

# How Students Develop an Ecological Culture and Respect for Natural Resources

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**Abstract:** This article highlights how students' ecological culture and respect for natural resources are formed. Along with scientific research conducted by scientists from foreign countries to develop environmental culture among students, an analysis of scientific research by scientists from European countries is presented.

**Keywords:** Environmental education, humanistic orientation of personality, objective and subjective.

**Introduction:** The relationship between man and the natural world is reflected in one form or another in almost any literary work. At the same time, in the process of artistic and aesthetic analysis of a literary work, unreasonably little attention is paid to the environmental side of student development.

Man and nature are inseparable and inextricably linked. Because nature is a necessary living environment and the only source of material resources for every person and society as a whole. Nature and natural resources are the basis on which human society arises and develops, the first source of satisfaction of people's material and spiritual needs. Nature and society, interconnected with each other, form a single whole. Consequently, human society itself, which is also in some sense a part of nature, plays an important role in metabolism with the surrounding environment. Man is both a biological and a social phenomenon. Nature affects humans along with other living organisms. However, human influence on nature, on the other hand, is a conscious influence and acquires a social content.

R.S. Kamakhina, L.U. Mavlyutova, N.R. Galimova's works on biology suggest considering all natural resources in the environment as a form of peace and protecting them, using them in wastewater [1].

I.N. Simonov and O.V. Varnikov proved that ecological culture as the main phenomenon of modern higher education should be taught to students, that the use of

zonal methods and interactive methods in the development of students' ecological culture during the lesson is the basis for achieving high efficiency [2].

S.I. Bakhromovich's research is aimed at studying the influence of objective and subjective factors on the development of intellectual culture of youth [3; 55-59-B, 4; 61-66-b].

I.B. Siddikov's research works focus on the socio-philosophical aspects of the formation of the intellectual culture of youth, which provide examples, recommendations on methods of forming the social culture of youth, analysis of scientific research on the formation of intellectual culture [5; 7-8-b].

N.I. Anufrieva, E.V. Aralova, O.G. Kolomits, E.V. Myagkova and L.V. Volkov carried out research work on environmental education: education of humanistic orientation of personality [6; 5529-5535-b].

Several scientific research projects have also been conducted in the CIS countries on ecological culture and its introduction into the consciousness of students, environmental conservation, and prevention of possible dangers in the future. We will look at the analysis of the research work performed by these scientists and use it to structure the tasks necessary for our own scientific research.

Following the arguments of other authors regarding environmental literacy (Lucas 1979), he explained that the context for the development of environmental culture should be society and the environment itself, as

well as the relationship between them.

A.M. Lucas also explained the impact of environmental and environmental education on conceptual issues and curriculum in his research [7].

M. Blair He proved in his research that environmental education of the population should be an effective development, a model of environmental programs [8; 45-53-b].

D.T. Blumstein and S. Silan gave several examples of failures of environmental education and how we can fix it in our scientific research. Currently, environmental pollution and man's attitude to the environment are being studied day by day, and his own scientific research has provided several recommendations on how to protect the environment, avoid waste, and not dispose of waste wastewater harmful to the environment as waste. [9]

M. Brody and M. Storksdijs conducted research related to the assessment and analysis of environmental education programs, materials and technologies, as well as student assessment and the learning process [10; 283-288-B].

S. Cook and J.L. In the article "Approaches to stimulating environmental behavior", published by berrenbergs, measures related to nature protection were developed, including measures to develop environmental culture in this area, as well as developing lessons on the development of environmental culture of students [11; 73-107-b].

J.F. Diesinger and K.E. Rot cite an analysis of environmental education research news in their scientific research [12; 165-168-B].

L. Head, D. Trigger, J. Malcock's scientific research focused on studying the impact of his concepts in environmental research and management on the development of culture [13; 251-264-b]

K.S. Hollweg, J.R. Taylor, R.V. Bybi, T.J. Martchinkovsky, V.C. Macbeth, and P. Zoido's research work focuses on the development of an environmental literacy assessment system [14].

H.R. Hungerford and T. Wolves have developed several measures to change student behavior through environmental education [15; 8-22-b].

A.B. Igbokwe, in his research study Environmental Literacy Assessment: Environmental Education in Ontario schools, aims to explore the possibilities of program evaluation [16; 648-656-b].

D. Krnel and S. Naglici focused their research on comparing environmental literacy between environmental schools and regular schools in Slovenia. They believe that students educated in environmental

schools have demonstrated that their interest and attitude towards the environment is higher than that of ordinary students interested in the environment [17; 5-24-b].

H. Koolemeyer, H. Van den Berg and N. Lagerweij's focuses on the study of environmental knowledge, attitudes and behavior in the secondary education system of the Netherlands [18; 4-14-b].

V. Macbeth and T. L. Volks's National Environmental Literacy Projects: an analysis of the implementation of basic research by high school students in the United States. Based on the analysis obtained, recommendations, conclusions, and programs for the development of environmental measures for the nationalization of environmental research conducted by schoolchildren in the United States and the introduction of new research using them were prepared [19; 55-67-B].

S. Peer, D. Goldman, B. Javets environmental literacy in teacher training: a study of attitudes, knowledge, and environmental student behavior [20; 45-59-b].

