

Ecological Education As One Of The Topical Issues Of Modernity Socio-Pedagogical Problem

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Abstract:

The concept of ecological culture is complex, covering the entire spectrum of human relationships with the environment and permeating the entire personality structure. It includes both a careful, responsible attitude to the world around us, and love for nature and a number of other concepts that have been repeatedly put forward as independent goals of environmental education. This article will examine the concepts of "environmental education" and "education of environmental culture" which considers as identical, provided the target setting of environmental education on the development of environmental culture.

Keywords and phrases: Relationship, principles, science cycle, theory and methodology, judgments, norms, hygienic culture, intellectuality, activity, emotional and sensory spheres, Eco-rational behavior model

Ecology has an exact formal date of its birth, its "father" was a follower of Charles Darwin Ernest Haeckel, who defined ecology as the "General science of the relationship of organisms with the environment," in 1886. The word "ecology" itself, translated from Greek into Russian, means "knowledge of home", which figuratively reflects the essence of the matter: home is the world around us, knowledge of the structure of the house is a science that studies the relationship of organisms and their communities with the environment.

However, the fact of the birth of science does not mean that before that no one had dealt with its subject - "the relationship between organisms and the environment." This topic has always been in the field of vision of biologists, and without its name, science as a system of knowledge has actually always existed. But the appearance of the term does not in itself mean the immediate formation of the corresponding scientific discipline.

In recent years, the principles of the construction of educational subjects of the natural science cycle, aimed at the environmental education of students, have been investigated, on the basis of which new subjects have appeared ("Peace and Man", "Ecology and Dialectics", "Natural Science", etc.). [1, 87]

The solution of these problems, in no way, did not reduce the relevance of the development of the theory and methodology of environmental education at the initial stage of the education. Moreover, many important problems of environmental education have become aggravated. For example, how environmental education relates to the socialization of the student's personality; whether it is advisable to introduce a special subject "Ecology" into the education.

In Uzbekistan, a tendency has emerged to consider environmental education as one of the most important aspects of the socialization of the individual, i.e. active adaptation in the environment, acceptance and responsible implementation of the laws of human existence in nature and society.

The socialization process includes:

- Formation of the ability to carry out various roles, without which the interaction of man and nature is impossible, painless and harmless for both parties.
- The development of certain value judgments, norms and socially significant motives of behavior.

By ecological culture, we mean a part of a common culture - i.e. a set of harmoniously developed: intellectual, activity, emotional and sensory spheres, providing environmentally sound human interaction with the outside world [2, 55].

The general idea of ecological culture is concentrated at each stage of personality development by certain indicators, which is due to the typological characteristics of age. The level of development of ecological culture acts, therefore, as a criterion for the ecological upbringing of a student.

Environmental education is a purposeful impact on the spiritual development of students, the formation of a worldview, a conscious attitude to the environment, the formation of environmental knowledge, skills, and abilities.

Environmental education is defined by such concepts as "consciousness - thinking - knowledge - activity". Environmental education operates with such terms as "values - relationships - behavior".

The development of the ecological culture of the individual is the result of the broad process of the ecologization of the individual.

The term "environmental education" can also be used in combination with other categories of the educational process, such as "environmental and aesthetic education", which is a targeted impact on the development of environmental culture by means of fine arts, music, literature, etc. Formation of an aesthetic attitude to the environment, experience, skills, skills of creative activity in transforming the environment and displaying emotions in interacting with the environment.

Among other important indicators of the formation of ecological culture, the following can be distinguished:

- the student's manifestation of interest in natural objects, the living conditions of people, plants, animals, attempts to analyze them;

- the student's readiness to participate in environmentally oriented activities, the ability to independently choose the objects of application of forces;
- the need to communicate with representatives of the animal and plant world, a careful, caring attitude towards them, which determines the nature of communication;
- compliance with ecological rules of behavior in the environment becomes a norm of life, becomes a habit;
- the ability to self-control, awareness of the need to correlate their actions with their consequences for the people around them, the natural and social environment, and oneself;
- availability of environmental knowledge, skills and abilities and the need to expand them;
- the manifestation of aesthetic feelings, the ability and need to see and understand the beautiful, the need for self-expression in creative activities;
- emotional reactions to the phenomena of the surrounding world. Many of the listed indicators of the formation of ecological culture are effectively formed in the classroom for the course "Natural science" [6, 240].

