



Features Of Forming A Culture Of Ecological Safety

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Abstract: The article identifies cognitive, acmeological, axiological factors in the formation of a culture of environmental safety, the structure and components of environmental safety in the educational environment.

Key words: environmental safety, culture, cognitive, acmeological, axiological factors, students, natural science, natural history literacy.

Introduction. In the world, priority is given to the development of environmental literacy of students and the widespread introduction of integrative models of teaching natural sciences into educational practice. The modern concept of international education emphasizes the need to form metacompetent specialists who can holistically see environmental problems, analyze, immersively, systematically and creatively think. In this regard, the “Link of Environmental Education” in the “World Federation for Future Studies” program, the educational portal for sustainable development “Education for Our Common Future” (GDLN) in London, effectively serve the development of environmental education.

As the leading task of modern environmental education in the global environmental research system, research is being conducted to create a system for training environmentally-minded people and to improve the mechanism for creating a culture of environmental safety by providing environmental and pedagogical influence on students. In recent years, there has been a theoretically based approach to studying the effectiveness of environmental culture based on safety criteria. Today, “Increasing the environmental culture of the population, increasing the level of transparency of the activities of government bodies in the field of environmental protection, strengthening the role of civil society” is of great importance in building a new Uzbekistan [1]. From this point of view, issues related to the development of modern directions for



improving the culture of environmental safety among the population, especially each student, the identification of methods for ensuring environmental safety and their improvement become relevant.

It is especially important to improve the quality of education based on the selection of educational materials for the formation of an interdisciplinary culture of environmental safety as a result of the scientific imagination of society and the co-evolution of man in younger schoolchildren, as well as the improvement of teaching methods, the gradual introduction of the principles of individualization into the educational process. In this regard, the ecological danger of pollution of the environment of the mother planet, the violation of the relationship "Nature-Society-Man" forces all peoples of the earth to think about this more deeply. In particular, our President Sh.M. Mirziyoyev said: "Our descendants must live in a decent natural environment even after us. To do this, you need to pay attention to nature, think not only about today, but also about the near and distant future"[3], which justifies the relevance of forming an ecological culture for the younger generation.

Materials and methods. In the explanatory dictionary of the Uzbek language, the word "Safety" means the absence of danger; non-threatening condition; If it is interpreted as providing security, then in the Chambers dictionary the concept of "security" is explained in connection with the loss of "a state, means or sense of security", "conformity, anxiety", "confidence", "stability".

Considering the concept of "security" as one of the least studied psychological and pedagogical issues, the first description of this idea was proposed by philosophers of the ancient world. In particular, Plato interpreted the term "security" as "help", "salvation", "the absence of danger or evil for a person". Epicurus understood safety as the highest value, the criterion for achieving the greatest satisfaction, and expressed the concept of "security" in relation to the harmony of man and the environment. Robert defines the concept of "security" as a calm state of a person's psyche, protected from any danger. A new approach to ensuring security through culture was formed in the work of F. Bacon.

For the first time, the theory of security and culture was presented by scientists from Moscow State University. M.V. Lomonosov P.A. Nikolaev in the book "Culture as a factor of national security". The concept of "safety culture" received a meaningful and most complete development in the collective



monograph "Disasters and Education", published in 1999 under the editorship of L. Vorobyov.

Since there are many definitions of culture in world science, the concepts of "culture", "ecological culture" and "culture of environmental safety" are interpreted separately. Culture is "unnatural", "artificial", it is "created". But nature (as opposed to culture) is the sum of everything that arose on its own. The contrast between nature and man-made culture is, in fact, an indication of the embodiment in all cultural phenomena of certain values recognized by man. Ernst Ulrich von Weizsäcker, director of the European Institute for Environmental Policy (Germany), says that "in today's world it is impossible to avoid technology, which has become an integral part of culture, entrepreneurship and overall development." Abdel Hamed Silamon, a professor at Staffordshire University in the UK, explains that "human life is not eternal, it knows its limits, and it is impossible to imagine the importance of living in harmony with nature and the universe." Accordingly, the 21st century has become the century of environmental safety.

