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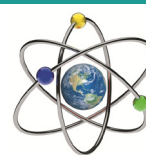
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2025

- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

M

AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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ECOLOGICAL EDUCATION IN GENERAL EDUCATION SCHOOLS

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Abstract: Ecological education in general education schools is an essential component for fostering environmental awareness and sustainable behavior among young learners. This article examines the current state of ecological education—its methods, challenges, and outcomes—in general education settings. Through a qualitative analysis of teaching strategies and student engagement, the study identifies effective approaches for cultivating ecological consciousness and responsible environmental attitudes. The findings emphasize the importance of integrating ecological education into the school curriculum and employing interactive, practice-based methods to achieve long-term impact.

Key words: ecological education, environmental awareness, general education schools, teaching methods, sustainable development, student engagement.

Annotatsiya: Ushbu maqolada umumiy o'rta ta'lim maktablarida ekologik ta'limning ahamiyati, qo'llanilayotgan usullar, duch kelinayotgan muammolar va erishilgan natijalar tahlil qilinadi. O'quv jarayonidagi pedagogik strategiyalar va o'quvchilarning ishtiroki asosida sifatli tahlil o'tkazilib, ekologik ongni shakllantirish hamda atrof-muhitga nisbatan mas'uliyatli munosabatni rivojlantirishga xizmat qiluvchi samarali yondashuvlar aniqlanadi. Tadqiqot natijalari ekologik ta'limni o'quv dasturlariga integratsiya qilish va interaktiv, amaliy metodlardan foydalanishning dolzarbligini ko'rsatadi.

Kalit so'zlar: ekologik ta'lim, ekologik ong, umumiy ta'lim maktablari, o'qitish metodlari, barqaror rivojlanish, o'quvchilarning ishtiroki.

Аннотация: В статье рассматривается значение экологического образования в общеобразовательных школах, а также методы, трудности и результаты его внедрения. Путём качественного анализа педагогических стратегий и вовлеченности учащихся выявлены эффективные подходы к формированию экологического сознания и ответственного отношения к окружающей среде. Полученные результаты подчёркивают важность интеграции экологического образования в школьную программу и использования интерактивных, практико-ориентированных методов обучения для достижения устойчивого эффекта.

Ключевые слова: экологическое образование, экологическое сознание, общеобразовательные школы, методы обучения, устойчивое развитие, вовлеченность учащихся.

INTRODUCTION

Environmental degradation is one of the defining challenges of the 21st century, with issues such as global warming, deforestation, air and water pollution, and loss of biodiversity threatening ecosystems worldwide. These challenges are closely linked to human activity, necessitating an urgent shift in how societies understand and interact with the natural world. Education, particularly at the early stages, is universally recognized as a powerful tool to cultivate environmental consciousness and responsible behavior.

In the context of general education schools, ecological education serves not only to impart scientific knowledge about the environment, but also to foster values, attitudes, and skills necessary for sustainable living. It integrates cognitive, emotional, and behavioral learning, encouraging students to appreciate the interconnectedness of human and natural systems. This holistic approach equips learners with the capacity to make informed decisions and engage in actions that support environmental protection.

Globally, many countries have integrated ecological education into their national curricula as part of their commitment to Sustainable Development Goals (SDGs), particularly SDG 4 – Quality Education and SDG 13 – Climate Action. However, in many education systems, including those in Uzbekistan, ecological education is still developing and often remains peripheral rather than a core component. Challenges such as insuffi-

cient teacher training, limited pedagogical resources, and lack of systemic support hinder the effectiveness of ecological education programs.

Understanding the current practices, strengths, and limitations of ecological education in general education schools is crucial for identifying opportunities to improve and expand these efforts. This article investigates the methods used to teach ecological concepts, the degree of student engagement, and the systemic factors influencing the implementation of ecological education. Through this investigation, the study aims to provide insights and recommendations to enhance the role of ecological education in shaping environmentally responsible citizens.

LITERATURE REVIEW

Ecological education has gained increasing importance in modern educational discourse as a response to global environmental challenges. Boboev, in his 2020 study, outlines key methodological strategies for integrating ecological education into school curricula. He emphasizes the role of interactive learning, including project-based approaches and nature-oriented activities, in fostering students' ecological awareness. His work highlights the importance of embedding environmental values not only in science subjects but across interdisciplinary content.

