

## IN GEOGRAPHY EDUCATION IN SECONDARY SCHOOLS IMPROVING THE MECHANISMS OF FORMING STUDENTS' GEOECOLOGICAL CULTURE

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### Annotation

This article is devoted to the theoretical study of issues related to the process of formation of geoecological culture through school geography education. The authors, expressing the opinions and comments obtained as a result of their scientific research, tried to determine the prospective study vector of the problem.

**Keywords:** sustainable development, geography, ecology, geoecology, geoecological system, methodology.

### Introduction

The century we are living in is considered to be a qualitatively new stage in the history of humanity, in the direction of sustainable development of the value-cognitive foundations of human activity and culture, in terms of radical reconstruction. In this regard, the issue of sustainable development of civilization in the natural and social-humanitarian fields of scientific knowledge occupies a central place. In scientific circles, the theoretical and methodological foundations of the transition to the path of sustainable development of humanity are being created. It reflects the features of modern science related to the new content, using the models of cognition that encompass a person, with the ideas of ecological development, the harmonious and balanced interaction of man and nature, with human life. It is proposed to form a culture of sustainable development as a method of adaptation and organization.

The peculiarity of Uzbekistan is that a certain part of the population, unfortunately, does not pay attention to ecological culture and only has certain ecological information and knows how to use it. For the majority of the population, geographic culture remains a less well-known concept. However, all processes on Earth, whether natural or anthropogenic, take place in the geographical environment. It is the state of the geographical environment that determines the ecological situation in each region. In such a situation, the task of forming a

high-level environmental and geographical culture of students should take place as one of the priority areas of educational work in the general education school.

### **Relevance of the topic**

The transition to ecology, which is gaining attention as a modern modern science, is fundamentally characterized by the emergence of new integrative scientific directions. This field also includes areas of knowledge focused on the environment. In this sense, the formation of geoecology, which was created as a result of the synthesis of the theory of sustainable development based on geographical knowledge and ecological humanistic ideas, is important. Because at present, the existing contradictions between society and nature lead to the emergence of a number of ecological and geographical problems.

The emergence of these problems, the need for a more in-depth study of geographical and ecological culture, which is of integrative, interdisciplinary importance for natural and geographical sciences, is gaining new importance. In addition, today, in order to prevent the negative consequences of human interference with nature, it is necessary to find a solution to a number of socio-political, moral, pedagogical, economic issues that lead to ecological and geographical problems.

At the same time, education remains the main social institution for the formation of a new culture - the culture of sustainable development. In this context, the education system is defined as a strategically important, main field of human activity, which is intended to play a leading role in the transition to sustainable development.

### **Level of study of the problem**

Scientific researches and researches devoted to the issue of ecological education and the formation of ecological culture in scientific circles were also conducted by foreign scientists and scientists of Uzbekistan [1]. However, it should be noted that the level of scientific description of this problem is insufficient in the scientific researches on the formation of geoecological culture.

In Uzbekistan, more socio-philosophical studies have been conducted in the study of ecological culture problems. According to their interpretation, ecological culture is an advanced stage and a component of the culture of a particular country and the world [2].

In some studies, special attention is paid to the issues of 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 a natural social quality of a person's knowledge, passed through tests in his life, absorbed into his soul and reflected in his whole lifestyle [3].

In the research on ecological culture, comments about ecological culture put forward on the basis of a sociological approach are also noteworthy [4].

So, the process of studying the topic of ecological culture is well underway. However, the scientific approach to the study of geoecological culture is becoming an urgent problem.

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### **Setting the problem**

Ecology as a science has a strong potential for the full development of optimal relations between society and nature through new methods. However, the science of ecology cannot exist and develop outside the geographical area, because all ecological events and processes consist of the interrelationship and interaction of various elements of the Earth's geographical crust. Knowing and understanding the laws of such interrelationship and interaction is the first and indispensable task of ecological-geographical culture. It is clear from this that ecology, like other branches of scientific knowledge, covers the legal stages of development, that is, it is necessary to understand the modern society and is able to create a continuous and connected system of ecological and geographical education and upbringing of the next generation. Deep scientific theories with great predictive potential from primary classifications are within its scope of study and research.

