



## Ecopedagogical Activity - As An Innovative Process In Geography Education

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### ABSTRACT

This article states that "Eco-pedagogical activity as an innovative process in geography education", Eco-pedagogical activity - as a prerequisite and basis for innovative development of modern society, ie the evolution of man and the environment, society and nature. This activity is aimed at creating the most favorable conditions for the development of geo-ecological thinking and consciousness in the student, the subject of which is the "geo-ecological culture of the student", as well as its content and main directions.

### KEYWORDS

Innovative activity, socio-ecological situation, geoecological consciousness, pedagogical (or educational) innovation, eco-pedagogical innovation, eco-pedagogical innovation process, eco-pedagogical innovative activity, Natural environment and resources, Geocological pedagogy, Eco-pedagogical activity educational content.

### INTRODUCTION

Innovations in the science and education of geography allow to regulate the enlightenment (educational, pedagogical)

process, to direct it in the right direction. Most geography teachers are often stunned by unfamiliar facts, new perspectives, and

approaches to school geography teaching methodology; usually reacts negatively to such changes. The stereotypes that have shaped the minds of school teachers over the years and affect their day-to-day pedagogical activities often become rigid, routine, and tend to update the content, tools, forms, methods, and technologies of geography education and block their vital needs for self-expression. puts.

Innovative activity (behavior, behavior) of a geography teacher does not mean rapid adaptation to innovations in the educational process, but rather prepares the ground for its unique professional pedagogical formation, self-professional development.

In the context of the socio-ecological situation in the Republic of Uzbekistan (drying of the Aral Sea, the destruction of ecosystems in the South Aral Sea, desertification and sustainable development), one of the most important areas of innovative activities of geography teachers is the formation of geoecologically conscious and cultured (competent) students. In this regard, they should not be recommended "ready didactic (methodological, technological) templates", but should be created with real needs and motives that will allow them to constantly improve their geo-ecological, practical and intellectual scientific-methodological level. After all, only a teacher who is free from any psychological barriers or "dependencies" can become a full participant in innovative change [5,6 ].

One of the most urgent tasks of the modern school is to create the necessary conditions for the development of the genetic potential of the participants in the pedagogical process, that is, to develop talent buds, to fully express

their creative abilities and to open wide opportunities. These tasks cannot be solved without ensuring the variability of all the processes that take place in the teaching of geography. Only due to variability, different types of innovative activities emerge, which require timely deep scientific and practical understanding and support.

Pedagogical (or enlightenment) innovation in geography education is a separate field of pedagogical knowledge that studies the characteristics, origin and development of innovations in relation to the subjects of geography education, the subject of which is eco-pedagogical innovation and innovation, eco-pedagogical innovation process and activity:

Eco-pedagogical innovation - improvement of eco-pedagogical experience in geography education, developing in the traditional (gradual) order;

### MATERIALS AND METHODS

Eco-pedagogical innovation - eco-pedagogical innovation in geography education, ie progressive changes that introduce into the pedagogical (enlightenment) environment sustainable elements (innovations) that improve the description of the system of geographical education or some of its components, simply change the existing teaching methods and technologies in geography introduction of new eco-pedagogical tools that provide exchange);

Eco-pedagogical innovation process - The sequence of stages of creation and use of eco-pedagogical innovations in geography education, in other words, the process of continuous development of geography

education through the creation, mastering and practical application of eco-pedagogical innovations;

Eco-pedagogical innovative activity - a set of measures aimed at ensuring the usual eco-pedagogical process itself or eco-pedagogical innovative process at one or another level of geography education.

All of the above concepts have a common goal - to form a geo-ecologically minded and cultured (competent) student personality, limited resources of natural resources in Uzbekistan, where the sciences of the environment, natural and cultural ecosystems (landscapes), their balance and protection are becoming increasingly important. In the context of increasing anthropogenic impacts on the environment (soil, water, air and biological resources), there is a decrease in pollution and environmental quality it can pose a serious threat to living organisms, including man and his health.

Natural environment and resources - are the most basic factors regulating, providing and limiting human life. However, in the context of declining productivity of natural ecosystems (mountain forests, mountain pastures, deserts, lakes, rivers, tugai ecosystems), the rapid development of anthropogenic ecosystems (agroecosystems, industrial-urban ecosystems), the importance of natural ecological factors has decreased. the impact of environmental factors on human health may increase, leading to acceleration and adverse changes in biological rhythms, allergic diseases, and the human immune system. Obesity and obesity increase, premature birth of babies, some infectious and tumor diseases, relative increase in other diseases related to

human lifestyle, as well as the drying up of the Aral Sea, the formation of the Aral Sea, the South Aral Sea ecosystems. This is evidenced by the destruction of land and water resources in some areas and the increase in waste, as well as the unsatisfactory state of their recycling system. We are talking about the most favorable geo-ecological conditions and a healthy lifestyle, it is necessary to ensure environmental safety, ie the ecological protection of human life (living organisms).