E.A. In Shishkina's scientific research, sociocultural practices are established as a factor in the formation of ecological culture [21; 79-84-b].

D. Simmons' scientific research lays the foundation for national standards of environmental education. It is devoted to the development of standards of environmental education [22; 10-58-b].

H. Spinola highlighted forty years of environmental education programs in Portuguese democracy and ways to implement them in his scientific research [23; 48-56-B]. Methods of improving environmental literacy of 9th grade students from the island of Madeira (Portugal) are also highlighted [24; 28-36-b].

P. Stern described the ways of a consistent theory of environmentally significant behavior in his research work [25; 407-424-b].

N.M. Stukalenko highlighted in his scientific articles that the development of ecological culture can be used as a factor stimulating society to sustainable development [26; 929-931-B].

D. Ozzell, A. Rutland, D. Huistans focused his scientific research on the study of values in environmental education [27; 171-182-b].

M.D. Avendano and Febres Cordero-Briceño recommended using the foundations of world history in conducting environmental education and educational work for sustainable development [28].

T. Biri explained what we can learn from environmental education and outdoor activities during COVID-19 [29; 1-13-B].

J.A. Shrimp and P.A. Meira Kartas describe how civic and pedagogical needs must be met in order to respond to borderline environmental education or the destruction of civilization [30; 21-34-B].

E.M. Kryukova, V.S. Khetagurova, V.A. Ilyin, V.V. Chizhikova, A.V. In his scientific research, Kosoplechev developed methods for the formation of students' ecological culture aimed at using modern educational approaches and technologies in the formation of students' ecological culture [31; 113-118-b].

W. Machimapero has been commissioned to develop innovative, locally focused learning material as part of environmental education for the Khlong Roy Sai communities in Bandon Bay. In a scientific study conducted by the scientist, methods of developing the ecological culture of the Bandon Bay peoples were highlighted [32].

C. D. Mendoza, K. P. Important methods of environmental education were highlighted by Sanchez in his scientific research through the introduction of a model of environmental education [33; 56-171-b].

O. Pavelko, A. Zaluzhny, N. Trofimchuk, V. Prokopchuk conducted research work on the formation of an ecological culture of personality and changing consumer needs in the context of innovative development of the national economy [34].

M. A. de las H. Perez, B.V. Bernal, R.J. Palacios, R. J. Perez's scientific articles and research highlight the methods of environmental education of citizenship within the framework of the program "Donana, biodiversity and culture" [35; 1-16-b].

Prosser-Bravo G., N. Bonilla, M. Perez-Lienke, K. M. Prosser-Gonzalez and R. M. The importance of the context of the implementation of environmental education programs is highlighted by Rojas andradelar [36; 73-96-B].

M. S. Rojas Rivas and M. S. Jas Rivas conducted research in the field of ecological culture and environmental protection conducted at the university research center aimed at the development of ecology and human potential [37; 220-242-b].

S.D. Rudishin, I.A. Stakhova, N.H. Sharata, T.V. Berezovskaya, etc. In his scientific research, Kravchenko highlighted the impact of using the applied research method on environmental education [38; 319-340-B].

Sedawi, O. Ben Zvi Assaraf, M.J. Reiss the connection of indigenous children with nature: an explanation of culture, gender and the potential impact of polluted environment [39; 955-989-b].

Decree of the President of the Republic of Uzbekistan dated April 21, 2017 No. PF-5024 "on improving the

public administration system in the field of ecology and environmental protection Decree of the President of the Republic of Uzbekistan dated October 30, 2019 No. PF-5863 "On approval of the Concept of environmental protection of the Republic of Uzbekistan for the period up to 2030" also contain a number of provisions. tasks have been set.

Currently, that is, during the period of scientific and technological progress, the impact on nature and its riches is increasing. The scale of maximum land use, development of new lands, exploration and exploitation of mineral resources, and the use of water, soil, plant, and animal resources is expanding. He is able to target his progress in advance for the long term and use natural resources to achieve his goal.

## **CONCLUSION**

In conclusion, it can be said that the use of problematic educational technologies in the development of the ecological culture of young students is an effective method. These technologies encourage students to think independently, solve problems, and protect the environment. When problem-based learning is conducted in accordance with theoretical and methodological foundations, it can play an important role in the development of students' ecological culture. In the future, it is important to conduct research in this area and further improve problematic educational technologies.

The formation of students' respect for natural resources is a complex and multi-stage process. This process should be scientifically grounded and methodically properly organized. Only then will we be able to raise a generation capable of protecting the environment and making rational use of natural resources in the future. In the future, it is important to conduct research in this area and improve teaching methods.

The systematic development of students' ecological culture based on problem-based learning technology is a complex process that takes into account pedagogical and psychological aspects. For this process to be successful, the purpose of learning must be clearly defined, the content of learning must meet the needs of students, teaching methods must be interactive, and the teacher must be ready to help students. In the future, it is important to conduct research in this area and improve teaching methods.

Currently, it is relevant to study the development of environmental culture among students based on educational technologies. Although some work is underway in Uzbekistan in this area, further improvement of activities in this area is possible through the study and application of foreign

experience.

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