Based on this, in the process of formation of geoeological culture, the study and scientific justification of the priority status of the science of geography acquires its own meaning. Therefore, relying on the definitions in the existing literature, we will give a concise definition of the concept of geoeology, and based on its essence, we will try to clarify the aspects of studying the problem.

It is known that a course called "Fundamentals of Geoeology" is taught for students of some specialties in the higher education system. In it, Geoeology studies the relationship of a living organism with the environment, whether it is carried out in the biosphere on a local or global scale.

That is, the existence of mutual relations in the territory and space corresponds to the concept of "geoeology". According to Western scientist P. Haggett [5]: Geographers study the structure and interaction of two main systems: 1) ecological system - it studies the relationship between man and the environment; 2) regional system - one region (territory) is connected with another neighboring region on the basis of different flows. According to another scientist, B. Lavrov [6], both systems constitute the essence of geoeology. In other words, geoeology studies the interaction of living organisms with the environment in the area.

Geoeology is defined as applying all the laws of ecology to geographical processes, that is, the territorial principle is applied. Or studies ecological laws and processes in the landscape and other natural complexes.

Therefore, the concept of geoeology studies all the diversity and dialectics of human-environment ecological relations in the space-time dimension using the geographic, ecological and social (geo-eco-social) system model of knowledge. From this point of view, geoeology, as an ecologically oriented field of geographical knowledge, is of special importance in the formation of a culture of sustainable development. Therefore, the process of formation of geo-ecological culture is, in a certain sense, to jointly develop geographic and ecological cultures and create a strong factor that ensures sustainable development using their close interdependence. What role does the education system play in this process? To

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which vector should the teaching methodology and various pedagogical approaches be directed?

What aspects of geographical and ecological knowledge should be emphasized in the formation of geoecological culture? What new approaches and new paradigms does research to answer these questions require?

Research and study results. Reflecting on the issues of formation of geo-ecological culture through school geographical education, the first studies carried out in order to illuminate this topic as a scientific problem show that the method of formation of geo-ecological culture from the point of view of pedagogical research is on the agenda of current topics. Consequently, existing and necessary scientific-research works in this direction were studied and a hypothesis was formed.

It is known that special attention was paid to education at the World Summit (2002) [7] dedicated to the problems of sustainable development, which took place on the pages of history.

Then, concrete measures were developed to ensure coordination of international activities in this direction. It is worth noting that today's main task is the formation of ecological culture for sustainable development as a component of the social culture of modern man, the readiness of mankind to live in rapidly changing social and natural conditions, and the development of morally and ethically ecologically oriented personal characteristics.

In this regard, environmental education as a culture-oriented model of environmental education for sustainable development should be included in the general education system, students should be guided to master the methods of introducing them to the social experience of environmental culture, and the personal development of environmental education should be directed to the formation of experience.

In solving this problem, the role of forming a specific and clearly oriented system is assigned to environmental education, which is considered as a strategic direction of updating all educational systems in the interests of sustainable development.

In many countries of the world, the tasks of forming an ecological culture, which is necessary for ensuring sustainable development, occupy a key place in the content of subjects in school education. In this regard, while significantly changing the methodological foundations, goals, content, technologies, methods and results of the educational process, within the framework of ecological culture, which is considered a factor ensuring sustainable development, the value and goals of the entire educational system should be reoriented. the breeding process is in progress.

So, what practical-methodical and scientific-theoretical measures are implemented within the framework of issues of formation of geo-ecological culture through school geography education? It should be noted that school geography has sufficient cultural and ecological potential in implementing a new culture-based model of environmental education for sustainable development. It is in this context that a number of theoretical, scientific and methodological studies [8] have highlighted various aspects of the ecologicalization of geographical education in the context of culture. The authors of these literatures say that at

the current stage, the processes of ecologicalization of geographical education are filled with cultural, ecohumanistic, axiological, praxeological meanings and form a new ecological-cultural educational space. Conceptual foundations of school geography ecologicalization are being developed.

In the ecohumanistic sense, we mean that ecohumanistic aspects mainly develop human imaginations in terms of adaptation, preservation, and optimization of the environment, while axiological fillings implement the axiological component of geocology, that is, co-evolutionary values as the main values, through which human space interprets that it forms a differentiated evolutionary-changing environment in the organization of vital activities. The praxeological component illuminates the genetic connection of geocology with the ideas of constructive geography.