## RESULTS AND DISCUSSION

Thanks to the new socio-ecological policy pursued by the President and the Government of the Republic of Uzbekistan, the natural and social environment of Uzbekistan is undergoing significant changes and unprecedented innovations, production based on ecological techniques and technologies, new competitive products, nature, urban and the fact that villages, streets and roads are becoming more beautiful and graceful creates a sense of love for nature and the Motherland and a strong sense of national pride in the heart of every citizen. Naturally, the process of such updates is directly related to the formation of a competent student with modern geo-ecological knowledge and skills, who has sufficient theoretical and practical basis for solving geo-ecological problems in the system "population - nature - economy - environment". Development of low-waste and environmentally friendly technologies, economic and legal mechanisms of environmental protection, environmental ethics and the principles of sustainable development - is recognized as one of the most important areas of school geography education.

Thus, the formation of a student with a geo-ecological culture is a way to harmonize attitudes aimed at ensuring the integral unity of nature and society in Uzbekistan, understanding the "biosphere and man" system, creating rational and optimal socio-ecological activities of the population. has a responsible attitude and is able to establish rational practical communication with nature.

However, the integrated methodological (technological) system and conditions for the formation of a student with a geo-ecological culture in the school geography education is not sufficiently created, there are some contradictions in this regard:

- 1) The contradiction between the requirements for the geo-ecological culture of students and the limited scientific and methodological knowledge about the structure, rate of development, diagnosis and technology of this culture;
- 2) The conflict between the needs of students for geoecological education and their aspiration to become a person with geoecological culture;
- 3) The conflict between students' perception (understanding) of alternative views on the lifestyle of the population and the geo-ecological environment in which they live, socio-economic conditions;
- 4) The contradiction between the rapidly growing importance of the formation of geoecological culture in students and the lack of the necessary methodological (technological) system that ensures its effective formation.

Timely resolution of these contradictions in school geography education will allow students to effectively form a geoecological culture. This requires the following tasks to be performed:

- 1) Analysis of the development of the idea of geoecological culture and substantiation of its essence, structural components;
- 2) Identification of opportunities, criteria (indicators), levels and problems of formation of geo-ecological culture in students;
- 3) Development of a model of formation of geoecological culture of students in the system of geography lessons and extracurricular activities and provision of organizational and methodological conditions for its implementation.

Study of philosophical, psychological, pedagogical and geoecological literature, observation and analysis of the process of formation of geoecological culture in students, study of advanced pedagogical practices in this field, testing, interviews and surveys with students and teachers, creation and design of necessary pedagogical conditions The use of a set of techniques, such as structuring, gives good results.

The analysis of the practice of school geography education showed that the process of formation of geoecological culture in students is mainly due to the following factors:

- 1) To consider and recognize geoecological culture as an integral part of national and universal culture;

- 2) Strict consideration of the formation of geoeological culture of students as one of the main tasks in the organization of the process of geography education;
- 3) Introduction of the principles of integrity, structure and consistency in the process of formation of geo-ecological culture in geography lessons and extracurricular activities;
- 4) Development of theoretical models of formation of geoeological culture in pupils and creation of technologies and methodical conditions of its introduction in practice of geographical education;
- 5) Regular determination of the level of formation of geoeological culture in students according to specially developed criteria and indicators.

The content of the above-mentioned contradictions, tasks, methods and factors deals with the field of scientific knowledge - "geo-ecological pedagogy", which arises in the mutual integration of pedagogy, geography and environmental sciences. This branch of pedagogy studies the interaction and connection between the individual and the environment in which he lives, considering it as a condition of personal development, the order of its emergence and continuation.

Geography teachers can acquire new knowledge in geoeological pedagogy and organize the process of geography education, taking into account the characteristics of the interaction of students with a specially organized geoeological educational environment. This, in turn, paves the way for the formation of the quality of geoeological culture, which ensures the achievement of the

goal of geoeological education, that is, the establishment of a harmonious relationship between man and the environment. In this regard, the subject of research of geoeological pedagogy is the psychological and pedagogical processes (laws) of formation of geoeological culture in the individual. Thus, the disclosure of the peculiarities of eco-pedagogical innovative activity in the formation of the geo-ecological culture of the individual has become one of the most important issues in the methodology of geography education.

The methodological foundations of geoeological pedagogy include the following principles [2,3, 5, 8]:

- 1) The principle of the integral unity of man and the environment that surrounds him as a whole system;
- 2) The principle that the environment has a direct impact on personal development (development, formation and upbringing);
- 3) The principle that the characteristics of a person's activities and his attitude to himself, other people and nature determine the direction of long-term development of interaction in the system "nature-society", ie the development of the biosphere;
- 4) The principle that in the evolution of nature and society, that is, in the coexistence and development of each other conditionally, each person must understand his role and change the characteristics of his activities in the process of formation.

These methodological principles (rules) indicate that "geoeological pedagogy" is not

a new pedagogy, but a field of knowledge that allows you to look at the process of teaching geography in a new way, in accordance with the ecological requirements. Thus, "geological culture" means the culture of human interaction with the environment in a particular area, the characteristics of his attitude to himself, other people and nature, and as a result, the characteristics of the study, use and modification of the environment.

