



## SCIENTIFIC-PEDAGOGICAL INTERPRETATION AND GEO-ECOLOGICAL CULTURE SHKOLNIKOV

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| <p><b>Received:</b> March 21<sup>st</sup> 2023<br/><b>Accepted:</b> April 30<sup>th</sup> 2023<br/><b>Published:</b> May 28<sup>th</sup> 2023</p> | <p>The article is devoted to the scientific interpretation of the issues of formation of the geoeological culture of schoolchildren through the prism of interaction and harmony of various school disciplines that are included in the field of modern scientific research, and is aimed at highlighting the adjacent points of geographical and environmental research in the formation of geoeological culture. In it, geoeological culture is considered as an integrative process.</p> <p>According to the author, while the formation of geoeological culture is decided within the framework of pedagogical research, geoeology specializes in geography in the field, and ecology in orientation, subject and methodology, again from the point of view, refers to geography. In this context, the importance of scientific interpretation of the transformation of pedagogical conditions, ecological environment and geographical education in the formation of geoeological culture in harmony with programs and didactic materials was in the spotlight.</p> <p>During the study of the topic, the existing scientific literature and resources were considered from a critical and analytical point of view, and important pedagogical and geographical scientific conclusions on the formation of a geoeological culture were summarized.</p> |

**Keywords:** geoeological culture, ecological culture, geographical knowledge, nature protection, integration, pedagogical approach.

**INTRODUCTION.** Today, the geo-ecological culture of students of secondary schools is considered in the integration of geographical and environmental education. In fact, ecological culture as a whole, various aspects of ecological culture fall into a number of those scientific problems that are widely studied and even largely covered in the process of scientific research. Because for thousands of years mankind has accumulated the necessary experience in promoting an ecological culture in interaction with the environment and personal relationships in society. Consequently, ecological culture has always been in the center of attention of society at all stages of the development of human history and, naturally, has been studied as a subject of scientific research, which evolutionarily occupies a place among the tasks of environmental education. And, geographical education actually manifests itself as a fueling factor, directing the source of environmental knowledge.

Relevance of the topic. The scientific essence of the conceptual foundations of the theory of the formation of the geo-ecological culture of the individual as an important theoretical and practical environmental-forming potential of students in our republic has not been the subject of special pedagogical research to this day. But at the same time, it should be noted that in recent years the issue of the formation of geoeological culture of the individual in general, and of young students in particular, is among the priorities of geoeological education and there are scientific publications that address the issues of formation of geoeological culture [1].

In modern pedagogy, the achievement of this goal is mainly associated with the idea of creating a permanent system of geoeological education. However, the humanitarian and innovative components of the pedagogical process are not reflected clearly enough, attention to the problem of designing the content of geoeological education is less noticeable. In addition, the natural science component of the geoeological education of students is still being developed mainly within the framework of a technocratic approach, which is not enough to form a holistic worldview of the individual and, as a result, radically changes the student's idea that he is part of nature, he owns a certain place and purpose in this world.

The relevance of the problem lies in the fact that the educational process is not fully observed, new conceptual approaches in the geoeological education of students associated primarily with the philosophical idea of

community, modern evolutionism, universal morality, and also with the fact that they are based on the principles of natural and cultural conformity, humanization and humanitarization of the environment.

**Formulation of the problem.** It is known that the concept of the formation of geoeological culture as a new area of pedagogical theory and practice appeared in scientific circles in the second half of the last century. At first, this was a feature of environmental education, first of all, it was formed as a branch associated with the scientific understanding of the problems of forming a broader culture associated with the protection of nature and the reproduction of natural resources in science and society. The normative documents of that time stated that in order to instill in young people the skills of caring for natural resources and the proper use of natural resources, it is advisable to include teaching the basics of nature conservation in school curricula and the corresponding sections of textbooks on natural science, geography, etc. Therefore, in this article, reflecting on the scientific essence of the problem of formation of geoeological culture of schoolchildren, ways of improving the mechanisms of formation of geoeological culture are highlighted.

The article is devoted to the coverage of the scientific interpretation of the geoeological paradigm, based on the generalization of considerations about the necessity and importance of the concept of geoeological culture in the scientific community of our country, based on the analysis of the formation of the geoeological culture of schoolchildren in the existing scientific and scientific-methodical literature.

According to the analysis of scientific sources, pedagogical and psychological research in the field of geoeological education provides a basis for highlighting the genesis of the paradigm of geoeological culture, allowing the development of pedagogical views on the problem of forming geoeological culture of schoolchildren.

**The degree of knowledge of the problem.** An analysis of the scientific and pedagogical literature studied in the course of studying the topic of the scientific essence of the geoeological culture of schoolchildren shows that various aspects of school geoeological education are not particularly widely covered. But special studies on the formation of geoeological culture of schoolchildren were carried out, and only certain aspects were in the focus of attention, and the scientific interpretation of the problem was not developed enough. Therefore, we can say that at the same time in the field of pedagogical theory this problem has not yet been fully resolved.

