

EFFECTIVE FACTORS OF PROVIDING ENVIRONMENTAL EDUCATION AND UPBRINGING IN GENERAL SECONDARY SCHOOLS*Tolibova Nilufar Ro`ziqulovna**Navoiy State University, Alumna of master`s.*

Annotation. The article focuses on the issues of providing environmental education and upbringing in general education schools, as well as on the formation of an environmental worldview among young people. In addition, views are expressed on the formation of an environmental worldview and on the tasks that should be carried out during the lesson, as well as during extracurricular and out-of-class time.

Keywords: Ecology, environmental safety, environmental culture, thrift, club, class and extracurricular activities, student, nature.

Nowadays, environmental security is one of the most urgent and essential problems facing human society. If these problems are addressed in a practical manner, they will significantly determine the living conditions and quality of life of present and future generations. Environmental conditions do not suddenly become worse. This process is developing gradually over a long period of time. The term “ecology” was first introduced into science between 1866 and 1869 by the German biologist Ernst Haeckel (1834–1919).

Ecological problems are one of the large-scales global issue of the modern era. Solving them correspond to the interests of all nations, and the present and future of civilization largely depend on the resolution. In order to enhance the role and importance of public associations in environmental protection and to expand cooperation in addressing national and global environmental issues, the Ecological Movement of Uzbekistan was established.

At present, this organization carries out extensive activities aimed at ensuring environmental sustainability, coordinating efforts in this field, and increasing public participation in the implementation of environmental legislation. The Constitution of Uzbekistan guarantees everyone the right to a favourable environment and access to reliable information about its condition. It also clearly stipulates that the state must create conditions for public oversight in the field of urban development in order to protect citizens’ environmental rights and prevent harmful impacts on the environment.

However, effective public control over the protection of these rights has not yet been fully established. At the same time, efforts to raise environmental awareness among the population are not carried out in a systematic and consistent manner. There is a growing need to create a continuous mechanism for developing environmental culture within society, families, local communities, educational institutions, and government bodies.

Based on this need, the Concept for Raising Environmental Culture of the Population until 2030 was developed. This concept includes specific objectives aimed at forming and developing environmental knowledge, awareness, and culture among the younger generation. It also focuses on effectively organizing educational processes and promoting environmental culture among all segments of the population, including the culture of “green” consumption.

Combating global environmental problems and reducing their risks and negative impacts require a systematic approach and measures based on harmony between humans and nature. Article 4 of the Law “On Nature Protection,” adopted on December 9, 1992, states that environmental education is mandatory in all types of educational institutions in order to achieve environmental protection goals.

The resolution signed by the President titled “On Approval of the Concept for Raising Environmental Culture of the Population until 2030” became an important historical document aimed at protecting the environment and ecology in Uzbekistan.[1]

As emphasized by the President, ensuring environmental balance, developing green energy, and using water resources rationally are among the fifth priority areas of national development. For these purposes, a total of 1 trillion 900 billion sums is planned to be allocated to the environmental sector in 2026. [2]

In 21st century one of the most crucial priority is protecting the nature. This includes preserving biodiversity, preventing damage to the environment, and using natural resources wisely by giving special attention non-renewable natural resources.

Dangerous environmental situations that have emerged in different parts of the world are negatively affecting living nature. This requires careful use of natural resources in the economy and a responsible attitude toward the environment. As a result, environmental education has become an essential part of general education for all people, including students.

The formation of environmental culture among students does not occur only during classroom lessons. Class time is limited, and it is not possible to teach all important environmental knowledge during lessons. Extracurricular activities outside the classroom and school are not limited by time. Developing students' environmental knowledge through such activities is more effective.

Therefore, developing students' environmental and legal culture through extracurricular activities is considered an important pedagogical issue. Extracurricular work continues and complements the knowledge gained during lessons. It integrates learning into a unified educational process. These activities are flexible forms of education that expand students' creative abilities.

In general, secondary schools, environmental education is an integral part of the learning process. It can be implemented through interdisciplinary lessons. Today, subject-based clubs, especially in law classes, involve many students. Through these clubs, young people can be provided with environmental and legal education.

In a rapidly developing world, humans cannot remain indifferent to their surrounding environment. Despite increased attention to environmental education, forming environmental culture remains a serious challenge. This problem results from the growing imbalance between humans, society, and nature, which leads to environmental degradation.

One of the main causes of environmental crisis is the low level of environmental culture among people. Humanity has begun to realize the importance of preserving balance between nature and society. Today, young people's environmental knowledge must be connected with real-life needs and the protection of the biosphere. Regardless of their future profession, they must be involved in solving environmental problems.

Modern ecology should be viewed as an interdisciplinary field that combines natural, technical, and social sciences within continuous education. Young people striving for success must be able to make environmentally responsible decisions in various life situations. Environmental culture includes ecological knowledge, environmental awareness, and practical skills in nature protection.

This process helps students understand the unity of humans and nature. It teaches them to value nature as a material and spiritual resource. It also enables them to evaluate behaviour toward the environment and make correct ecological decisions in daily life.

Thus, preparing individuals to independently address environmental problems is one of the key tasks of modern continuous education. Long-term research shows that using clubs in all stages of education is one of the most effective methods for forming environmental culture.

Participation in environmental clubs helps students develop responsibility toward nature and a healthy lifestyle. For example, "Environmental Balance" clubs organized in secondary schools operate under special programs. These programs encourage students to adopt healthy lifestyles and develop basic life skills.

