

Environmental Values and Environmental Education and Education Issues in Child Education

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Abstract: This article analyzes the formation of environmental values in the upbringing of children and their role in the system of environmental education. In the context of the aggravation of environmental problems in modern society, the formation of a responsible attitude to nature, ecological culture and a worldview based on the principles of sustainable development in the younger generation has become an urgent task. The article covers the theoretical and methodological foundations of environmental education, the integrative role of the family and school in this regard, as well as practical methods of educating environmental values (direct communication with nature, ecological games, project activities, use of mass media). The role of environmental education in the spiritual and moral development of the individual, the psychological and pedagogical aspects of developing environmental awareness and criteria of ecological behavior in children are also considered. The conclusion gives recommendations on the continuity of environmental education, the importance of family, school and neighborhood cooperation, and priority areas of state policy in this regard.

Keywords: Ecological education, ecological values, child rearing, ecological awareness, attitude to nature, sustainable development, ecological culture, family education, school and family cooperation, ecological knowledge, moral education.

Introduction: Today, the aggravation of global environmental problems, climate change, limited natural resources and increased environmental pollution create the need to further improve environmental education and upbringing. Maintaining the balance between man and nature, ensuring ecological safety and achieving sustainable development require the formation of high ecological awareness, ecological culture and ecological responsibility in every citizen. Therefore, the effective organization of the system of environmental education and upbringing is one of the urgent pedagogical tasks of today.

Environmental education and upbringing is not the sole

responsibility of educational institutions. Its effectiveness directly depends on the cooperation of the family, educational institution, neighborhood, state and public organizations, and the media. Only such an integrated approach will allow the younger generation to develop a careful attitude towards nature, rational use of natural resources, compliance with environmental laws and regulations, and a sense of involvement in environmental protection.

The process of ecological education organized on the basis of cooperation combines theoretical knowledge of students with practical activities. Activities such as tree planting campaigns, landscaping of territories, waste sorting, ecological campaigns, roundtable discussions,

excursions and team projects serve to develop students' ecological competencies, strengthen their civic responsibility and ecological culture.

In particular, strengthening cooperation between family, school and community in environmental education and upbringing, effective use of digital educational technologies and innovative pedagogical approaches, and harmonization of national and universal values are of great importance in improving the quality of environmental education. Such an approach serves to form a conscious attitude of students to environmental problems, support their initiative and social activity.

The relevance of this topic is determined by the need to improve the mechanisms of social cooperation in the effective organization of environmental education and upbringing, strengthen solidarity between educational subjects, and educate the younger generation on the basis of ecological culture and the ideas of sustainable development. In this regard, the study of the theoretical foundations of cooperation in environmental education and upbringing and the improvement of its practical mechanisms is one of the important directions of modern pedagogical science.

In the effective organization of ecological education, cooperation between the family, school and community is of great importance. Only when these social institutions operate on the basis of mutual cooperation can a careful attitude to the environment, ecological awareness and ecological culture be sustainably formed in students. In the current era of increasing environmental problems, the importance of this cooperation is increasing even more.

The family is the first and most important social environment in providing a child with ecological education. Habits such as love for nature, care for plants and animals, rational use of water and energy resources, cleanliness and thriftiness are formed in a child, first of all, in the family. The personal example of parents, their daily lifestyle and environmental responsibility play an important role in the formation of a child's ecological views. For example, practical activities such as planting trees, landscaping the household, throwing waste in the designated place, saving water and electricity develop an ecological culture in a child.

The school is the main educational institution that organizes environmental education on a scientific and pedagogical basis. In addition to imparting environmental knowledge in the classroom, students are also formed through educational activities outside the classroom and outside the school. Enriching ecological topics with real-life examples in biology, geography, chemistry and other subjects, organizing ecological projects, campaigns, competitions and excursions serve to develop students' ecological competencies.

The Mahalla Institute, as an important subject of ecological education, also contributes to the improvement of ecological culture among the population. On the initiative of the Mahalla Citizens' Assembly, activities such as planting saplings, landscaping works, ecological awareness campaigns, and implementation of ecological projects with the participation of the population attract young people to public work. This strengthens their civic responsibility, team spirit, and careful attitude towards nature.

