



FORMATION OF ENVIRONMENTAL CULTURE AND KNOWLEDGE IN STUDENTS

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Abstract: This article presents the system of development of environmental knowledge and culture among students, pedagogical methods and recommendations for their improvement.

Keywords: Ecological culture, ecological knowledge, inductive, deductive, reproductive, nature angle

INTRODUCTION

All economic - social, scientific of the Republic of Uzbekistan market economy in technical, spiritual and educational aspects of life the step-by-step evolutionary transition to relationships is brought up by a virtuous person able to deliver, aware of the country's environmental problems, a new national creates a convenient opportunity to train pedagogical personnel [11]. The most important thing for our country is that now environmental problems are abstract not, on the contrary, it is a vital one that cannot be delayed in a clear and obvious way [10]. As an issue, it is relevant at the level of the new independent state policy institutions, including the whole nation, were presented in full. Initial the school has a unique place in the complex ecological education system [12]. Determinant on the one hand, in the process of carrying out experiments, in carrying out environmental education in the thinking processes of elementary school students, from all possibilities on the other hand, higher education institutions are not fully used of curricula in elementary teacher training faculties, programs are always in line with today's environmental education requirements not, it is placed in the ideology and spirituality of today's student we made sure that it does not meet the standards [9]. We think so the cause of the pedagogic situation is that in the 1970s, some pedagogies environmental education of scientists in primary grades only in nature lessons if there is an opinion that it is possible to go, the above approach was effective in the 1980s after not giving, all the pedagogic scientists in the primary classes conducting comprehensive environmental education through the taught subjects are the conclusions that it is possible [13]. Both approaches have the same methodological has a theoretical flaw. That is, the elementary school student is given to emotions, yet incapable of theoretical thinking, not mature enough to be considered a subject of education is interpreted as an individual. In this regard, the primary class "Environmental in elementary school" in preparatory higher educational institutions [8]. What principles should be used to implement education? Pedagogical course resources for teaching students to carry out environmental education is it enough environmental education in primary school around nature lessons Is it enough to be integrated? Environmental with primary school teachers' analysis of scientific pedagogical literature dedicated to education to do, to learn, to start environmental education in elementary school it will be effective for us to analyze it [14].

RESEARCH MATERIALS AND METHODOLOGY

Environmental students' education, development of their environmental consciousness and world view class and constitutes the content of extracurricular activities. Ecological education it is a process that affects the consciousness and activities of young people [7]. Ecological the educational process is continuous and inextricably linked, and lasts a long time is a social



process. Its continuity is family, preschool education organizations, general secondary schools, extracurricular education, academic lyceum and Vocational colleges, higher educational institutions, personnel training and professional development [15]. It is effective if it is implemented with the participation of institutions and public organizations the result is achieved. The system of formation of ecological culture is fully implemented if not increased, young people in the field of ecology and nature protection [16]. It leads to narrow worldviews, shallow knowledge, and the main thing that is given negatively affects the quality of education. In order to form the ecological culture of students, to the following it is necessary to pay attention to [6]:

- the method of imparting environmental knowledge to students during the lesson and determine the ways of forming skills;
- the process of providing students with environmental knowledge during the lesson organization into stages according to characteristics [17];
- to the stages of the process of imparting environmental knowledge to students during the lesson choosing appropriate methods;
- interdisciplinary integration of education based on ecological goals ecosystem support [25];
- reforming the field of education based on environmental requirements.

The main directions of ecological knowledge and education have the following results will give [5]:

- forms modern ecological thinking in students;
- develops moral qualities of students and makes them perfect people educates [24].

Today, he is able to fully understand ecological culture, his duty, someone who knows how to do things, who cares about nature and the environment, does not harm it. It's a perfect place to preserve and enrich natural resources personal education is more relevant than ever [18]. Objects and events in the environment are another part of emotional cognition form is imagination. As a result of the influence of the external environment, the shell of the brain the excitation that appeared in a certain part, that is, perception and perception, is known will leave its mark for a long time [4]. So, imagination is the objects in the environment and events that are not perceived in the same moment, but remain in the brain, the restoration of the image or image presented to the eye is a visual memory. Imagination serves to preserve and strengthen knowledge does, at the same time learning the properties of objects and events, that is, it also plays an important role in generalization. Imaginary generalization feature of mental cognition, primary ecological It helps a lot in the formation of concepts [19].

Private imaginations are images of specific objects in the environment, scenery. This Imaginations represent specific objects, such as a tree, a road, a bridge, water, reflects the stream, the street, the neighborhood. Private imaginations are also street or it reflects the nature of the neighborhood and the lifestyle of the people [23]. The result is a child Volumetric or non-volumetric, colored or colorless, specific areas in the mind or vaguely shaped scenes are formed, and this process takes time and experience becomes clear depending on [3]. Therefore, the environment of school-aged children in the process of introducing them, work is done based on their emotional knowledge and that's it based on the surrounding environment and each of its components, nature and man specific related examples are given about the place in his life, and the appropriate attitude and culture are included [22].

A recommendation on existing research on environmental education and training In this regard, it is recommended to use the following forms, methods and tools according to [2]: explanatory,



prescriptive, practical, inductive and deductive iv, reproductive, problematic, conversation, question-and-answer: reading hadiths, stories, narrations, articles giving, retelling, explaining, reviewing, observing, comparing and compare, imagine; an example and model for persuasion changing, demanding, customizing and encouraging; games including participation in improvisations, collection, walks, ecological parties, ecology week and others [21].

RESULTS AND DISCUSSION

To introduce children to nature, to develop love for them helps a lot in the work of awakening love. In the corner of nature creature children see every day, which makes the work of pedagogues easier [20]: they regularly monitor and care for living beings the plants and animals in our children's land as a result of care about the extreme diversity of the world. how plants and animals to grow and develop, what conditions should be created for them they form an idea about it [1].

CONCLUSION

In conclusion, it should be mentioned that the students have environmental in the educational process as a methodical system for the development of knowledge and culture a new pedagogical method in the formation of environmental consciousness and lesson based on the application of technology and modern approaches Environmental protection is more in the minds of students when training is conducted we must not forget the formation of concepts of doing.

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