political, moral, pedagogical, and economic issues that ultimately lead to ecological and geographical problems. Therefore, the increased study of the content of geoeological education in the general secondary education system within the framework of scientific research will help to popularize existing experience and research, strengthen the scientific basis of measures aimed at the formation and development of geoeological culture of schoolchildren.

Based on the relevance of the topic, as well as the needs of the time, the issue of forming a geoeological culture based on the mutual integration of geographical knowledge and geographical culture, along with knowledge, skills, and qualifications aimed at forming ecological culture and knowledge of the theoretical foundations of ecology in the general secondary education system, is reflected in the need for scientific paradigms and scientifically based methodologies.

### **Problem Statement**

It is important to express in research scientifically based conclusions the formation of geoeology in the context of school education, which emerged as a result of the synthesis of geographical knowledge and the theory of sustainable development based on ecological humanistic ideas, in a culturally oriented manner. The scientific hypothesis in this context emphasizes the need to provide scientific, methodological and practical recommendations that ensure that the process of forming geoeological culture of students in the general secondary education system is systematically practical. Therefore, the purpose of this article is to highlight the scientific research conducted on the content of geoeological education in the general secondary education system.

Research and study results. In the process of preparing the article, the authors decided to focus on the interpretation in scientific circles of educational programs and didactic materials with geoeological content in the education system, based on the scientific research they conducted and the results of the research.

The process of studying the problem of researching the content of geoeological education has shown that in scientific circles, scientific research and scientific studies on the issue of geoeological culture, geoeological education, as well as the formation of ecological education and ecological culture have been conducted by many foreign scientists. In

scientific circles of Uzbekistan, general ecological problems and problems of ecological culture and ecological education are also being studied to a sufficient extent. However, it is worth noting that the level of scientific research conducted on the content of geoecological education aimed at the formation of geoecological culture and the level of scientific descriptions and scientific conclusions given to this problem are insufficient.

At the same time, in Uzbekistan, more socio-philosophical studies have been conducted in studying the problems of ecological culture. According to their interpretation, ecological culture is the realization of the great responsibility for present and future generations to find solutions to environmental problems and to act on this basis, which is considered a developed stage and component of the culture of a particular state and the world. Also, the interpretation of the subject of geoecology in the scientific direction, scientific research devoted to some of its indicators, is of great scientific importance. Because the emergence of geoecological culture, its transformation into a subject of scientific research is also the result of the efforts of mankind to prevent, eliminate and reduce the risk of environmental problems. Indeed, in any interpretation, ecology can be discussed only from the point of view of living conditions in a particular geographical environment. The study of the interrelationship between society and the natural environment is the main direction of modern geographical research. The goals and objectives of geographical and ecological education are closely related to each other.

Some studies also pay special attention to the issues of the connection of ecology with spirituality and national values. "Human spirituality depends on the social and spiritual environment of the society in which he lives." Spirituality is defined as a person's knowledge, a natural social quality that has passed the tests of his life, is absorbed into his soul, and is reflected in his entire way of life.

The trend of ecologization of school geography is also reflected in the regulatory documents regulating the educational process in educational institutions of Uzbekistan. An analysis of the current State Standard for Geography allows us to note that various ecological aspects reflecting the general attention to the ecologization of school geography education are reflected in its purpose, content, functioning and assessment components. However, according to the "Concept for the 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 a geoecological culture, it is necessary to take into account the presence of problems in its ecological part.

In our country, the main general educational standard for geography includes such elements of geoecological content as geoecological monitoring, restoration or improvement of natural or socio-economic systems, and historical experience of nature management. The content of anthropogenic processes and phenomena reflected the specific features of human impact on the environment. At the same time, according to the

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results of the study, it was found that it is impossible to fully implement the goal of forming the ecological culture of schoolchildren, which is specified in the standard, but is not provided with the appropriate culturally oriented content.