The effectiveness of family, school and community cooperation depends on the coordination of their goals and objectives. For this, it is important to organize seminars, round tables, master classes and practical training on environmental topics with the participation of parents, and to regularly conduct environmental initiatives with the participation of students, such as "Green Space", "One Student - One Tree", "Clean Territory". Such events not only develop environmental awareness and practical environmental skills in young people, but also strengthen their ability to actively participate in the community.

The use of modern digital technologies is also an important factor in increasing the effectiveness of environmental education. Online competitions on environmental topics, webinars, electronic educational resources, and advocacy work on social networks serve to develop new forms of cooperation. This allows students to expand their environmental knowledge, develop independent research skills, and improve their environmental culture.

Ecological values are a system of spiritual and moral values that express a conscious, responsible and careful attitude of man towards nature, the environment and natural resources. They include ideas and principles

aimed at ensuring harmony between man and nature, maintaining ecological balance and preserving a healthy living environment for future generations. Ecological values serve as the basis for the formation of ecological awareness, ecological culture and ecological responsibility.

Today, global environmental problems such as population growth, accelerated industrialization, climate change, pollution of air and water resources, and loss of biodiversity further strengthen the need to form ecological values. Therefore, the development of ecological values in the education system is considered one of the important directions of educating the younger generation.

The basis of ecological values is such principles as love for nature, preservation of land, water and air, care for flora and fauna, rational and economical use of natural resources, proper waste management and compliance with environmental laws and regulations. These values form not only ecological knowledge in a person, but also personal responsibility towards nature and civic duty.

The formation of ecological values should be carried out consistently at all stages of the continuous educational process. It is advisable to systematically develop ecological knowledge, practical skills and positive attitudes, taking into account the age and psychological characteristics of students, from preschool education to higher education. In this process, interactive educational technologies, practical classes, ecological campaigns, projects, excursions and observations in nature are of great importance.

It is also important to use the opportunities of national values and folk pedagogy in the development of ecological values. The traditions of the Uzbek people regarding respect for nature, appreciation of water as a sacred gift, planting trees, preserving the land, cleanliness and beautification serve as a solid spiritual foundation for the formation of ecological culture in young people. Combining these values with modern ecological knowledge is of great importance in implementing the ideas of sustainable development.

Ecological values are an important spiritual factor that shapes a person's conscious and responsible attitude towards nature. They serve to protect the environment, rational use of natural resources, and ensure sustainable development through the development of

ecological awareness, ecological culture, and ecological responsibility. Therefore, the widespread introduction of ecological values into the educational process and their consistent formation in cooperation with the family, educational institution, and neighborhood is one of the urgent pedagogical tasks.

In this regard, it would be appropriate to provide the following scientific and practical recommendations:

- ✓ Developing students' environmental activism through practical activities. Regular organization of practical activities such as "Green Space", "One Student - One Tree", landscaping, waste sorting, and environmental projects will strengthen students' environmental responsibility and civic position.

- ✓ Increasing the environmental competence of teachers and parents. Organizing seminars, trainings and master classes on modern methods of environmental education and providing methodological guides will increase the effectiveness of the educational process.

- ✓ Effective use of digital technologies. The use of e-learning platforms, virtual laboratories, multimedia resources, and digital projects on environmental topics serves to strengthen students' environmental knowledge and develop independent research activity.

- ✓ Regular monitoring of the results of environmental education. It is advisable to develop criteria for assessing students' environmental knowledge, values, attitudes, and practical environmental activity and make necessary adjustments to educational work based on the results of monitoring.

CONCLUSION

In conclusion, when family, school, and community cooperation in environmental education is continuously and systematically established, students develop a careful attitude towards nature, ecological responsibility, a desire for a sustainable lifestyle, and commitment to ecological values. This is an important condition for ensuring ecological safety, protecting the environment, and preserving a healthy ecological environment for future generations.

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