Environmental clubs for primary school students are organized in stages and follow approved annual programs. In these programs, students' age characteristics are needed to be

considered and are implemented in two stages: grades 2–4 and grades 5–9. During the learning process, students become familiar with environmental principles and develop practical skills.

Educational field trips included in the program has a strong impact for students to become observant, creative, and sensitive to negative environmental phenomena. Such activities shape students' understanding of the natural world.

After excursions, discussions are held with students. Questions such as “When can humans live in harmony with nature?” and “How do you understand your responsibility for protecting the environment?” lead to positive educational outcomes.

As a result of participating in environmental clubs, students develop environmental culture and promote healthy lifestyles. They begin to feel personal responsibility for protecting nature. Students analyse the knowledge they gain and form personal attitudes toward environmental issues. This motivates them to follow ecological ethics and recognize the importance of solving environmental problems.

Educational discussions and publishing articles also bring positive results. Thus, students gain not only environmental knowledge but also awareness of healthy living.

When students understand the social and personal value of club activities, their motivation increases. If students see themselves as active participants, their learning level improve. Specifically, socially meaningful activities such as cleaning public areas, protecting plants, and improving air quality strengthen students' environmental culture.

Projects focused on local environmental problems generate strong interest among students. These activities encourage social engagement and self-awareness. Therefore, extracurricular environmental activities in continuous education play a precious role in shaping environmental culture, promoting healthy lifestyles, improving attitudes toward nature, and encouraging personal involvement in solving global issues.

In these days, changes in history and law education reflect broader social development. These changes require modernization, humanization, and democratization of education. Applying innovations in education requires teachers to work creatively and adopt innovative management methods. This remains one of the most urgent tasks of our time. [3]

Environmental discussions organized within clubs may include topics such as: “I Am Healthy,” “Cleanliness Day,” “We Protect Nature,” “Melon Festival,” “Harvest Festival,” “Nature: Past, Present, and Future,” “Let Us Protect Trees,” “Birds Are Our Friends,” and “Saving and Using Drinking Water Wisely,” among others.

The second method of providing environmental education is reflected in the requirements for extracurricular and out-of-school activities:

I. Extracurricular activities aimed at developing environmental knowledge and skills should be consistent with reforms being implemented in various sectors of the country.

II. These activities should also be included in programs that promote national independence ideas and values.

III. The development of environmental knowledge and skills through extracurricular activities should be linked to ongoing legal reforms.

IV. Environmental education forms an essential foundation of broader social reforms.

V. Students should understand that following legal principles in labour, production, and consumption is based on ecological relationships within society.

VI. Respect for the laws of nature and society contributes to social development.

VII. Environmental education should also serve as a career-oriented component. It must encourage students to develop environmental knowledge and practical skills.[3]

All educational activities should have ecological content. Environmental knowledge and skills should have universal human value. Education must reflect national and historical characteristics and be based on shared national values.

Environmental education should be part of a stable and continuous education system. Sustainable environmental education helps address many social and ecological problems. It

should have local, regional, and global dimensions. Its content must align with existing curricula and complement them.

All these requirements together form the content of continuous environmental education. Among organizational forms of education, extracurricular activities play an important role. Participation in such activities is voluntary and allows students to deepen their knowledge of nature.

Extracurricular activities may be organized as individually, in groups, or in mass formats. Topics are selected based on students' interests.

These activities expand and deepen classroom knowledge. They also help develop practical learning skills. Environmental activities conducted outside class and school hours may include discussions, question-and-answer sessions, debates, quizzes, seminars, exhibitions, eco-festivals, eco-clubs, independent reading, celebrations, and student conferences. Such activities are effective when organized efficiently and outside regular lesson time.

When organizing environmental events, attention should be given to questions such as:

- What determines the quality and effectiveness of work carried out in nature?
- What are the negative consequences of careless use of natural resources?
- Should everyone be an eco-economist?
- How are school resources and budgets managed?
- How should free time be used to improve ecological skills and culture?
- Why should everyone practice saving resources?
- Why should saving start at home?

Creating and applying a didactic system for developing sustainable environmental culture among students in out-of-school education is a pressing pedagogical issue. Its importance is based on several factors:

- these include the lack of fundamental research that considers regional and national characteristics;
- the absence of a modern and systematic educational framework;
- the lack of a comprehensive didactic model for extracurricular environmental education;[4]

Existing contradictions in education require further research into developing sustainable environmental culture through out-of-school education. It is also necessary to promote advanced local and international experiences. Extracurricular education may include competitions, eco-marathons, conferences dedicated to international environmental days, roundtable discussions, and student research activities organized through clubs. Moreover, Practical activities in out-of-school education help apply theoretical environmental knowledge in real life. This plays a key role in shaping and developing students' environmental culture.

In school education, forming environmental culture in students is expressed through developing responsibility and positive attitudes toward nature. Such attitudes emerge only when individuals understand the negative effects of careless human actions on the environment and feel a desire to prevent them. [5]

Environmental responsibility can be assessed by observing how students behave in natural settings;

- In order to determine how well children's sense of responsibility toward the environment is developed, their behaviour is observed in natural surroundings, in nature, and near living-nature corners; additionally, environmental questions are asked and their answers are analysed.
- For this purpose, teachers effectively make use of lessons, walks, and recreational activities, as well as didactic and movement-based games and other types of activities.

Civilization is based on passing knowledge, experience, culture, and values from one generation to the next. In today's severe environmental conditions, humanity's survival depends on education systems that promote harmony between humans and nature. Therefore, developing

and strengthening sustainable environmental culture among all citizens, especially students, is essential for preventing and solving environmental problems.

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