Karimova's 2018 research focuses on the practical challenges of ecological education in Uzbekistan's schools. She identifies systemic issues such as insufficient teaching resources, limited teacher training, and the marginalization of ecological topics within curricula. Her findings suggest that without structural and policy-level support, efforts to raise environmental awareness among students remain fragmented and unsustainable.

On an international level, Smith and Green in 2019 analyze how primary schools implement sustainability education through hands-on, child-centered pedagogy. Their findings align with UNESCO's 2017 framework, which advocates for the integration of sustainable development goals into classroom learning. These sources collectively underscore the need for curricular coherence, teacher preparedness, and institutional commitment to make ecological education effective and lasting.

RESEARCH METHODOLOGY

To thoroughly explore the implementation of ecological education in general education schools, this study utilized a multi-method qualitative approach designed to capture both the structural and experiential dimensions of ecological education.

A detailed examination of the national and regional school curricula was conducted to determine the scope and integration of ecological topics. This involved reviewing official curriculum documents, subject guides, and approved textbooks used across primary and secondary levels. The analysis focused on identifying where and how ecological themes are incorporated—whether as dedicated units, cross-curricular topics, or embedded within other subjects like biology, geography, and social sciences. Particular attention was given to the clarity of learning objectives, the progression of ecological knowledge, and the inclusion of sustainability principles.

Fifteen teachers from five general education schools participated in semi-structured interviews, each lasting approximately 45 minutes. The teachers represented various subject areas related to ecological education, including science, geography, and homeroom instructors involved in extracurricular activities. The interview protocol covered topics such as pedagogical approaches to ecological education, challenges encountered in teaching ecological content, resources available, student responses, and perceptions of institutional support. Interviews were recorded, transcribed, and subjected to thematic analysis to identify recurrent themes and unique insights.

Observations were conducted over a two-month period, encompassing regular classroom lessons, ecology-themed projects, and extracurricular activities like school environmental clubs and community clean-up initiatives. These observations aimed to assess how ecological education principles translate into classroom practice, the level of active student participation, and the methods teachers use to engage learners. Field notes documented instructional strategies, use of multimedia and hands-on materials, student collaboration, and the overall classroom environment.

Supplementary educational documents such as lesson plans, activity worksheets, project reports, and school policy documents related to environmental education were collected and analyzed. These materials provided additional context on the planning and support structures for ecological education within schools.

All collected data were coded and analyzed using a thematic framework approach. Themes were developed inductively, focusing on pedagogical practices, challenges and barriers, student engagement, resource use, and institutional factors. Triangulation of data sources (curriculum, interviews, observations, documents) strengthened the validity of findings.



ANALYSIS AND RESULTS

Ecological education in schools is multifaceted, involving theoretical knowledge and practical activities. Curriculum integration ensures that students learn about ecosystems, sustainability, and environmental protection as part of their science and social studies lessons. Interactive methods such as project-based learning, outdoor activities, and ecological clubs enhance student engagement and foster hands-on experiences. Challenges include limited resources, lack of trained teachers, and insufficient time allocation. To overcome these, schools must prioritize ecological education, provide professional development for teachers, and establish partnerships with environmental organizations.

The study reveals that schools employing interactive and practice-based ecological education methods see higher levels of student interest and environmental responsibility. Students participating in ecological clubs and outdoor projects demonstrate improved knowledge and proactive attitudes towards conservation. However, schools lacking adequate support and resources struggle to maintain consistent ecological education programs, limiting student exposure and engagement.

CONCLUSION AND RECOMMENDATIONS

Ecological education in general education schools is critical for developing environmental awareness and sustainable behaviors in young learners. Effective programs combine curriculum integration with interactive, practice-based methods and require institutional support and teacher training. Enhancing ecological education will contribute to building an environmentally conscious society capable of addressing future ecological challenges.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
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 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzilimiz: Toshkent shahar, Yunusobod tumani
19-mavze, 17-uy.