Scientific hypotheses have been created around the topic of geoeological culture, especially in foreign countries, and there are also many scientific studies based on a pedagogical approach to the issues of its formation. You can also testify that in Uzbekistan the results of scientific research on these topics are reflected only in separate articles, theses in the composition of various literature and sources. However, the issues of formation of geoeological culture of schoolchildren were not studied as a special monographic and research topic in the scientific circles of pedagogical science in our country. Therefore, the scientific paradigm of the formation of geoeological culture, its penetration into a new field of research continues to become an issue that needs to be covered, based on the requirements of the time.

In foreign publications, the activity aspects of geoeological culture are studied more. In the 70-80s of the last century, foreign experience of educational work in the field of geoeological education of students was generalized. Moreover, the concept of "geo-ecological culture" is associated among schoolchildren not only with the need to master multifaceted knowledge about the environment, constant contact with nature, but also with direct participation in it. It is in this context that the activity paradigm found its full confirmation in later studies.

As many scientists note in their studies, "the culturological approach in the didactics of geoeological education makes it possible to reflect the key elements of ecological culture and ecocultural genesis in the system of general education as a continuous, unfinished process."

In the studies of well-known scientists, the theoretical foundations for the formation of the attitude of schoolchildren to nature within the framework of ecological culture were developed [2]. The development of ecological culture was interpreted in the context of the formation of a culture of students' attitude to nature, "a new ecological culture based on the high responsibility of man for the state of the environment." The principles of forming a responsible attitude of schoolchildren to nature are emphasized as the main factors. These are knowledge, experience, practice, forecasting, the integrity of global, regional and local relations, the interdisciplinary principle, the principle of purposeful communication between schoolchildren and the environment.

Scientific hypotheses present the problem of choosing the content of environmental education as one of the most important conditions for the formation of a responsible attitude to nature. They recognized, among other things, scientific, moral, activity aspects and the need for their assimilation at all stages of education and in all cycles of academic subjects on the basis of interdisciplinary connections. So, I. Zverev rightly noted: A responsible attitude to the environment is inextricably linked with the achievement of a high level of general social and spiritual culture as a social being of the individual himself, his culture of social relations with nature, society, his values, other people and himself [3].

The level of formation of environmental relations (motivational, problem-historical, theoretical, practical), the basics of techniques and methods for the formation of scientific-theoretical, moral, aesthetic, practical aspects of the attitude of schoolchildren to nature were noted in the doctoral dissertation of I. Suravegina [4].

The problems of the formation of the moral and aesthetic attitude of the individual to nature and its influence on the individual are given a leading place in the studies of O. Pechko [5]. The author proposes a new approach to environmental education, based on the development of beauty and expressiveness of objective natural phenomena,

the formation of aesthetic perception, evaluation, judgment, taste, by understanding the value, uniqueness of each of them.

Research results. The theoretical study of the topic, as well as its applied research, allowed the author to come to the following general conclusions. First of all, the geoeological culture, which is considered in the study as a dynamic mental and material formation, creates fertile ground for school students to comprehend the idea that such a culture is a unique evolutionary tool for people's self-preservation. Accordingly, the fact that the geo-ecological culture is an integral part of the general culture in any society, which performs a number of important functions for people's lives: eco-adaptive, eco-cognitive, eco-reflexive and eco-socio-regulatory functions.

The fulfillment of these functions of geo-ecological culture serves to solve the only and main task: to provide a sustainable opportunity for the mutual survival of the environment and human society. One can understand its viability and, accordingly, interpret the main term as the content of geoeological culture.

**CONCLUSIONS AND RECOMMENDATIONS.** The penetration of geoeological culture into the educational space in the content of a new quality of universal culture, in fact, is associated with the integration of natural disciplines, primarily geography, with environmental education, which has become an important part of the process of inheritance and expansion of ecological culture by man. This process has its own historical stages, and each of them has its own qualitative characteristics of the formation of geoeological culture.

Thus, based on the study of trends in the development of geoeological education, the foundation is laid for the formation of a geoeological paradigm in school education, its interpretation in scientific circles, and also for identifying areas of development.

Based on the foregoing, we have formulated some considerations on the content of the following recommendations:

- the general scientific essence of geoeological culture should be transformed into the main criterion in the formation of the content of school geoeological education;
- the scientific essence of the issue should be reflected in the didactic materials used to form the geoeological culture of students;
- the results of scientific research, scientific recommendations within the framework of scientific articles, scientific abstracts and, of course, scientific publications should be regularly summarized and implemented by specialists in the field of education, with the aim of their practical implementation.

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