The formation of a safe environmental culture begins with protecting the environment. Through natural science knowledge and evidence, a theoretically comprehensive interpretation of the entire picture of the world, making the right decisions in dangerous situations by forming ideas about safety, acquiring skills, abilities and competencies, learning in changing situations, improving the virtue of problem solving, relating to environmental safety as an interested citizen, improving culture is the pedagogical basis of propaganda.

Result and discussion. In our opinion, "safety culture is the mastery of methods of environmental and pedagogical activity, including a system of safety rules based on the conscious application of environmental knowledge, the manifestation of personal needs, social intuition, predictability and adaptability of students in the manifestation of safe life skills, as well as actions in assessing hazardous situations, visioning a problem - this is the ability acquired as a result of the proper use of one's knowledge, abilities, skills and competencies related to the culture of environmental safety, with the help of critical thinking.

Environmental education is an integral part of a culture of environmental safety and ensures that a person receives the right goal through environmental rules and regulations in connection with environmental needs, interests and beliefs. The objectives of environmental education are related to environmental



values and are reflected in the concepts of environmental culture, environmental responsibility, and environmental education.

Systematic interdisciplinary school education and upbringing play an important role in the formation of an environmental culture. In this process, education, mother tongue and reading literacy, and natural sciences occupy a leading place in the primary education program. Therefore, it is important to develop a culture of environmental safety among junior schoolchildren based on interdisciplinary communications. Based on the need to master the theory and practice of environmental education for primary school students, it is shown that one of the pressing issues of our time is the formation of environmental consciousness, thinking, cultural characteristics that reflect moral and cultural qualities in the environment, the world and people, and the creation of an effective system of environmental education.

Priority was given to the culturological (culturological) approach in forming an idea of the culture of environmental safety among junior schoolchildren. It is mainly aimed at taking into account the cultural, intellectual, cultural and moral aspects of the interdisciplinary formation of a culture of environmental safety for students, the importance of developing a culture of environmental safety for each student in social life and environmental protection, and the life experience of the student in the process of environmental education. Also, in the process of the culturological (cultural) approach, the organization of educational activities, encouraging students to engage in analytical activities, creating ecological and pedagogical problem situations, finding solutions to problem situations and solving them, favorable situations are created for students to acquire not only theoretical knowledge, but also practical skills and competencies, basic life competencies.

In our opinion, in the interdisciplinary formation of a culture of environmental safety, any activity or action acquired on the basis of the student's acquired environmental knowledge is in accordance with the ability to act in new conditions. In the course of the study, we interpreted the author's definition of the concept of forming a culture of environmental safety among junior schoolchildren as follows: "The culture of environmental safety among junior schoolchildren is the high consciousness and responsibility of the student, which represents the spiritual and cultural world of positive significance for others and educational activities, with a feeling environmental responsibility, values, fully express respect and dignity, take care of life and health, actively



participate in environmental protection as an acceptable means of eliminating hazardous factors that threaten human activity, do not cause material damage to the environment, treat it with care, wisely use natural resources to yourself Formed on the basis of awareness, the unity of man-nature-society, the creation of environmentally favorable conditions that are important for life and the development of the environment and future generations.

The study established the presence of cognitive, acmeological, axiological factors in the interdisciplinary formation of a culture of environmental safety in primary school. Cognitive factor (related to the process of acquiring natural science knowledge: air and water pollution, global warming, household waste, acid rain and the greenhouse effect, deforestation). Acmeological factor (related to the development of the student's personality): direct emotional impact, emotional experience, social intuition, cognition, comparison of objects and natural phenomena, sensitivity to changes in the environment, the ability to deeply comprehend the environment, acquisition of character, will, ability to make decisions) . Axiological factor (related to the student's personal values): ecological culture of the individual, preservation of environmental values, commitment to a healthy lifestyle, formation of spiritual, aesthetic, moral qualities, acquisition of safe life skills).

Components of an environmental safety culture: a complex, open system reflecting motivational, cognitive, practical-activity and creative-reflexive components. Its formation among younger schoolchildren is one of the effective ways to solve the problem of environmental safety. Therefore, the culture of environmental safety is an activity that is formed and developed throughout the student's life, and in its formation on the basis of interdisciplinarity, along with personal qualities, acquired knowledge, skills, qualifications and competencies play a key role. We consider the cultural approach as a mechanism for developing a student's culture of environmental safety.

