

Opportunities And Technologies For Fostering Ecological Culture In Preschool Children

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Abstract: The article focuses on the methodological foundations for developing knowledge and skills related to fostering ecological culture in preschool children. It highlights the pedagogical aspects of concepts aimed at exploring opportunities for nature conservation and protection in the minds of young learners, including ecological foundations, characteristics, and stages.

Keywords: Preschool education, ecological culture, technology, educational stages, nature, environment, modern education, methodological approach.

Introduction: Currently, like in other countries worldwide, the development of the education system in the Republic of Uzbekistan necessitates theoretical and practical research by scientists and researchers to study various aspects of education. In scientifically examining and analyzing the stages of educational development, there is a need to define specific goals, objectives, and principles, as well as to apply new modern methods in terms of content, teaching forms, methods, and information tools.

In the current environment of deepening integration processes and challenges related to nature conservation, environmental protection, and further development of ecological culture among the population, it remains crucial to preserve nature and its current state by utilizing modern information tools, starting from the lowest levels of the education system.

The modern education system aims to develop each child's intellectual abilities and sets high goals such as nurturing individuals and promoting rational use of nature in shaping well-rounded people prepared to live in a high-tech society. In this regard, special attention is given to developing preschoolers' understanding of nature through the use of multimedia tools [1].

LITERATURE REVIEW

At all educational levels in our country, further developing concepts such as the rational use and protection of nature and its resources in the minds of children of educational age, based on modern

pedagogical information technologies, is one of today's pressing issues. The theoretical foundations of nature management have been studied by scientists of our republic such as A. Ismoilov, M. Alikulova, P. Gulomov, N. Mamashokirov, Sh. Otaboyev, A. Tukhtayev, G. Komilova, N. Tursunov, and M. Nuriddinova.

Scientists from the Commonwealth of Independent States (CIS), including A. Grigoryants, Yu. Solomentseva, Yu. Skochilov, L. Lavrenenko, H. Mamedov, N. Dneprovskaya, S.I. Vasenina, B.S. Gershunskiy, Yu.M. Gorvis, E.V. Zvorygina, I.O. Ivakina, E.V. Ivanova, E.E. Lisenko, B.F. Lomov, V.Ya. Lyaudis, E.I. Mashbits, V.M. Monakhov, S.L. Novoselova, I.Yu. Pashilite, G.P. Petku, T.K. Smikovskaya, and O.K. Tikhomirov, have addressed issues related to shaping the upbringing of preschool children and the use of multimedia games with modern information tools.

Pedagogues and psychologists from foreign countries, such as L. Hell, D. Ziegler, V. Williams, A. Lenhart, D. Fallows, K. Merga, A. Perrin, F. Roberts, G. Foehr, and V. Rideout, have conducted research on the importance of nature in children's consciousness and the application of methods and means to enhance the process of connecting nature and culture.

METHODS

Scientific-theoretical analysis, historical-comparative analysis, and generalization methods were used in the research.

RESULTS

Ecological culture is an integral part of environmental education, and its implementation in the educational process of preschool children is a pressing task of our time. In this regard, if parents do not provide ecological education to their children at home, the lessons given in preschool educational institutions are insufficient for such education.

To form ecological culture, consistent educational influence is necessary. It is crucial to develop concepts of ecological culture in primary school students, not only by having a psychological and emotional impact on them but also by fostering love for nature and appreciation of its beauty. Ecological culture instills in students skills and abilities such as preserving nature and treating it wisely. It cultivates in each student a sense of responsibility, including awareness of their duty to society and humanity, as well as their relationship with nature.

There is a need to conduct environmental education classes in preschool institutions using modern pedagogical technologies, utilizing internet information, and basing lessons on fairy tale and cartoon characters. Everything depends on the teacher's ecological knowledge and their ability to convey it to the student. Having knowledge without skill will not achieve the main goal. Despite the current high demand, there is no new specialized subject providing comprehensive ecological knowledge to secondary school students.

Ecological education is a general pedagogical issue that encompasses universal positive norms within the "Nature - Society - Human" complex. In general terms, environmental education in secondary schools serves as an important mechanism connecting ideological, moral, political, aesthetic, economic, legal, and other spheres of education.

The content of environmental culture education

includes:

- ✓ the environment and its influence on the individual's spiritual world;
- ✓ understanding nature and its significance;
- ✓ cooperation between school and family in developing love for nature;
- ✓ environmental protection, including children's responsibilities;
- ✓ further development of the worldview of students through the process of fostering a conscious attitude towards nature;
- ✓ restoring and reinforcing national traditions and customs in environmental education for preschool-aged children.

The main goal of forming ecological culture is to instill a conscious attitude towards the environment and its problems in the younger generation. Through the process of ecological education, young people are taught to conserve and use natural resources efficiently.

One of the urgent problems facing modern schools is the nationalization of the content of education and upbringing. Is there a national foundation for implementing environmental culture education? There is a justifiable source to answer this question without hesitation: yes, there is. Folk experience is the basis for providing ecological knowledge and education to the younger generation. The multi-thousand-year history of the wise Uzbek people, their well-established traditions and customs, and the rich national-cultural heritage of folk proverbs are proof of this.

