

# Building Up And Promoting Students' Environmental Culture Through A Pragmatic Approach In The Analysis Of Literary Works

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**Abstract:** The article presents the concept of a pragmatic approach, its role in literary education, as well as methodological information on advancing academic lyceum students' ecological culture through a pragmatic approach in the analysis of a literary work.

**Keywords:** Pragmatic approach, ecological culture, literary education.

**Introduction:** At a time when environmental issues have taken on a global dimension in modern society, fostering ecological culture among the younger generation has become a priority task of the education system. In particular, literary education conducted in academic lyceums should become an effective means of environmental upbringing. This stage plays an important role in guiding students toward their future professions, shaping their scientific worldview, and developing their social responsibility. Nevertheless, in practice, there still remain a number of problems in this area that await resolution.

Since ecological culture represents a conscious attitude toward the environment, as well as the unity of ecological awareness among youth knowledge, social values, and social activity, this approach is also relevant in academic lyceums. It is through literary education that students' ecological outlook can be shaped. However, the potential of literature as a subject in this regard has not yet been sufficiently explored or systematized from methodological perspectives.

Although the literature textbooks of academic lyceums contain works with ecological content, their analysis is often superficial in nature. In literary education, these opportunities are not sufficiently directed toward strengthening students' ecological awareness. In many cases, depictions of nature or ecological motifs in literary works remain within the framework of purely aesthetic analysis.

Another important issue concerns the application of

the pragmatic approach in classroom practice. Experienced international scholars and educators include the pragmatic approach among the conceptual approaches to teaching literature—an approach that is not limited to abstract ideas but is based on organizing the learning process around students' real-life programs, practical experiences, and everyday contexts. This approach emphasizes the development of students' ability to build upon their personal experiences and to expand their knowledge through interaction with the surrounding environment. The pragmatic approach is regarded as one of the most important methods that stimulates a "revolution of thinking" among students and encourages the emergence of both expected and unexpected ideas [3]. The concepts of "pragmatism," "pragmatics," and "pragmatic competence" are not new in the fields of literary studies or literary education [2].

Pragmatism (from Greek *pragmatos* – action, deed) is a philosophical doctrine that emerged and developed widely in the United States in the 1870s, exerting a significant influence on the country's spiritual and intellectual life. Pragmatists regarded traditional philosophy as detached from real life, abstract, and overly speculative. They put forward a program to "reconstruct philosophy," arguing that philosophy should not remain confined to understanding the fundamental principles of being and cognition, but should instead address the real-life problems and situations that people encounter in their practical

activities.

Pragmatism promotes the idea that greater importance should be given to what is most useful to human beings in practice. The core ideas of pragmatism belong to Charles Peirce, while its main principles were further developed by William James, John Dewey, F. C. S. Schiller, and George H. Mead [5].

In fact, the educational standards for literature include competencies aimed at exploring the relationship between a literary work and the student's life experiences. However, skills based on pragmatic education are almost entirely absent from curricula, textbooks, and teaching practices.

In literature classes, revealing the pragmatic functions of a literary work and developing students' theoretical understanding of the text alongside their practical skills requires adherence to the following key principles:

1. The learner's life experience (the events and phenomena of their surrounding environment; their emotional and intellectual responses; and the processes of forming these attitudes) should be placed at the center of literary education.
2. Questions and tasks that guide students into reading and understanding a specific literary work should be connected to familiar situations from their daily lives. Such connections help students fully comprehend and internalize the work.
3. Questions and assignments should encourage students to create new interpretations of the literary text [1, p. 30].

In literature classes at academic lyceums, when studying the works of a particular author, ecological culture and environmental education are not consistently highlighted as central themes throughout the entire work. However, certain episodes contain elements that can serve this purpose. By focusing on such passages and assigning non-traditional tasks, teachers can adopt a pragmatic approach to help students develop eco-literary competence.