At the same time, the analysis of the standards of general education of the new generation, which are being actively studied and improved, made it possible to identify their ecological component. In general, the active and cultural principle is clearly manifested in it. In particular, the target goals, especially personal, meta-scientific and scientific results, are primarily associated with the harmony of social feelings and personal qualities at the global, regional, local levels - patriotism, respect for the history, culture, national characteristics, traditions and lifestyle of other peoples, tolerance, ensuring that students understand themselves as members of society. Highlighting the positive trends in it, we would like to note that geoeological culture for sustainable development should be taken into account in the geography programs of the new generation standards as a goal of geography education. Because the geoeological content in the standard is not distinguished by its consistency and continuity, the implementation of its axiological and praxeological potential is not envisaged. This situation requires new scientific approaches and research.

In order to bring the expression of the issues of forming geoeological culture in the content of school education into the research area, the topics of current geography textbooks in our country were analyzed during the research. It should be noted that currently, geography is taught in general education schools throughout our country based on textbooks recommended for use by the Ministry of Preschool and School Education of the Republic of Uzbekistan. According to the results of the analysis of the current geography curricula and textbooks from the perspective of geoeological content, there are a number of problems that need to be studied in terms of the orientation of the content of geoeological education to the formation of culture. In particular, we have summarized the main ones as follows.

Firstly, based on today's requirements, it is necessary to achieve the formation of geoeological 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 ecological culture, along with knowledge of the theoretical foundations of ecology, in the content of existing educational subjects.

Secondly, within the framework of geoeological education aimed at the formation of geoeological culture, the issues of ecologization in the program and textbooks of geography are one of the most important cross-cutting areas of geographical education. The absolute majority of influential geographers, addressing the problem of geographical education, emphasize the need to introduce not separate ecological elements into school geography, but a well-founded and integrated system of ecologization of geographical education. Umuman olganda, O'zbekiston maktabgacha va maktab ta'limi vazirligi tomonidan maktab ta'limida foydalanish uchun tavsiya etilgan dasturlar va maktab

darsliklarining tahlili so'nggi paytlarda geografiyaning ekologik salohiyatini ro'yobga chiqarishga dasturlar va darsliklar mualliflarining e'tibori oshdi degan xulosaga kelishimizga imkon beradi. Qolaversa, geografiya darsliklarida ekologik mazmun ko'proq tarbiyaviy xarakterga ega ekanligini ham alohida ta'kidlash joiz.

It should be noted that the process of forming geoeological culture as a scientific problem is not widely used in our country, so our results are mainly of a project nature and consist of scientific recommendations that will be introduced into school programs in the near future. However, it can be said that a broad scientific interpretation of the concept of ecological culture, which is considered the cornerstone of geoeological culture, and scientific works devoted to the issue of pedagogical conditions for the formation of ecological culture, will create a basis for us to develop a methodology for the formation of geoeological culture through geography. The most important thing is to create modern programs and resources for school geoeological education as a result of illuminating the holistic picture of the scientific paradigm of geoeological culture today, and to help form the correct attitude of young people to the nature of the country, making a significant contribution to the process of sustainable development together with the world community.

### **Conclusions and Recommendations**

Analysis of scientific and pedagogical literature shows that the study of the content of geoeological education as a scientific problem has been studied within the framework of covering various aspects of school ecological and geographical education. However, special studies on the formation of students' ecological and geographical culture have not been conducted or have been reflected in studies of a scattered nature. They focus only on certain aspects and the scientific interpretation of the problem has not been sufficiently developed. Therefore, at the moment, it cannot be considered that this problem has been fully resolved in pedagogical theory and other areas.

In foreign countries, scientific hypotheses have been created around topics such as ecological culture, geographical culture, geoeological culture, and there are many scientific studies based on a pedagogical approach to the issues of their formation. In Uzbekistan, one can also witness that the results of scientific research and studies devoted to these topics are reflected in various literature and sources. However, geoeological culture has not been studied as a special monographic and research topic in the scientific circles of pedagogical science in our country. Therefore, the scientific paradigm of the formation of geoeological culture, in the direction of methodology, is gaining attention as an issue that needs to be illuminated in the light of the requirements of the times, entering the field of new research and research.

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