When forming ecological culture in students, it is necessary to pay attention to the following:

- ✓ Explaining issues of environmental culture and nature conservation to children of preschool age in an age-appropriate manner;
- ✓ Implementing the general methodological foundations of environmental culture into practice for pupils of preschool educational institutions;
- ✓ Describing the stages of formation and development of ecological culture in learners at all levels of education;
- ✓ Developing the structure of types of students' practical activities in the field of environmental improvement and the use of information tools;
- ✓ Issues such as scientifically and methodologically substantiating the training and professional development in environmental education are of significant social importance.

Ecological culture is continuously implemented. In general, our failure to instill love for nature in children is a grave mistake we make towards them. The first condition for developing ecological culture is awakening ecological conscience [4].

The rich spiritual and cultural heritage and national values of the Uzbek people have great potential in fostering the highest human qualities in the younger generation. In ecological education, it is important to involve children to the best of their abilities in activities such as greening urban and rural streets, planting fruit and ornamental trees, keeping parks and water bodies clean, and caring for domestic animals. The use of pedagogical technologies in such teaching yields good results. Timely encouragement of each achievement of preschool children in this area by the educator, recording of achievements and shortcomings, and organizing assistance to address shortcomings will

prove effective.

The simplified procedure for studying the process of pedagogical technology can be understood as follows:

- explanation - a process consisting of conveying the content of educational material and the procedure for its use to others at the level of one's own understanding;
- understanding - comprehending the meaning and content of the material, and the ability to use it independently in the prescribed manner;
- training - mastering the skills of using information and independently performing various actions in the specified order;

It is advisable to analyze speaking, demonstration, and performance of exercises, which are the main elements of pedagogical technology, as three components of the technological process. Therefore, we present the general concepts related to these processes in the form of the following tables.

At the same time, the main structural elements that are equally applied in all pedagogical technologies and are crucial in the historical formation and development of the educational process consist of speaking, demonstrating, and performing exercises, which operate in the following sequence and interconnection [3].

Table 1

Activities of the educator and the learner in the application of technologies and the tools necessary for them

Educator		Learner	
Activity	Tools	Activity	Tools
Application	Motives	Listening	Motives
Explanation	Information and knowledge	Hearing	Attention
Q&A	Logic	Assimilation	Memory
Debate	Skill	Q&A	Repetition
Discussion	Mastery	Note-taking	Ability
Negotiation	Worldview	Speaking	Will
Written demonstration	Belief	Memorization	Patience
Advice	Ideology	Thinking and others	Endurance
Leadership	Speech		Talent
Control	Intonation		Talent
Creation	Nonverbal Speech tools		

Each concept in this table and the relationships between them form a separate system. Here, it is necessary to emphasize that pedagogical technology primarily depends on psychological tools, including the teacher's skill, qualifications, and the student's talent and willpower. In this context, attention is focused on the significance of the teacher's writing and visual aids. Currently, writing with markers of various colors on large sheets of paper is also being employed to study this. Movement learning exercises occupy a significant place in lessons across all subjects, particularly in natural science, labor, physical education, and music. Visual demonstrations involve not only seeing but also touching, smelling, or tasting to familiarize students

with the hardness, softness, temperature, smell, and other characteristics of the objects being studied. Performing exercises is considered the most effective process for reinforcing learning. By engaging all sensory organs during the exercise process, pedagogical possibilities are further expanded through increasing the level of retention [2].

Exercises include reading, writing, speaking, thinking, calculating, performing various actions, building and constructing, drawing, coloring, playing musical instruments, singing, solving examples, problems, and tests, working with computers, operating tools and other technical equipment, doing fieldwork, farm work, and household chores, performing physical and sports

exercises, engaging in business games, competitions, reviews, contests, and other activities. Dedicating a larger portion of the training time to exercises will certainly yield good results.

CONCLUSION

The most genuine and accurate form of control is self-control. This applies to all participants in pedagogical technology, namely educators and pupils. Therefore, it is advisable that the monitoring of student activities be carried out collaboratively by educators and parents. In this process, attention should be paid to avoid spending excessive time on monitoring, ensuring that the educator's primary working hours are dedicated not to control, but to imparting more knowledge to the pupils. If the pupils' motivation, concentration throughout the entire lesson, memorization, retention, and ability to independently apply what they have learned in practice were consistently at 100 percent, then it would be possible to forgo spending time on monitoring their progress. Pedagogical technologies essentially comprise various combinations of the three structural elements mentioned above: verbal instruction, demonstration, and practical exercise.

Like any type of education, ecological education begins at home and continues when a child first learns to sit at a school desk. Environmental education can be implemented not only in natural science or ecology lessons but also in all class hours. Taking into account the age characteristics of children, teachers can use examples from proverbs, poems, and stories to further expand students' ecological understanding. By teaching them to love nature and preserve its resources, this approach enriches their understanding of ecological culture.

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