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PECULIARITIES OF DEVELOPMENT OF ECOLOGICAL CULTURE OF HIGH SCHOOL STUDENTS

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ABOUT ARTICLE

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Abstract: The article describes the importance of bringing the school system to a new level of quality that meets the tasks of modernizing the educational space of today's modern society. Therefore, as a structural element of the state, the school should be an institution capable of choosing a direction in rapidly changing socio-economic conditions, working independently on the development of private ecological literacy. In the article, it is noted that it would be better to use real-life examples in teaching high school students. Also, the author assumes that conditions should be created for raising a person who thinks about the consequences of the impact on society, nature and people's health, increasing the level of ecological culture. The article deals with the assumption that it is necessary to create an educational environment organized using special, national values for the success of the process of raising ecological culture among high school students in educational organizations.

INTRODUCTION

At first, we will consider the definition of the concepts of “*environment*” and educational environment. In the most general sense, environment means the

environment, the set of conditions and influences that surround a person. The term *environment* is derived from the concept of habitat formed in pedagogy, which leads to the pedagogical problem of eliminating these conflicts. Taking into account the current and today's demands of high school students in environmental education, the burden of developing the theory and practice of environmental education based on ethnic and cultural values, there are no educational programs for students in practical environmental activities. In the framework of ethnic and cultural cadres, in the psychological and pedagogical foundations of environmental education in high school students, the theoretical aspects of the impact of environmental culture and physical training on human health are aimed at the implementation of physical education tasks and the types of actions that obey its laws are a general means of physical education, physical exercises defined by the term. In the program description, the nature-environment is described as the factors that have a certain influence on it.

In ecological activities, an ecological culture suitable for the characteristics of the formation of the personality of a high school student during the physical lesson is brought up. Therefore, in the process of personality development, the ecological culture of high school students is determined. In this period, the emotional sphere of a high school student is characterized by openness, strength, immediacy, stability. In his relationship with nature, his emotional relationship comes to the fore, but such a relationship does not have unity, because it is “*scattered*” in various educational subjects. At this age, writes Rakhmatova, there are difficulties in communication, including closedness, negativism, conflict, emotional imbalance, lack of confidence in one's own strength, and anxiety and restlessness become more common. Taking into account these features, in addition to establishing special relationships between pedagogues and high school students, it is necessary to pay attention to the organization of communication with peers, which is provided through special (for example, project and research) forms of learning [7; 43-b].

The age of a high school student is a pleasant period for gaining cognitive activity and curiosity, despite the instability of his emotional sphere. Their interests

are unstable and multidirectional, and develop in the direction of seeking novelty, abstractness, theoretical thinking, purposefulness of reception, stability, and attention, speech-logical recall are formed. The ability to make complex conclusions, put forward hypotheses and construct their verification is developed.

Environmental education is a combination of school and out-of-school education in foreign countries. According to the international classification, environmental education is divided into formal, informal and formal external education [11; p. 81, 10; p. 28]. But a frequent analysis of the environment in the literature, not only in the educational systems of developed countries, but also culturally in-depth analysis along with modern scientific and practical sports and physical culture, identified the most important typological approaches, a pragmatic attitude to the acceptance of nature as a basic value. Environmental “education” is not considered a special subject within educational subjects. It is considered a continuous practice of social knowledge and delivery of knowledge used in all spheres of life.

MATERIALS AND METHODS

Within the framework of our research, it is important to consider ecological culture in order to implement it in the process of forming high school students and their individual capabilities. Taking into account the age dynamics of attitude to nature, taking into account the age dynamics of attitude to nature developed by E.M. Akopyan, Yakuta.B, we agree with the authors that this is the optimal age for effective education of ecological culture [1; p. 88]. The basics of understanding the laws of development in this age group are described in the psychology of patriotism, works of E.M. Aleksandrovskaya, N.V. Bordovskaya, S.I. Rozum, E.O. Urdikulov, A.S. Tokhtaev, A. Hamidov [2; p. 32-43, 3; p. 30, 9; p. 160, 8; p. 159-b]. I.M. Gorbunov says that the child’s attitude to the natural world is dynamic. At the age of a grade school student, the input component of the subjective-nopr pragmatic type of attitude prevails: high school students are attracted by any meaningful activity, they are ready to interact with nature, not just for profit. The crisis of a high school student is understood as a crisis of subjective attitude to nature, and the practical objective-

pragmatic type comes to the fore. [6; p. 226]. According to scientists and researchers [14, 15] such as E.G. Garunov, E.O. considered submissive.

The idea of the development of the educational environment is also a holistic process of the emergence of psychological and pedagogical sciences and the development of the child in a competent manner, therefore, it is necessary to organize the educational process successfully. It is integral, i.e. complex, and at the same time, in our opinion, it is a healthy activity of an educational institution. This activity is aimed at preserving and forming a talented person, in this regard, the educational system of conflict education, B.S. Gershunsky, A.R. Borisevich, V.N.Zuev, N.K. Katovich [15] also developed in their psychological research.

In this period, individuality is strongly felt in intellectual activity, which is related to the development of independent thinking, intellectual activity, creative approach to solving tasks. This makes it possible to consider 15-16 years as a sensitive period for the development of creative thinking. Taking into account these characteristics, it is appropriate to use them in the implementation of abilities, to determine the scope of their permanent interests in the ecological field, especially in solving environmental problems. During the research activity, the increase in motivation is high and low, conscious. This is helped by the motive of knowledge, which is aimed at mastering new research knowledge presented by him, and when the motive of knowledge, which stimulates the activity of contributing to the motive of mastering this knowledge, identifies the direction when it hits the methods of acquiring and mastering new knowledge. Rakhmatova expresses a different opinion about the educational activities of high school students. He emphasizes that the attitude of a high school student to academic activity and academic motivation is two-sided and even somewhat paradoxical. On the one hand, this period is characterized by a decrease in educational motivation, which is explained by an increase in interest in the environment outside the school and by being obsessed with communicating with peers.