To develop in students a safe imagination, perception, observation, healthy lifestyle and independence skills, to learn the rules of environmental safety, to know how to protect the environment from harmful effects, to be able to deal with negative situations that damage water, air and soil elements during an earthquake skills, abilities and competencies related to knowledge of the rules of correct movement and exit are included in the content of the "Culture of a Safe Environment" program.



The role of textbooks in improving the environmental and pedagogical knowledge of primary school students, the need for a competent approach in organizing classes, the practical application of acquired theoretical knowledge when performing educational tasks, and the scientific solution of problems associated with advanced training and qualifications are described in the research work.

Analysis of a large amount of pedagogical literature on research, classroom and extracurricular activities made it possible to create a model of interdisciplinary formation of a culture of environmental safety among primary schoolchildren. This model reflects the means, ways and methods of implementing the pedagogical approach in the interdisciplinary formation of a culture of environmental safety for students, the formation of a culture of safety.

The main goal of the model is to form a system of knowledge, abilities, skills and competencies related to environmental safety among primary school students and expresses the final result. According to the model, this process was carried out in three stages.

At the first stage, the level of knowledge of interdisciplinary culture of environmental safety among primary school teachers and the possibility of increasing students' interest in interdisciplinary classes was studied.

At the second stage, based on the effectiveness of the methodology for interdisciplinary improvement of the culture of environmental safety and assessment of environmental knowledge on the basis of interdisciplinary communication, the level of mastery of knowledge, skills, qualifications and competencies of students through educational and testing activities was determined. tasks of a reproductive, productive, partly research and creative nature.

At the third stage, students' interest in interdisciplinary learning was diagnosed on the basis of motivational, cognitive, practical-activity and creative-reflective components.

Stages of formation of a culture of environmental safety, didactic principles (human orientation, humanism, individuality, subjectivity), competent natural science competencies (context, knowledge, relationships), natural science contexts (personal, local, global), types of scientific knowledge (to the content of scientific, methodological, epistemological) the method "Your safety is in your hands" has been developed, which determines the cognitive level (low,



medium, high) of assimilation of environmental knowledge, and the technological system that ensures its effectiveness is theoretically and practically justified.

Interdisciplinary improvement of the culture of environmental safety is an integral part of modern environmental education, one of its current stages, a psychological and pedagogical task and the educational process. This is an educational category associated with the spiritual, emotional, moral and characteristic activities of the pupil.

Conclusion. The interview with the teachers was conducted in order to identify the difficulties encountered in the establishment of interdisciplinary communication, as well as to collect information on the interdisciplinary environmental safety culture, to prove the effectiveness of the proposed methodology, and to make suggestions and recommendations. In the process of improving the culture of interdisciplinary environmental safety, it was argued that it is important to explain to students the level of formation of educational activity among students.

The idea created on the basis of the diagnostic-assessment model of environmental safety culture among students is aimed at building an individual trajectory of timely diagnosis and formation of it for the student, prevention of environmental problems.

In our opinion, in the interdisciplinary formation of the culture of environmental safety, any activity or action acquired on the basis of the acquired environmental knowledge of the student is in accordance with the ability to perform it in new conditions.

Thus, based on the above information and analysis, the following conclusions were reached:

1. In pupils, environmental safety culture represents the spiritual and cultural world of positive significance for the student's surroundings and educational activities, with a sense of high awareness and responsibility, full expression of environmental responsibility, respect and reverence for values, rational use of natural resources, self-awareness, human- nature-society unity, the environment and the creation of ecologically favorable conditions important for the life and development of future generations.

2. The components, criteria and indicators aimed at students' scientific complex interpretation of information and evidence about the overall picture of



the world, enrichment of perception and imagination, self-awareness, organization of independent activities were clarified.

3. In order to achieve the goals of interdisciplinarity during the educational process, consistency of didactic communication was established in the curriculum and subjects of education, mother tongue and reading literacy, natural sciences, students' ability to solve problems related to environmental safety was formed.

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