For example, students become acquainted with O'tkir Hoshimov's novel "Between Two Doors" ("Ikki eshik orasi"). During the expressive reading of an excerpt from the novel, the following literary passage captures our attention:

"...This household had some curious customs: from sunrise to sunset, every living being was busy doing something. My grandfather would set out for the fields at dawn on his donkey. My mother took care of the livestock, baked bread, washed clothes, squatted in the yard weeding the onions, hoeing the strawberry beds, and turning the compost. In two weeks, I learned many things. Nothing in this household went to waste. My

mother (I had learned to call the dark-skinned woman so) never threw away the 'beard' of an onion when peeling it. She stuck it into the ground—this way, a new onion would grow again. My brother (I addressed him formally as 'aka' because my mother told me to) never threw away an apricot pit after eating the fruit. He cracked it open and kept the kernel. The ashes from the oven were sprinkled on the onion beds. The cow dung was shaped into flat patties and stuck on the wall to dry. Even the clods from the outhouse weren't wasted—they were dug under the grapevines in the garden, near their roots" [4].

After the text is read, the teacher asks the students:

"What similar customs or habits exist in your household?"

After the students respond, the teacher can additionally provide the following useful tips on how to make effective use of waste materials:

1. If you boil eggs in water, don't pour the water away. First, let the boiled water cool, then use it to water the potted plants on your windowsill. Doing so will help your flowers grow more vibrantly.
2. Don't rush to throw away leftover tea in the teapot. Pour it into a plastic bottle and attach a spray nozzle. If you spray it on stained windows or glass doors and wipe them clean, the glass will not only shine but also remain free of fingerprints. The remaining tea leaves can be used as feed for domestic animals or added to compost.
3. If you have an old or unusable car tire in your yard, don't take it to the dump. Instead, fill the inside of the tire with fertilized soil and plant basil, mint, or flower seedlings in it. Clean the outer surface of the tire thoroughly, then decorate it with colorful spray paint. This way, you'll create an attractive and eco-friendly garden ornament.
4. After finishing renovation work, dried paint on brushes can be cleaned without using water. To do this, gently tap the hardened part of the brush with a hammer several times — the dried paint will crumble into powder. Then, rub the brush with another clean brush and rinse it in water. You'll see that the brush looks as good as new, and no water is wasted unnecessarily.
5. Don't throw away empty 5-liter plastic bottles. You can make practical kitchen organizers out of them. Simply cut an opening about the size of a fist in the middle of the bottle using scissors. Cover the edges with tape to make them smooth and safe. Once finished, you can store vegetables such as potatoes, onions, and carrots inside and keep them neatly in your refrigerator.

Such an approach to analyzing a literary work increases students' interest in the lesson, prevents boredom, enhances their creativity, and, most importantly, fosters environmental awareness and education. Moreover, the main objectives of teaching literature within the social-humanitarian education track of academic lyceums include the following:

– Developing students' creativity and their ability to apply their knowledge in uncertain situations to find new and effective solutions to problems through literature lessons;

– Encouraging students to design projects aimed at applying their acquired literary knowledge in practice during the implementation of the literature curriculum, as well as developing their skills in teamwork (collaboration) – the ability to adopt shared goals as their own, work together to achieve them, coordinate their actions with others, and fulfill their assigned responsibilities [1].

Students can be assigned non-traditional homework and independent project tasks. For example:

1. Write an essay on the topic: "Recycling solid household waste is one of the most profitable areas for investment. Why, then, do entrepreneurs rarely engage in this field?"

2. Imagine that your home or school building has just undergone renovation. Various wooden pieces, polyethylene containers, and large plastic paint buckets are piled up at the dump. What creative or useful items could you make from them?

The inclusion of such questions and tasks plays an important role in encouraging students' active engagement in literary education and helping them understand a literary work from various perspectives. Furthermore, this approach to teaching literature is crucial for increasing student participation in lessons and for implementing modern educational principles such as individualization and personalization, which are highly emphasized in today's learning process.

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