

# Improvement Of Mechanisms For Forming Students' Ecological Culture In Biology Education In General Schools

BERDIBAYEVA GULSHAT SULTAMURATOVNA

Assistant teacher, Department of “Individual wrestling and natural sciences”, Nukus branch of the  
Uzbek State University of Physical Education and Sports

**Abstract.** This article is devoted to the theoretical study of issues related to the process of forming an ecological culture through school biology education. The authors, expressing their ideas and observations obtained as a result of their scientific research, tried to determine the future vector of study of the problem.

**Keywords:** sustainable development, biology education, ecology, ecological problems, environment, social system, methodology, sustainable development.

## INTRODUCTION.

The century we live in is considered a qualitatively new stage in the history of mankind, associated with a radical restructuring of the value-cognitive foundations of human activity and culture in the direction of sustainable development. In this regard, the issue of sustainable development of civilization is taking a central place in the natural and socio-humanitarian spheres of scientific knowledge. In scientific circles, theoretical and methodological foundations are being created for the transition of humanity to the path of sustainable development. It is proposed to form a culture of sustainable development as a way of harmonizing and organizing the harmonious, balanced interaction of man and nature with human life, reflecting the new content of science-related features of the modern era, using human-inclusive

models of knowledge, with the ideas of ecological development.

The transition to ecology, which is gaining attention as a modern science that is being renewed, is characterized by the emergence of fundamentally new integrative scientific directions. This area also includes areas of knowledge focused on the environment. In this sense, the formation of ecology, which emerged as a result of the synthesis of biological knowledge and the theory of sustainable development based on ecological humanistic ideas, is of great importance. Because the current contradictions between society and nature lead to the emergence of a number of environmental problems. The emergence of these problems is taking on a new significance for the natural sciences, the need for a deeper study of ecological culture, which is of integrative, interdisciplinary importance. In addition, today, in

order to prevent the negative consequences of human intervention in nature, it is necessary to find solutions to a number of socio-political, ethical, pedagogical, and economic issues that ultimately lead to ecological problems

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

In Uzbekistan, more socio-philosophical studies have been conducted to study the problems of ecological culture. According to their interpretation, ecological culture is a developed stage and component of a particular state and world culture, which is to find solutions to environmental problems for present and future generations and to realize its enormous responsibility, and to act on this basis. Some studies pay special attention to the issues of the 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, which, having passed the tests of his life, is absorbed into his soul and is reflected in his entire way of life.

In the studies conducted on ecological culture, the considerations on ecological culture put forward on the basis of a sociological approach are

also noteworthy. Thus, the process of studying the topic of ecological culture is well underway. However, the scientific approach to studying ecological culture is becoming an urgent problem.

Ecology as a science has a strong potential for the full development of optimal relations between society and nature through new methods. It follows that, like other branches of scientific knowledge, ecology covers the stages of development of the law, that is, deep scientific theories that should comprehend modern society, are capable of creating a continuous and interconnected system of environmental education and upbringing of the future generation, and have great predictive capabilities beyond primary classifications are within the scope of its study and research.

The study and scientific substantiation of the priority status of biology in the process of forming ecological culture is gaining its own content. The first studies carried out to reflect on the issues of forming ecological culture through school biology education and to highlight this topic as a scientific problem show that from the point of view of pedagogical research, the methodology of forming ecological culture is on the agenda of topical issues. Consequently, existing and necessary scientific research in this area was studied and a hypothesis was formulated.

As it turned out, special attention was paid to education at the World Summit on Sustainable

Development (2002), which went down in history. Then, specific measures were developed to ensure the coordination of international activities in this area. It is noteworthy that the main task of today is to form an ecological culture for sustainable development as a component of the social culture of modern man, to develop human readiness to live in rapidly changing socio-natural conditions, and to develop spiritually and morally 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, directed at mastering methods of introducing students to the social experience of environmental culture and forming personal experience of environmental education. The role of forming a specific and clearly focused system in solving this problem is assigned to environmental education, which is considered a strategic direction for updating all education systems in the interests of sustainable development. In many countries of the world, the tasks of forming an ecological culture necessary for ensuring sustainable development are taking a central place in the content of subjects in school education. In this regard, along with a significant change in the methodological foundations, goals, content, technologies, methods and results of the educational process, a process of reorienting the values and goals of the entire education system

within the framework of ecological culture, which is considered a factor ensuring sustainable development, is underway.

Today, the theory and methodology of ecological education are being developed, the goals, content, technologies are being defined, and the issue of relevance is being studied. In the field of ecological education, the problem of understanding the ideas of ecological education in the interests of sustainable development is being renewed. At the same time, the results of scientific and methodological research and analysis of school practice show us that the problem of forming an ecological culture should be of great importance in teaching biology as a goal of ecologization of biological education, the problem of forming an ecological culture within the framework of a new cultural model aimed at ensuring sustainable development.

At the same time, in our opinion, it should be noted that in fact there are certain obstacles in the process of forming an ecological culture in school practice. Such obstacles are a reflection of inconsistencies, such as the lack of consistency in introducing various ecological aspects into the content of biological education. In this regard, methodological problems associated with the selection, systematization of ecological content, the determination of the sequence and technology of its study have been identified.

**LIST OF REFERENCES USED:**

1. O'zbekiston Respublikasi Vazirlar Mahkamasining 2019 yil 27 maydagi "Ekologik ta'limni rivojlantirish Konsepsiyasini tasdiqlash to'g'risida"gi 434-son Qarori. <https://lex.uz/docs/4354743>.

2. Кузнецов, Л.А. Проблемы управления экологическим образованием: / – 2004. – № 9.

3. Лазаревич, Н.А. Биотехнологические проблемы современной социальной экологии: / Н.А. Лазаревич. – Минск: Белорусская наука, 2006.

4. Нигматов А.И. Экология: асосий атама ва иборларнинг изоҳли луғати. - Т., 2002, 15-16 бетлар.

5. Зиёмухамедов Б. Экология ва маънавият. - Т., 1997, 4-бет.

6. Ожегов Ю.Т., Никонорова Е.В. Экологический импульс. - М. Молодая гвардия, 1990, 256 бет.

7. Лавров С.Б. В каком мире мы живем? – СПб.: Время, 2001. – С-18.

8. Алсынбаева М.А. Педагогические условия формирования геоэкологических исследовательских умений старшеклассников: диссертация... кандидата педагогических наук : 13.00.01.- Стерлитамак, 2006.- 239 с.

9. Петров К.М. Общая экология: взаимодействие общества и природы – СПб, 1997.

10. Кобылянский В.А. Философия экологии: общая теория экологии, гео-экология, биоэкология. Учебное пособие. / В.А. Кобылянский. - М.: ФАИР-ПРЕСС, 2003. - 192 с.