



Pedagogical conditions of education of ecological culture in high school students

Darmenbay NURISHOV¹

Uzbekistan State University of Physical Education and Sports

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ABSTRACT

The article describes the pedagogical conditions of education on ecological culture in high school students. This research article focuses on the pedagogical conditions required for the education of ecological culture in high school students. The study employed a mixed-methods approach, including a literature review, a survey, and interviews with teachers and students. The study found that several pedagogical conditions are necessary for the effective education of ecological culture in high school students, including interactive teaching methods, practical tasks and projects, interdisciplinary and integrated approaches, and the integration of modern technology and social media in teaching and learning. The study also highlights the importance of teachers' professional development, the involvement of parents and local community, and the creation of a positive and supportive learning environment.

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Yuqori sinf o'quvchilarida ekologik madaniyatni tarbiyalashning pedagogik sharoitlari

ANNOTATSIYA

Kalit so'zlar:

ta'lim,
ekologik madaniyat,
o'quv muhiti,
pedagogik sharoit,
yuqori sinf o'quvchilari,
zamonaviy texnologiya,
rivojlanish.

Maqolada o'rta maktab o'quvchilarida ekologik madaniyatni tarbiyalashning pedagogik shartlari yoritilgan. Ushbu tadqiqot maqolasida yuqori sinf o'quvchilarida ekologik madaniyatni tarbiyalash uchun zarur bo'lgan pedagogik shart-sharoitlarga e'tibor qaratilgan. Tadqiqot adabiyotlarni ko'rib chiqish, so'rovnomma va o'qituvchilar hamda talabalar bilan suhbatlarni o'z ichiga olgan aralash usullardan foydalangan. Tadqiqot shuni ko'rsatdiki, umumta'lim maktablari o'quvchilarida ekologik

¹ PhD, Associate professor, First Deputy Director of Youth Issues and Spiritual-Educational Affairs, Nukus Branch, Uzbekistan State University of Physical Education and Sports, Nukus. Uzbekistan, Karakalpakstan.

madaniyatni samarali tarbiyalash uchun bir qancha pedagogik shart-sharoitlar, jumladan, o'qitishning interfaol usullari, amaliy topshiriq va loyihalar, fanlararo va integratsiyalashgan yondashuvlar, zamonaviy texnologiyalar va ijtimoiy tarmoqlar integratsiyasidan foydalanish zarur. Tadqiqot shuningdek, o'qituvchilarning kasbiy mahoratini oshirish, ota-onalar va mahalliy jamoatchilikni jalb qilish, ijobiy va qulay ta'lim muhitini yaratish muhimligini ta'kidlaydi.

Педагогические условия воспитания экологической культуры у старшеклассников

АННОТАЦИЯ

Ключевые слова:

образование,
экологическая культура,
среда обучения,
педагогические условия,
старшеклассники,
современные технологии,
повышение развитие.

В статье описаны педагогические условия воспитания экологической культуры у старшеклассников. Данная научная статья посвящена педагогическим условиям, необходимым для воспитания экологической культуры у старшеклассников. В исследовании использовались смешанные методы, включая обзор литературы, опрос и интервью с учителями и учениками. В ходе исследования установлено, что для эффективного воспитания экологической культуры старшеклассников необходимо наличие ряда педагогических условий, в том числе использование интерактивных методов обучения, практических заданий и проектов, междисциплинарных и комплексных подходов, интеграция современных технологий и социальных сетей. В исследовании также подчеркивается важность профессионального развития учителей, участия родителей и местного сообщества, а также создания позитивной и благоприятной учебной среды.

INTRODUCTION

Teaching ecological culture is a crucial task in modern society, especially among high school students who are the future of the world. The findings of this study have important implications for high school education and environmental education policy. The results suggest that teaching ecological culture should be an integral part of the high school curriculum and that teachers need to be adequately trained to teach it effectively. Furthermore, schools and local communities need to work together to create a supportive learning environment that promotes environmental awareness and sustainability. We consider the main features of the personal-oriented approach necessary for our research [7]. Based on our research, this approach is expressed in individualization and differentiation in education and training cooperation, in establishing a trusting relationship with each of the students, and in knowing the individual-personal characteristics of high-class students according to Yu. Pivovarov, who is a personally oriented pedagogy. Approach and features such as interest, problem, and personal involvement are taken into account in the ecological activity. In this, knowledge and norms are mastered as personally important. The development of the value-emotional sphere of a person, his personal relationship to nature, his activities, and his personal position is considered superior.