On the other hand, as mentioned above, this period is sensitive for the formation of new, mature learning motivations. If reading has a personal quality, then

it becomes an activity of independent learning and self-improvement. The decrease in learning motivation is partly caused by the inability of high school students to see the meaning of learning. Assessment of school knowledge does not capture their vision of growing up. It is important to include the leading motives of a high school student: communication and self-awareness for the development of educational motivation. In this position, along with the development of motives for self-awareness, the development of motives for emotional acceptance of environment-oriented values is also realized [7; p. 43].

According to K. A. Rakhmatova, the important psychological foundations of high school students consist of reflexive *self-focus*. The reflexive attitude to opportunities and abilities in educational activities is transferred to the sphere of self-awareness, in which the process of accepting that he is no longer a child begins to take place. In this case, a number of successive stages are passed in the child's growth: from the discovery of the adult image to independence and responsibility, to the understanding of the limits of personal growth with the given level. This leads to the emergence of relationships in the measure of his personal capabilities and abilities, that is, a reflexive attitude to the sought growth appears [7; p. 43].

RESULTS AND DISCUSSION

A high-class student strives for a quick result, it is important for him to see the result of his next action, to discuss it with his peers, to satisfy the need for self-expression, which is manifested in a sharp increase in his reflexes as a reflection of the internal situation of his feelings. It is important for this age group to receive the evaluation of others. From this comes the orientation to work similar to the work done by adults, the search for activities that give real benefits and receive community value.

High school students should have the opportunity to feel themselves in real adulthood during the transition period (ages 15-17). The team of authors Z.P.Vasilsova, G.N.Volkov, A.M.Galyevalar believes that high school students should create various conditions for them to feel themselves at an older age, as well as to determine the lack of their abilities and their limits. Such situations can be

realized by significantly restructuring the relationships of high-class students with teachers and classmates, for example, by special methods of cooperation and control and evaluation among students of different age groups [4; p.68, 5; p.376-102-136. 13; p. 160]. In this period, effective differentiation of important activities can be manifested - from education and social activities to petty activities and anti-society activities. As an internal criterion of differentiation, he believes that the child should look for a successful, if not successful, free, that is independent type of activity.

Based on the above, we note that the characteristics of the age of a high school student: the formation of interests, inner world, personal reflection, abstract, logical, and the opening of learning to self-analysis and the desire to understand oneself in a realistic manner are new at this age, species are considered. In order to know how to use them in pedagogical practice, and the conditions for the inclusion of social responsibility in the value structure of teenagers' obligations in school life, school activities that allow teenagers to expand their knowledge, to experience socially responsible actions, to organize school life taking into account common interests social orientation of responsibility, which allows to increase the level of creation of pedagogical situations to choose between one's own socially responsible actions and one's personality - judgment about social responsibility, enrichment of social experience based on positive feelings of responsible behavior and experience will be a guarantee of a more successful process in educating students of ecological culture. The educational potential of society is prioritized, the voluntary and free perception of youth as a space that can be used for self-expression and recognition, and secondly, leisure activities are inherently capable. compensation for the missing elements of personal development and creation of an additional place for self-awareness and recognition, it is necessary only to guide the development of the person within the framework of ecological education, the correct direction that helps to form stable aspects of the natural environment care activities that provide an opportunity to acquire communication skills with people aimed at creating valuable personal qualities such as nature, teamwork, communication, determination, patience,

feelings of mutual help, tourism, the ability to resist harmful habits (smoking) helps, (alcohol, etc.) provides an opportunity to build a solid foundation for healthy faith.

Thus, summarizing the above, we emphasize that in the process of environmental education, achieving the unity of knowledge and education, high school students acquire ecological knowledge, the scientific basis of using nature, view nature as a value, give a value direction in the relationship with nature, and actively use nature rationally, and determines the formation of a practical position. The meaning of the components of ecological culture in such a composition and the pedagogical way to achieve it is the unanimity of knowledge and education. In this context, it becomes clear to create a specially organized educational environment in the school, which, according to its content, forms, organizational conditions, will be able to actively ensure the process of educating high school students of ecological culture.

CONCLUSION

In summary, the development of the student's deep sense of personal connection with nature and society is mandatory for environmental education. Young people, feeling themselves as a part of nature, knowing the characteristics of their nature, should take this into account in their personal and professional interests. In the future, as real activists, they should focus on the reflection of their own position. The focus is on the profession of a reflexive environmentalist who must ask questions like: *What do I know about this globe? How do I live? What do I do here?* The negative aspects of environmental education related to the use of cultural tools are also shown by scientists. Despite the wide variety of comprehensive programs, environmental education is often focused on social policy rather than cultural change. Children are given information about environmental problems. They study such topics as endangered species, the damage caused by deforestation, or monitoring the quality of local water sources. These efforts are certainly commendable, if they do not take into account the circumstances in which a transition to a more sustainable ecological situation should be implemented, in which case a transition to a more sustainable ecological situation should be implemented.

Thus, by analyzing foreign sources, we come to the conclusion that environmental education is of primary importance abroad. However, it is gradually transformed into education for sustainable development, the main idea of which is political, social and environmental stability. Environmental education is directed to sustainable development as a means of ensuring European integration [12; p. 81].

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