

OPPORTUNITIES FOR FORMING PHILOSOPHICAL FOUNDATIONS OF ECOCULTURE IN PRIMARY STUDENTS

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ABSTRACT

This article analyzes the importance of a philosophical approach in the formation of ecoculture, how it can be integrated into primary education programs, and the possibilities of developing a responsible citizenship position in students. Philosophical foundations include, in particular, nature conservation, human relations, sustainable development, and ethical values. It also shows students the importance of developing self-awareness and internal discipline in approaching environmental issues.

Keywords: Ecoculture, primary education, philosophical foundations, ecology, culture, sustainable development, pedagogical methods, philosophical approach, ecological awareness in students, philosophical perspective.

INTRODUCTION

In modern education, the issue of forming ecoculture plays an important role in the framework of efforts aimed at the comprehensive development of the younger generation. Ecoculture means the connection between ecological consciousness, nature conservation and the harmony of cultural values. The formation of ecoculture in the primary education system serves to develop a responsible civic position in students. This article analyzes the possibilities of forming ecoculture in primary school students based on its philosophical foundations. The basis of ecoculture is a concept aimed at culturally and morally shaping human relations with nature. It aims to maintain harmony between nature and society, ensuring a balance between ecological and moral values. The philosophical foundations of ecoculture are mainly aimed at consciously forming a person's attitude to nature. In this process, philosophical thinking, self-awareness, and awareness of the need for a responsible and sustainable lifestyle play an important role. The philosophical approach to the formation of eco-culture helps students understand the interdependence between man and nature. Preservation of nature, rational use of its resources, making important decisions on environmental issues - all this encourages students to understand eco-cultural values. Primary education is the most favorable period for forming a worldview in students and teaching them ecological, cultural, and moral values. During this period, students form their outlook on life and begin to apply the knowledge they have learned in the educational process in everyday life.

ANALYSIS AND RESULT

In the formation of eco-culture in primary school, pedagogical methods and interactive methods are of great importance. For example, through ecological games, nature-related activities, and eco-initiatives, students can develop environmental awareness. Also, simple practices such as conserving natural resources, separating waste, and saving energy and water

are taught to involve primary school students in environmental issues. Integrating a philosophical approach into the educational process is important in the formation of eco-culture. Explaining to students the strength of nature, sustainable development, and human social responsibility creates a strong and stable worldview for them. This process develops self-respect in students, an understanding of responsibility for nature and society. A number of pedagogical methods and techniques are used in the formation of eco-culture in primary school. Among them: Interactive games: Organizing various games and simulations to teach students environmental knowledge in an interesting and interactive way. Through these games, students develop problem-solving skills in addressing environmental issues.

Practical exercises: Show students simple ways to protect nature, for example, planting trees, involving them in activities such as waste separation. Participation in seminars: Conduct seminars on topics such as ecology, environmental protection, sustainable development, and form students' opinions on these topics. Ecological projects: Provide students with the opportunity to participate in the preparation of ecological projects, for example, cleaning the school environment, developing innovative ideas for energy conservation.

From a philosophical point of view, nature is an integral part of humanity. Nature conservation means not only the rational use of its resources, but also the restoration of the balance between nature and man. In a philosophical approach, nature conservation helps society make responsible decisions that reduce environmental risks, save resources, and protect biodiversity. The philosophical basis of nature conservation is that humanity is obliged to restore, support, and ensure the sustainability of nature, not just as a consumer, but as a part of it. This principle serves as the basis for the development of ecological responsibility, sustainable development, and ethical values. In philosophy, human relationships are governed by ethical rules and values. Ethical values determine the behavior of each person in society and ensure how he interacts with the environment. Values such as goodness, justice, respect, and cooperation play an important role in relationships between people. Responsibility for nature is also seen as a moral issue. From a philosophical point of view, moral values guide people to social justice, solidarity and the formation of environmental awareness. In ensuring the sustainable development of society, it is necessary for each person to understand his responsibility for the environment. These values are of great importance in preserving nature, using resources prudently and combating environmental hazards. Sustainable development means ensuring the efficient and equitable use of natural resources, taking into account the needs of present and future generations. The philosophical foundations of sustainable development are aimed at ensuring the economic, social and ecological balance of society. This approach ensures that the development of society is linked not only with economic growth, but also with ecological and social stability. Philosophically, sustainable development requires maintaining a balance between environmental protection and ensuring social justice. In this development model, economic activity should reduce environmental damage, and also aim to create social equality and a sustainable lifestyle. The philosophical foundations of sustainable development Nature conservation: Saving natural resources, using them sustainably. The foundations are based on the following principles: Social justice: Creating equal opportunities for everyone, ensuring social justice. Thinking about the future: Taking into account the needs of the present generation, as well as the needs of future generations. Philosophical foundations

