

# The Issue Of Increasing Environmental Literacy In The System Of Pedagogical Sciences

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**Annotation:** The article covers the issues of increasing the environmental literacy of students and young people, shaping and developing environmental awareness and environmental culture, and effectively organizing the process of environmental education and education in raising environmental education.

**Keywords:** environmental education, environmental literacy, environmental awareness, environmental culture, modern educational paradigms, environmental knowledge, skills, competencies and competencies.

## INTRODUCTION

One of the biggest problems in today's era of globalization and economy developing in every way remains an environmental problem. In order to eliminate this problem, large-scale work is being carried out in the world economy. Including in our country, decrees, decisions and decisions of the Cabinet of Ministers of our Honorable President SHavkat Mirziyoyev are being adopted and implemented in order to prevent the environmental problem and keep the environment clean. In particular, in accordance with the decree of the head of our state dated April 21, 2017, the state management system in the field of Ecology and Environmental Protection was improved<sup>1</sup>.

## LITERATURE ANALYSIS

Many scientific studies have been carried out on the issue of keeping the environment clean and preventing environmental pollution, including "The Inclusion of Environmental Education in Science Teacher Education" written by foreign scientists Alec M. Bodzin, Beth Scheiner Klein, Starlin Weaver. In the books "Ecological culture"

written by D.S. Likhachev, as well as in a number of books by E.O. Turdigulov, one of the scientists of our republic, including "Formation of a universal ecological outlook in students", "Using social ecological ideas in the educational process", A.N. Nigmatov's "Man and in the book "soil" and in the article "Importance of national spiritual and regional features in the development of sustainable environmental culture among students" by Musayeva M., Umarova Sh.

## METHODOLOGY

The article discusses the issue of increasing environmental literacy in the development of the environmental culture of those educated in higher education institutions. During environmental education, the process of acquiring educational strategies, methods and skills used by educators, implementing an interdisciplinary approach to the development of environmental literacy based on environmental education, using environmental education as a way to promote environmental literacy and an approach to global education was studied.

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<sup>1</sup>"Ekologiya va atrof-muhitni muhofaza qilish sohasida davlat boshqaruvi tizimini takomillashtirish to'g'risida" O'zbekiston Respublikasi Prezidentining Farmoni,

## ANALYZES AND RESULTS

When you feel bad, listen to nature.

Silence of the world from millions of unnecessary words according calms.

Confucius.

In order to increase the environmental literacy of the growing younger generation, to shape and develop environmental awareness and ecological culture, to effectively organize the process of environmental education and education, the Cabinet of Ministers adopted a resolution<sup>2</sup>. One of the work carried out on this issue was carried out on 03.12.2022 by President Sh.M.Mirziyoyev got acquainted with the presentation of measures for the development of a "green" economy. Since June 1, 2023, a system of "green certificates" will be introduced confirming the production of products using environmentally friendly energy and technologies. This was mentioned during President Shavkat Mirziyoyev's presentation of measures aimed at developing a "green" economy<sup>3</sup>.

Indeed, one of the most effective ways to find a solution to environmental problems and eliminate it is to increase the environmental literacy of the growing younger generation, to develop its ecological culture. And for this, it is necessary to apply environmental literacy to the educational process. In this regard, a number of works are being carried out in our country. One of these was the approval of the 'concept for the development of Environmental Education' by a government decision on May 27, 2019. The goal of the concept is to shape environmental knowledge, consciousness and culture in the younger generation. Under this concept, the ECOLOG bolajohn program was introduced in pre-school muasasas and ecological sidewalks were

**Table 1.** Aspects that determine the environmental literacy of students

established. There are also open-air introductory hours on the topic 'Mother Nature'. The schools are organizing the 'best environmentalist clean school', 'best environmentalist student' review competitions. In the student housing of higher education institutions, the activities of "eco clubs" are established. At the same time, trees are being planted and gardens are being built on the plots of land allocated to educational institutions and organizations, which effectively benefits the improvement of ecological autonomy.

At the heart of environmental education stands the formation of environmentally literate citizens. Environmental literacy, on the other hand, requires knowledge and skills that are formed on the basis of Environmental Sciences and related sciences. There are various definitions and descriptions of environmental literacy, and four key elements of ecological literacy can be shown.

First, ecological literacy depends on the ability to ask, speculate and hypothesize questions about the world around them, search and evaluate information, develop and assess answers to questions.

Secondly, environmental literacy depends on the understanding of environmental processes and systems, including the human factor.

Thirdly, an environmentally literate citizen has the opportunity to identify, study and formulate problems related to the environment.

Fourth, each environmentally literate person or group understands what is the cause of the emergence of environmental problems, what is changing their World. Based on these elements, we will determine the level of environmental literacy of students (Table 1).