Along with the general basis of school geography ecologicalization, its territorial components and educational and didactic bases are being strengthened. That is, a number of programs and educational manuals of ecological and geographical content have been developed and are being introduced into school practice.

According to information in the literature, many Methodist scientists [9]. connect the current stage of school geography ecologicalization with geocological education. Even leading approaches in this direction have been developed and are presented at a scientifically based level. It can be said that these approaches are mainly geo-ecological, eco-humanist, cultural-ecological and landscape-environmental in nature.

The theory and methodology of geocological education is being developed, its goals, content, technologies are determined and the question of relevance is studied. The problem of understanding the ideas of ecological education in the interests of sustainable development in the area of ecological-geographical education is being renewed.

At the same time, the results of scientific-methodical research and analysis of school practice show us that the problem of formation of geocological culture within the framework of a new culture model aimed at ensuring sustainable development, the goal of ecologicalization of geographical education, as a problem of formation of geocological culture is theoretical in teaching geography. and allows us to conclude that something methodological does not need to be re-conceived.

At the same time, in our opinion, it should be noted that there are certain obstacles in the process of formation of geocological culture in school practice. Such obstacles are a reflection of inconsistencies in the inclusion of various geo-ecological aspects in the content of geographical education. In this regard, it was determined that there are methodological problems related to the selection, systematization, sequence and technology of studying geocological content. Their analysis shows that obstacles to understanding geo-ecological culture as a value are mainly related to schoolchildren's confusion or confusion in the direction of the value. Because most of them are dominated by pragmatic stereotypes in their relationship to the "adaptive" socio-natural space.

That is, the development of extremely important personal environmentally oriented qualities such as empathy, tolerance, citizenship and patriotism has been neglected to a

certain extent. It can be said that geoeological competence is not fully formed. As a result, barriers to activity are characterized by a poorly expressed desire of schoolchildren for creative cultural activities aimed at sustainable development of regions at various levels.

On the basis of the above considerations, in order to effectively organize scientific research in the future, it is necessary to emphasize a number of contradictions identified from a scientific point of view. These conflicts are mainly:

first, between the social order of society related to the modernization of education in the context of ecological culture as the main culture in the transition to sustainable development, and the insufficient theoretical and methodological development of this problem in school geography;

secondly, between the need for philosophical, methodological and theoretical justification of the formation of geoeological culture of schoolchildren in the context of the leading role of environmental education in achieving sustainable development, and the lack of such justification in the theory and methodology of geography education;

thirdly, the contradictions between the unique cultural-ecological potential of geoeology as a scientific and ecologically oriented field of geographical knowledge, which uses the geo-eco-social systematic model of knowledge, and the underdeveloped methodological development of using this potential in the formation of the geoeological culture of schoolchildren with the help of geography.

We believe that these conflicts should serve as the main criterion in the research of the problem of formation of geoeological culture and determine the direction of the research.

### **Conclusions and recommendations**

Thus, in the process of forming a geoeological culture aimed at ensuring sustainable development, the problem of developing a theory and methodology related to the processes of environmentalization of school geography within the framework of environmental education requires separate research work. In determining the purpose of such research and scientific research, in our opinion, taking into account the leading role of environmental education in achieving sustainable development, it is necessary to theoretically base and develop the methodology of formation of geoeological culture with the help of school geography. In it, in the context of the cultural formation paradigm of environmental education, it should be assumed that the process of environmentalization of school geography plays the role of an object.

To effectively form the geoeological culture of schoolchildren:

- the theoretical and methodological foundations of the formation of geoeological culture revealing the features of the process of ecologization of school geography should be determined;
- conceptual foundations of formation of geoeological culture should be applied in unity and continuity of hierarchical levels of pedagogical research methodology;
- as a strategic goal of the ecologization of geography, it is necessary to develop a methodological system that provides for the selection and systematization of content based

on the model of the geo-eco-social system of geocology, which ensures the integrity of the formation of geocological culture;

- educational results should be directed to the formation of geo-ecological competence and spiritual and moral qualities of a person;
- it is necessary to develop global, regional and local educational geocological models that ensure the integration of geocological content;
- geo-ecological culture should establish methodological conditions for the socialization and self-development of the individual;
- geography education should be developed as a pedagogical tool for the formation of geocological culture of schoolchildren.

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