

## METHODS OF FORMATION OF ECOLOGICAL CULTURE OF SCHOOLS IN THE LESSONS OF GEOGRAPHY

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### ANNOTATION

The article examines the role of geography in the formation of the ecological culture of schoolchildren. The development and formation of the ecological culture of society is one of the topical issues of modern Uzbekistan.

**Keywords :** *ecological culture, geographical knowledge, ecological education.*

Environmental pollution, depletion of natural resources and disruption of ecological links in ecosystems have become global problems . And if humanity continues to follow the current path of development, then its death, according to the world's leading ecologists, is inevitable in two or three generations . According to the authors, this happens because the modern population has a very low level of ecological culture.

The aggravation of the relationship between man and nature has pushed ecology from among the biological sciences to the position of a wide interdisciplinary complex, which included the natural, technical and social sciences. Ecologists are chemists, economists and politicians who study the problem of the relationship between nature and man. Ecology, exploring the contradictions in the relationship between man and nature, turns into a "philosophy of the survival of mankind." Ecological self-awareness and the ecological culture based on it as a system of norms of behavior in nature (in which no significant damage is inflicted on it) should become an obligatory component of the general culture of a citizen of the XXI century.

The school should be engaged in the formation of culture, including the ecological one , since the knowledge and skills acquired during the period of study at school can be further transformed into strong convictions. Environmental education is a complex pedagogical process. Knowledge of the basics of ecology is the most important component of ecological culture, which is formed in schoolchildren.

In geographical science, for the entire period of its development, serious attention was paid to the study of the problems of interaction between society and nature . Geographic science was originally an ecological approach . Geographical research in the history of its formation suggests that the materials accumulated by geographers, whether treated by natural objects or to human or social, that is, were quite ecological still in the distant past. Geography has enormous potential and opportunities for the formation of ecological knowledge, the development of the ecological outlook of students and for the upbringing of a culture of personality, in particular, ecological culture. At the same time, success in the upbringing of environmental culture is ensured if students have a clear understanding of the main provisions of environmental management , in particular, rational use of natural resources and the risks of environmental hazards .

The content of environmental education should reveal the scientific, value, normative and active aspects of the interaction between society and nature. The ultimate goal of education is the assimilation of students categorical relations "man - man", "man - nature," "man - o bschestvo", "man - the story", which are two different aspects of the general relation "man - the world" and its social value-directional landmarks - worldview, beliefs, interests, ideals. The forms of environmental education should be diverse and adequately reflect the complexity of the task. The optimal result can be obtained by combining the forms of lessons,

excursions and interactive teaching methods, discussions, role-playing games, etc. Practical exercises play an important role in the development of skills and abilities.

The duration of the period of studying geography in a number of successively replacing subjects makes it necessary to take into account the age psychology of students, which can be achieved to the greatest extent with the concentric principle of structuring the content: a position formulated more simply at the initial stage of education is then deepened and supplemented by material at subsequent stages ... The concentric principle and structuring of the content make it possible to more clearly imagine the individual subjects of the geographical cycle as successive stages of cognition of nature and its relationship with society and, on this basis, to formulate the ecological ideas and ecological self-awareness of the student.

The task of school education is to foster ecological culture among students, which should become one of the criteria for a civilized society. Based on this, the teacher is faced with the task of competently using the means and methods in the formation of environmental culture in students. For environmental education, it is important to work on the ground to assess the impact of humans on the environment. On their basis, schoolchildren develop habits to correctly, critically evaluate other people, and choose a line of behavior that corresponds to the laws of nature and society . A variety of forms and methods of work, their skillful variation in the classroom and outside of school hours allows you to maintain interest in the subject, to switch the attention of students . n preventing fatigue and overload, preserving their health. The tasks used by the teacher in extracurricular work are aimed not only at the development of geographical abilities and skills, but also at the development of attention, memory, erudition, outlook and cognitive abilities of students.

Environmental culture is formed on the basis of the psychological and pedagogical potential of studying the diversity of interactions between man and nature. The student's communication with nature during excursions and when creating model situations in the lesson carries not only cognitive, but also psychophysiological, psychotherapeutic, rehabilitation and aesthetic functions, as well as the functions of satisfying the need for competence and self-realization. The most effective ecological culture can be brought up with a subject - a subjective approach to the learning process, when the teacher creates the prerequisites for the development of the student's personality.

Experimental studies have shown the high efficiency of environmental education as a means of fostering environmental culture. As a result of environmental education at the lessons of geography , students develop a need for the study of ecology and the level of formation of environmental culture rises .

Thus, from the point of view of an ecological approach, the content of geographic education presupposes the formation of ideas about the spatial diversity of the modern world, about its general and regional features; about natural, ethnic , social, economic , cultural, religious and other processes occurring at different levels; developing an understanding of cause- effect relationships and spatio -temporal patterns between geographic phenomena and processes, foreseeing the results of certain actions in relation to the natural environment; the use of physical and geographical knowledge to explain and evaluate a variety of natural, socio-economic and environmental phenomena and processes; at Menenius of information geographical tion in daily practice; understanding the essence of geoecological about Bloem geographical cover, display patterns and possible solutions to global, regional and local levels. But at the same time , teachers play a significant role in the formation of the environmental consciousness of children, therefore, they must have the necessary environmental knowledge, a set of skills and abilities that ensure professional readiness for the implementation of environmental education and upbringing.

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