<sup>2</sup> 04.06.2021 O'zbekiston Respublikasi Vazirlar Mahkamasining qarori "O'zbekiston Respublikasida Ekologik ta'limni rivojlantirish konsepsiyasini tasdiqlash to'g'risida" <https://lex.uz/uz/docs/-4354743?ONDATE=04.06.2021%2000>

<sup>3</sup> <https://oz.sputniknews-uz.com/20221203/Mirziyoev-yashil-iqtisodiyotni-rivojlantirish-boyicha-chora-tadbirlar-taqdimoti-bilan-tanishdi-30459636.html>

<b>Aspects that determine the environmental literacy of students</b>	
Initial	<p>The specific nature of environmental knowledge, the dispersion of environmental knowledge. The challenge that arises for environmental knowledge to solve certain environmental problems. Serious errors in the environmental assessment of a particular situation or actions.</p> <p>Lack of aesthetic perception of the natural environment. Perception of nature as a useful object. Lack of interest in environmental problems. A feeling of disgust for some natural things. Emotional perception of natural beauty as a familiar phenomenon.</p> <p>Participation in environmental activities, mainly in conditions of coercion. The impossibility of applying environmental knowledge and skills in life situations.</p>
Middle	<p>The desire to justify the essence of social and natural phenomena. Combining knowledge of relevant disciplines to assess environmental phenomena.</p> <p>The need for relationships with nature. The desire to study the laws of nature in order to protect its richness and beauty. The joy of perceiving its beauty.</p> <p>Participation in environmental activities together with everyone. Assistance in the organization of environmental events.</p>
High	<p>High level of environmental knowledge renewal. The desire to have extensive knowledge, to independently learn about environmental problems. Having knowledge and skills and their use in the analysis of environmental problems.</p> <p>Aesthetic perception of the natural environment. A sense of passion for his work, satisfaction with the work he has done. Manifestation of curiosity, discovery of reality, admiration, doubt.</p> <p>High activity in environmental activities related to the environment. Activism and initiative in research and environmental education projects. Active participation in the improvement of its own courtyard, Street and higher education institution. The ability to put knowledge into practice. Dissemination of information about the environment.</p>

Since environmental education begins with the family of each person, it encourages students to understand the connection with the environment. It is through these connections that students acquire knowledge and skills that help them make the right decisions. The goal of environmental education is to educate environmentally literate citizens who actively participate in a democratic society. Of course, in the implementation of this task, it is necessary to develop an educational program that increases environmental literacy. The literacy of the environment depends on the knowledge and skills acquired from the natural, social and

humanitarian Sciences. This view of environmental literacy requires teachers to be environmentally literate themselves.

Despite being modern educational paradigms today, real advances often occur in conflicts between disciplines that have created a broader environment for innovation and development. In fact, knowledge can be obtained through clearly defined educational programs, but the good application of this knowledge in practice often requires a more holistic approach. Environmental education today is the embodiment

of this holistic approach. The content zone, on the other hand, is a gathering place that collects knowledge and information from different disciplines. As a teaching method aimed at developing an environmentally literate citizenship, it directs the best of current pedagogical knowledge to conscious learning. Unfortunately, there are several problems of developing environmental literacy among student-youth:

- the current state educational standards and educational programs are not sufficiently enriched with environmental knowledge, skills, qualifications and competencies in content;

- the study of the advanced national and foreign experience in the direction of environmental education, on the basis of which no specific areas of development of ecological culture in education recipients have been developed.

- educational programs, which are in force at all stages of the educational system, are not coordinated by the essence of nationwide activities aimed at eliminating the global environmental problems of today, reducing the level of existing environmental risks, restoring the natural environment.

## CONCLUSION

On the basis of the above points, it can be concluded that today it is necessary to pay special attention to the increase in environmental literacy in the system of all disciplines. We bring the following recommendations in improving student-youth environmental literacy:

1. Educators working with student-youth are required to have the learning strategies, methods and skills they employ throughout environmental education;

2. Implementation of an interdisciplinary approach to the development of environmental literacy based on environmental education;

3. In environmental education, it is necessary to introduce methods and practical applications for the development of science integration, to develop educational strategies that

stimulate active reading. The Environmental Education Project curricula provide students with a means of conducting model activities in their science rooms. These activities provide several opportunities for their students to develop process skills;

4. Environmental education can be used as a way to promote environmental literacy and an approach to global education. The application of Environmental Education Perspectives in science fosters global thinking due to its interdisciplinary approach;

5. Teachers encourage students to think critically so that they can learn how to participate in the study of global and local problems related to the environment and find a solution to the problem. Environmental problems must be presented proportionally and objectively so that students can see both sides of the problem;

6. Teachers ' use of technological tools in the educational process allows students to develop high-level thinking skills and apply science in their own lives.

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