Modern environmental upbringing and education are designed to provide life safety of a person and society as a whole. Effects the economic crisis that broke out in our country is not yet allowed the state to ensure the environmental safety of all segments of the population. In these conditions, the formation of a personality-oriented eco-rational model behavior is the basis of the personal environmental safety system, which allows you to preserve human health in an unfavorable environmental Wednesday.

The Western world in the nineteenth century gave mankind a mass hygienic culture, which has become an element of our being and is perceived already on the level of conditioned reflexes (the habit of washing hands, brushing teeth, trimming nails, hair, etc.).

The XXI century should form a mass ecological culture in society, moreover, ensuring personal environmental safety should become the norm of life and to form from an early age. The education system is the leading link in which the formation of an eco-rational model of behavior. A special role in the eco-educational system is assigned to the regional (local) component, through which the implementation of the principle is carried out the relationship of theoretical environmental knowledge, practical skills and student behavior. The eco-education system is often criticized for not clear criteria for assessing the level of environmental education and education of a graduate. Could such a criterion be the assessment certificate? Colleagues will agree that you can learn everything, answer correctly and get an excellent mark without sharing the views and principles of the curriculum course.

"Eco-rational behavior model" is considered as a final indicator, the practical result of environmental education and education of the student.

1. Eco-rational model of behavior (ERMP) is a socially significant quality personality, performing the student's education in a holistic pedagogical process.

2. The process of forming an eco-rational model of student behavior carried out in the system of continuous environmental education and training.

3. The process of environmental education and education of students, aimed at the formation of an eco-rational model of behavior, has a phased level character affecting the intellectual, emotional and volitional spheres personality.

4. Eco-rational behavior is one of the key concepts of a new scientific direction - pedagogical ecology. It allows you to provide the combination of emotional-figurative and problem-search stimuli, contributing to thereby successfully bridging the gap between general environmental knowledge, abilities, skills and their practical use in the system of eco-rational rules and norms of behavior followed by a senior student [3, 44].

Educational ecology is an independent branch of science, i.e. the body of knowledge about the pedagogical regulation of public environmental relations, trends and patterns of functioning and development of this regulation, methods of achieving its effectiveness, means of obtaining new environmental knowledge required to further improve the system environmental upbringing and education, pedagogical practice in the field harmonization of relations in the "man - society - nature" system. Many questions educational ecology is inter-connected with social ecology.

Social ecology - an association of scientific industries that study communication social structures (starting with family and other small social groups) with the natural and social environment of their environment. Associations of people – central the subject of social ecology as a science. The classical formula of ecology is "an organism and the environment" in social ecology is interpreted in a peculiar way: everything serves as an "organism" the diversity of people, their groups and humanity as a whole, and the "environment" - all natural and social processes, phenomena and objects [4, 342]. Educational ecology is a system of formation and transmission social norms governing social relations in the development of pedagogical means of knowledge, skills, skills of preservation, reproduction and study of the natural environment, as well as rational use natural resources based on the ecological worldview, ecological consciousness, national-mental cultural ethical principles, eco-rational behavior model.

Signs of pedagogical ecology, giving grounds to distinguish it in a separate industry, there is a state and public need for her, a specific subject, method (method), principles of pedagogical regulation of relations in the system "man - society - nature". All these signs are inherent in pedagogical ecology, and therefore it should be attributed to independent or separate branch of science.

In pedagogical ecology, the rules for the formation of pedagogical means of eco-rational behavior of individuals and society as a whole in the system "man - society - nature" arising from objective laws of nature and society and corresponding to the action of these laws.

Educational ecology does not consolidate any scientific concepts in the field ecology, in a sense outstripping its development [5, p. 62].

Ecology studies the interaction of an organism with its environment. School is "Environment" and the task of teachers is to make this environment comfortable and safe for "Organism" (student). There is a need to make it so that through ten years, the graduate completed the education stage of training physically and mentally healthy, with a well-formed ecological worldview and skills ecological culture, the practical manifestation of which is eco-rational model of behavior.