Ecological ethics is a direction of modern pedagogy, the development of ethical norms of human interaction with the environment, and their joint evolution: it is also a system of moral norms and rules that harmonize the relationship of a person with the world around him. The moral norm helps to save life on earth based on the principle of living. The content of school environmental education should be defined taking into account national-regional programs, national materials, and the age characteristics of high school students of the country. For the implementation of this direction, there are wide opportunities hidden in the field of interaction between basic and additional education. In this context, it is necessary to pay special attention to the additional education of high school students, taking into account their studies, skills, and interests, it is one of the factors that determine the development of their personal and social self-expression in environmentally oriented activities. Ecological education is carried out in educational activities outside the classroom, in the additional education system, and in collective and creative work [11, 16].

LITERATURE REVIEW

Thus, the effectiveness of the personal-oriented approach is primarily characterized by the personal growth of the student, including the increase in the level of formation of ecological culture [6; p. 64-88. 8; p. 55-58]. A comprehensive analysis of the literature helps us to find out that the pedagogical models of the formation of healthy lifestyle culture of school-aged children in school conditions are not sufficiently developed. The problem of forming an ecological culture in physical education classes involves instilling new approaches to the organization and content of physical activity (openness to life, world culture, nature, the sphere of social activities, other people, different beliefs, communication between individuals and intergroup communication), and today it is the only one full of ecological content, primary attention is paid to the creation of an educational environment in which an educational space is created [9; p. 12].

Additional education for high school students is an important element in creating an educational environment. In the process of additional education, conditions are created for the realization of the creative and intellectual potential of the individual. The principles of self-management and cooperation of children and adults are implemented. There is a strong connection between educational and developmental processes, orientation to mastering learning materials in the classroom and extracurricular activities. Ecological culture is implemented in a single and continuous ecologically-oriented cognitive-educational process aimed at achieving. About the effectiveness of environmental education of high-class students in additional educational institutions and high-class student-children associations, S.N. Scientific studies of Glazachev, O. Musurmonova, Kha.A. Rakhmatova, and others testify [10; p. 152-160, 11; p. 43-64].

METHODOLOGY

Environmental problems from the point of view of a cultural approach allow a deep consideration of the causes of the current global problems, their solution based on the establishment of a valued relationship of a person to himself and the environment, the methods of practical activity by the individual on the basis of the culture itself ensures that it is implemented. This approach will ultimately ensure the creation of a single cultural and educational space, in which the formation of the personality of a high school student will increase. As a practical condition for the development of requirements in accordance with the current conditions in education, an approach to the

environment and an educational environment in accordance with it will appear [6]. According to E.M.Akopyan, physical education, and physical culture distinguish the following components of the approach, which, in the logic of our research, are important in the process of educating high school students about environmental culture:

- treating the child as a culturally developing and self-changing subject of life;
- pedagogy as a bridge between the child and culture, able to lead him into the world of culture and support the child's personality in his individual self-determination in the world of spiritual and moral values;
- attitude to education as a cultural process of cooperation in achieving the goals of personal development of the driving forces, personal attitude, dialogue and the participants in it;
- approach to the school as a whole cultural-educational space, in which the cultural patterns of children's and adults' joint lives are modeled and reconstructed, cultural events occur, culture is created and a person of culture is educated;
- cultural approach is based on the separation of knowledge about the world, the experience of the existence of methods of activity, and the experience of emotional-values attitude to the objects and processes of the real world. In this situation, it will be important to make the transition from the study of communication and relations in natural associations to the communication and relations in the *“human - society – nature”* system.