Geoecological pedagogy - scientifically substantiates the essence (goals, objectives, content, organizational forms, tools, methods and technologies) of future geography teachers of ecopedagogical activity and is an important factor in their deep understanding. One of the most pressing issues in the world today is the formation of a geo-ecologically conscious and cultured citizen, a person who feels an integral part of nature, able to ensure sustainable development in the face of various scales and disasters in the biosphere and ecosphere. its positive solution depends on the eco-pedagogical level and activity of future geography teachers.

Ecopedagogical activity - is manifested as a prerequisite and basis for the development of modern society, that is, the innovative provision of the evolution of man and the environment, society and nature. This activity is aimed at creating the most favorable conditions for the development of geo-ecological thinking and consciousness in the student, the subject of which is the "geo-ecological culture of the student" [3]. The leading means of eco-pedagogical activity is the natural and social environment that surrounds man, and its use in the eco-pedagogical process is a prerequisite for the formation of geo-ecological culture in the

student. An important task of eco-pedagogical activity is the process of interaction with the environment, which allows the student to fully understand the nature of the relationship between "man and the environment" or "nature and society", as well as environmental requirements that must be strictly observed. effective organization of.

Geography teachers are the owners of moral and ecological values and the most acceptable ecological imitation for students, whose geoecological and pedagogical (geocopedagogical) formation will be integratively interconnected. Therefore, a high eco-pedagogical culture and geo-ecotechnological skills are the primary basis for determining the nature of the future educator.

Geography teachers are educators who are responsible for the future ecological identity of their students, as well as for the future of nature and society. They are interdependent in nature and society, in creating an environment full of socially and ecologically favorable ideas, goodness, justice and freedom, in creating equal and wide opportunities for the individual to express themselves ecologically and live a dignified life. plays a particularly important role in creating a system of protection of the people from lawlessness and evil. These processes are so complex, conflicting, and comprehensive that they cannot be resolved or implemented with simple eco-ethical challenges or guidelines. It is clear that these processes apply equally to all citizens. Every person's lofty aspirations and lofty goals can only be realized through his or her personal environmental activities, active environmental behaviors. After all, the state of the environment is the same as a citizen of a country, his social ecological activity, consciousness and culture.

Natural and socio-cultural life will be beautiful, meaningful and healthy in a society where citizens are well-educated, conscious and cultured [4].

It is already known that the impact of society on nature and the environment is local (local), regional (regional) and global (global), but still the socio-ecological consciousness of society is developing very slowly - not sufficiently formed. The reason for this is that the scientific achievements and results achieved in the sciences of geography, ecology and environmental protection, as well as in education in this area, do not become the personal property and wealth of every citizen, the public; as a result, people are unable to perceive themselves in a way that suits the changing environment, that is, they do not form a geo-ecological worldview that is appropriate to the state of the environment.

All of this is of particular importance to the rising generation. The great future of Uzbekistan, its beautiful and healthy nature, a decent social life in it are directly related to today's young generation, its level of environmental literacy and perfection, which will ensure happiness and prosperity. However, geo-ecologically minded, conscious and cultured individuals and societies do not emerge spontaneously. In this regard, the Cabinet of Ministers of the Republic of Uzbekistan on May 27, 2019 No 434 adopted the "Concept for the development of environmental education in the Republic of Uzbekistan." The main purpose of the concept is the formation and development of environmental knowledge, consciousness and culture in the younger generation, the effective organization of environmental education and further improvement of science

and education in this area with the involvement of advanced innovative technologies from around the world [1, 7].

## CONCLUSION

From the point of view of the system of pedagogical education it is possible to distinguish the following directions of improvement of geoecological education in bachelor's and master's degrees of higher education:

- 1) Strengthening the content of relevant disciplines in geography, ecology and environmental protection, education, enrichment with additional topics and their regular updating on the basis of new technologies and research in the field;
- 2) To provide students with geo-pedagogical knowledge in the amount specified in the programs of these disciplines, to form in them the necessary skills and competencies;
- 3) Preparation of master's dissertations on the integration of education in geography, ecology and environmental protection, conducting research on topics related to its modern and current scientific and practical issues;
- 4) Conducting practical classes directly in relevant enterprises, research institutions, nature reserves, areas of ecological crisis and educational institutions;
- 5) To include materials of interest to students on existing Internet websites in the field of geography, ecology and environmental sciences and education, and to organize various contests ("The most interesting

article author", "The most current material author", etc.);

- 6) To open sections on the integration and education of geography, ecology and environmental protection in periodicals of higher education institutions, as well as in newspapers and scientific journals and to publish scientific articles of professors, teachers, masters and students on these issues;
- 7) Organization of the club "Geoecological enlightenment and culture", the circle "Geoecological local lore" in higher education institutions and student residences, the development of their annual plans and activities, etc.

The solution of these problems can be solved only in the framework of ecopedagogical activity. The experience of developed foreign countries (USA, EU, Japan, South Korea) is a clear proof of this.

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