Greening the educational place environment is impossible without the formation of effective system of environmental education and education of students. The the process is the subject of study of educational ecology – scientific discipline, the formation of which is predetermined by the requirement of the time -to ensure the environmental safety of the population of Uzbekistan.

The analysis of modern scientific literature has shown the relevance of the formation of environmental knowledge and environmental education of young people. The relevance of this issue and the insufficient elaboration of the problem of environmental education and upbringing determined the choice of the topic of our research.

Environmental education with its focus on fostering a responsible attitude to the surrounding socio-natural environment should be the core and an obligatory part of the general education of students. It is clear that humanity will be able to save the environment from destruction, pollution and disappearance, provided that each person realizes his civil responsibility for the fate of his common home - planet Earth. Since a responsible attitude is a moral quality, it is impossible to form it without renewing all teaching and educational work in educational institutions.

Success in solving the problem of ecological upbringing and education largely depends on the coordinated work of the school and the family, in connection with the issues of ecological upbringing and education of young people acquire special significance.

Traditionally, training is based on the development of knowledge, skills and abilities. At the present stage of development of society, the main task of the school, parents and society is to teach students self-education and, ultimately, self-realization. In our opinion, it is very important to instill an ecological culture from an early age, the ability to live in harmony with the people around and the world in general.

Based on the materials we studied in the article, we came to the following conclusions:

- if the teacher himself is sufficiently literate and prepared, equipped with methodological material on environmental issues, then the more successful the process of environmental education of students will be;

- if the foundations of ecological education are laid in the family and continued in educational place, then the students will develop a heightened sense of responsibility towards the environment;

- only with the organization of joint activities of the family and the school on environmental education and education, it is possible to achieve positive results not only in environmental education, but also in moral, labor, physical, aesthetic and economic.

Natural-scientific knowledge opens up opportunities to substantiate the idea of the integrity of the Earth's nature, its role in the life of every person, to realize the need to measure any type of economic activity and human behavior in nature with its laws, with the need for environmental restrictions. In addition, in the process of studying these subjects, students get an idea about the spatial differentiation of the interaction between nature and society, about the specifics of anthropogenic changes in natural landscapes in relation to different continents and oceans, about regional measures for nature protection, about nature reserves and national parks, their territorial distribution, about geoecological problems.

The principles of rational nature management, environmental aspects, using specific examples, reveal the complex issues of the interaction of nature and human economic activity.

One of the difficult tasks of environmental education is how to combine environmental problems with specific types of labor in the minds of students; various areas of material production are considered, in the process of studying which one should focus on their specific problems and solutions. Basic environmental information in the senior grades is built primarily on a regional basis. In this regard, they do not fully disclose the general, global problems of interaction between nature and society. At a higher level, these problems are presented in the X-grade geography course. The general characteristics of the world in it begins with a study of the role of environmental problems in the life of human society, and ends with the substantiation of their place among the global problems of mankind. But this generalizing geography course is being studied outside of the compulsory nine-year education. Therefore, the overwhelming majority of school graduates do not have a sufficiently deep holistic understanding of the global significance of environmental problems. Obviously, at the final stage of the education, it is necessary to introduce a generalizing ecological course.

Awareness of the complex socio-political and economic processes that carry environmental disasters for hundreds of millions of people is acquiring acute humanistic significance. In the course of economic and social geography of the world, where industrially developed and developing countries are studied, these processes can be considered quite broadly. Thus, environmental education plays an integrative role in the entire system of general secondary education. Greening education has the following pedagogical functions:

- contributes to the formation and development of a unified picture of the world in the minds of students;

- is an essential component of the humanization of all school education, since it examines the activities of mankind from the standpoint of the benefits that this activity brings to an individual;
- forms the general educational and universal human ability to predict the own activities of other people and the team;
- expands the possibilities of moral education in the learning process; allows you to reveal the social essence of education as a whole.

This study does not claim to be complete coverage of this problem, but I hope that I have managed to outline some directions for further research.

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