In order to teach a high school student to think, feel and act environmentally, complex activities that incorporate different forms of inter-curricular, extra-curricular, and extra-curricular activities are needed. High school students should be maximally involved in various types of activities based on their age characteristics. In the process of education of ecological culture, educational subjects can play a large role as a natural scientific direction. It is for these subjects that the leadership role applies to the selection of materials with ecological content, the creation of curricula, and the selection of extracurricular lessons. The use of pedagogical technologies organizes the process of knowing, not teaching, to the extent that it allows students to become the real central figure of educational activity, which significantly increases the creativity and social activity of high school students. It ensures the full and effective implementation of the potential of educational activities in raising the ecological culture of high school students. Educational technologies should replace traditional lessons. Such lessons can be interactive lessons using information technologies, technologies for developing critical thinking, pedagogical master classes, design activities, etc. The most important thing is to create conditions for the development of students' learning and skills through this activity in order to organize the activities of high school students with ecological content. Forms of teaching are a special set of methods and a set of psychological-pedagogical relations that determine their location - it is an organizational and methodological guide of the pedagogical process. At the same time, the term “pedagogical technology object” means the composition of the pedagogical process and methods of organization for the implementation of pedagogical goals in accordance with certain principles. Attracting educational potential takes place only when the intellectual, emotional psyche, age, and individual characteristics of development are simultaneously affected. A modern lesson conducted with the use of innovative technologies should provide the freedom to choose the content and pace of education, the personal development of a high school student, and the creation of necessary conditions for partnership between the subjects of

educational activity. Game technologies are one of the activities of play, work, and learning not only for children but also for adults. The conditions of the game situations recreate the social experience, and as a result, their behavior and self-control are formed and improved. Game activities are used in the following cases in the modern school, which relies on the activation and strengthening of the educational process:

- *as an independent technology;*
- *as an element of pedagogical technology;*
- *as a lesson form or part of it;*
- *as a student's extracurricular activity.*

RESULTS AND DISCUSSION

Structuring the views of modern scientists on the above-mentioned educational environment, we note that in these definitions, the position related to space as a place and as a process is clarified. Now we will consider what pedagogical conditions are necessary for the formation of the educational environment with the goal of an effective process of raising environmental culture among high school students. Using the problem of the process of educating ecological culture, the educational environment can be viewed as a combination of internal and external characteristics and situations, and the educational environment is purposefully created in the educational organization, ensuring the transition to the formation of ecological culture at a sufficiently high level in high school students. The learning environment, which is an integrative starting point for many educational subjects, and sets of events, plays a huge role in making this happen. They get to know each other's opportunities and needs through a common learning environment, which offers or finds a source of contacts and means to realize it.

Teaching is understood as a collaborative activity of a high school student and a teacher, as an environment of dialogue, which allows the high school student to express himself individually and improve his personal qualities, during the mastering of the studied subjects, development-oriented communication defines the exchange of ideas. Additional education creates conditions for the practical study of the environment and for educating a person with a new type of thinking and ecologically correct behavior. Extracurricular and extracurricular activities in the field of ecology-country, ecology-research with high school students are one of the important elements of education of ecological culture. The variety of organization of extracurricular activities allows to provide individual approach to the child. Modern pedagogy has various innovative forms, such as ecological festivals, camp, to achieve the goal of environmental education. According to M. Rahimkulova, F.A. Kadirova, these forms contribute the most to the formation of the ecological culture of high school students [11; p. 21].

CONCLUSION

According to Kadirova, the main source of education is culture as an environment in which a person grows and is nourished. The involvement of high school students in culture is carried out through imitation instincts to adopt the behavior patterns of adults. Taking into account the individual age characteristics of children, practical participation in nature protection activities and the experience of emotional experiences form different levels of ecological culture formation, the skills of harmonizing the attitude to the environment. Some of the students of the upper class have the desire to acquire environmental information in a larger volume, and they become more active in finding solutions to local environmental problems and participating in the development of

environmental projects. Education based on the principles of understanding nature and culture develops the child culturally, attracts children to cultural values and creates conditions for students to express their individual and creative identities [12; p. 36]. Accordingly, the cultural, scientific-theoretical foundations of the construction of ecological education will change. It not only teaches us to explain the universe according to the social outcome but also considers various options for managing them from the point of view of stability/instability adopting productive solutions. Among the main general cultural issues of ecological education, which require deep didactic processing - teaching children to independently acquire information necessary for life, to receive it adequately, to use it effectively; independent thinking; cooperation in solving environmental problems at the local level; act environmentally safe for the environment and human health in everyday life; educational planning and implementation of socio-ecologically oriented activities. Thus, the above-mentioned relationships implemented in educational activities ensure cultural identification, that is, the child's sense of belonging to a certain culture, his assimilation of values and characteristics of a person of culture. A high-class student acquires universal human values, forms his behavior (honor, honor, personal value, and obligation), and internal system of moral orders, and learns to measure his behavior by humanistic criteria. Also, the social activity of high school students in the implementation of various projects can be carried out only by the school as an autonomous educational system.

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