pave the way for the harmonious development of society and nature. The philosophical foundations of nature conservation, the development of human relationships and moral values, and ensuring sustainable development are of great importance. Through these foundations, society develops important values in the direction of understanding environmental responsibility, care for nature and ensuring social justice. The uniqueness of philosophical approaches is that they include not only the preservation of nature and ensuring sustainable development, but also the formation of a person's moral responsibility and relationships with others. Such philosophical foundations turn students, the younger generation and members of society into environmentally conscious citizens who support a responsible and sustainable lifestyle. Self-awareness and approach to environmental issues Self-awareness is the process of a person's awareness of his or her own internal state, feelings, thoughts, and values. This process helps to develop social responsibility and environmental awareness in students. Through self-awareness, students understand their relationship to nature and the need to preserve it. Self-awareness in the approach to environmental issues also helps students consciously form their relationship to the environment. Students become aware of their responsibility to nature and society, and become attentive to the environment. Self-awareness creates the internal motivation necessary for the development of environmental awareness. This motivation encourages students to actively participate in environmental issues and feel social responsibility. Internal discipline is a person's ability to regulate their own decisions and actions. In the approach to environmental issues, internal discipline allows students to master environmental knowledge and make responsible decisions about nature conservation. Internal discipline forms not only environmental knowledge, but also moral values in students. Understanding nature conservation and environmental responsibility should be based on the internal discipline of each student. This, in turn, strengthens their environmental views. The development of internal discipline encourages students to adopt environmental behaviors and practices. For example, students master simple but important environmental practices such as waste separation, energy and water conservation, and efficient use of resources. Through internal discipline, students learn to feel personal responsibility for protecting nature. This, in turn, develops environmentally responsible citizenship. In order to develop self-awareness and internal discipline, and create a deep understanding of environmental issues, it is necessary to use a number of methods and techniques in the educational process. Pedagogical methods can help students develop self-awareness and internal discipline in approaching environmental issues. Practical activities and projects: Practical activities in studying environmental issues, such as planting trees, separating waste, and saving energy and water, develop internal discipline in students. These processes increase students' responsibility for nature and encourage them to actively participate in environmental issues. Discussions and debates: Encourage students to think about environmental problems and find ways to solve them. Through this method, students express their opinions, influence each other, and develop environmental awareness. Sharing experiences and interactive games: Allow students to conduct interactive games and simulations on environmental topics, developing environmental responsibility and self-awareness in them. These games teach students environmental behavior in a simple and interesting way. Individual and group work: Giving students individual or group work on environmental issues allows them to express their

thoughts in an explanatory manner. This helps students develop self-awareness and internal discipline in making environmental decisions.

CONCLUSION

The process of forming an eco-culture in the primary education system is not only the teaching of environmental knowledge, but also the formation of a sustainable development and responsible citizenship position in students. Teaching students to maintain a balance between nature and society through philosophical foundations helps to develop environmental awareness in students. Pedagogical methods, practical exercises and interactive methods expand the possibilities of forming an eco-culture. At the same time, the continuity and effectiveness of the development of an eco-culture in the education system depend on the orientation of students to social responsibility and the ideas of sustainable development.

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