

Formation of Ecological Culture of Junior Schoolchildren in the System of Foreign Language Education

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Abstract:

The article analyzes the concepts of “ecological culture” and “foreign language education”, considers the possibilities and pedagogical conditions for the successful formation of the ecological culture of junior schoolchildren in the system of foreign language education.

Keywords: environmental culture, primary schoolchildren, foreign language education.

One of the most important causes of modern environmental disasters should be considered environmental illiteracy of the population, the inability to foresee the consequences of human intervention in nature. That is why the new standard of primary education has increased attention to environmental education issues. Primary school is an important link in the system of continuous environmental education. Children of primary school age are characterized by a unique unity of knowledge and experiences, so a primary school teacher has the opportunity to form in them a reliable foundation for a responsible attitude towards nature. In the context of the environmental education system, younger schoolchildren should develop ideas about the complexity, uniqueness and fragility of life; about the interdependence and usefulness of all natural objects; about the continuity of life.

In modern education, the primary school student is becoming a subject of the educational process. Now the student can become a co-organizer of the educational environment and a full participant. And, as the results of the experimental work of various authors show, such a training system within the framework of environmental education leads to a number of important pedagogical results: there

is an accumulation of certain experience in the use of universal educational actions “in real life situations in order to ensure one’s environmental safety and health” (1) .

The goal of environmental education is the formation of an ecological culture of an individual with a developed environmental consciousness, the moral imperative of which is “the meaningful preservation of the integrity of the society - nature system” (1). As Yu.M. writes Grishaeva, “the level of ecological culture is the result of moral and spiritual development” (3), accordingly, a high level of ecological culture is a qualitatively new personality trait in a society of sustainable development, implying an active life position aimed at transforming the surrounding reality while observing the laws of harmonious coexistence of nature and society . According to E.V. Girusov, “ecological culture includes environmental knowledge, safe or even favorable technologies for natural balance, norms and values, behavioral skills, contemplation and feelings, and extends to the entire system of human activity”³. According to Yu.M. Grishaeva, “the ecological culture of the individual includes ecological thinking and mediates environmental activity - the rational transformative interaction of a person with the Earth’s biosphere” (5).

To effectively form the ecological culture of primary schoolchildren, it is necessary to fulfill certain pedagogical conditions. Despite the wide range of teachers’ employment when preparing for lessons in basic disciplines, we must not forget that now environmental education is one of the mandatory aspects of the spiritual and moral development of primary school students, therefore the process of preparing a lesson with an environmental component must be approached as seriously as possible in order to ensure a full-fledged educational process. Incentives for environmentally-oriented activities among primary school students “may be associated with satisfying their need for self-realization in interaction with the surrounding natural world” (6). Younger schoolchildren are always interested in trying themselves in a new role (for example, a researcher or ecologist), they are always ready to master new activities and gain new knowledge and skills (especially when it comes to the processes of interaction with nature), and collective activities are interesting (with friends, classmates, teacher) gives good results.

Environmental education is interdisciplinary in nature and can be associated with all subjects of primary education (courses “The Environment”, “Literary Reading”, “Foreign Language”, etc.). We will consider the pedagogical conditions for the formation of an ecological culture of the personality of a junior schoolchild within the framework of foreign language education. Foreign language education is “the process of acquiring knowledge about the cultural diversity of the surrounding world of the countries of the languages being studied and about the relationships between cultures in the modern multicultural world, as well as the formation of an active life position and the ability to interact with representatives of different countries and cultures according to the principle of dialogue of cultures” (2). According to L.I. Lyapustina, “primary foreign language education includes: the development of the student’s personality and abilities; spiritual and moral education of primary schoolchildren in the process of learning non-native languages and cultures; a teaching that is based on educational activity, where a junior schoolchild learns linguistic means, the culture of the country of the language being studied and masters foreign language speech activity”². The system of foreign language education in primary school helps students master a new means of communication, learn about another culture, expand the horizons of socialization, develop the student’s intellectual abilities and personal qualities, and helps to become more successful in mastering other subjects.

The formation of an ecological culture of the personality of a junior schoolchild in the process of foreign language education is facilitated by: development of skills in environmentally oriented activities through project work; analysis of information about the environmental situation in the countries of the language being studied; balance of pair, individual and group work in lessons; assignments on environmental topics and environmental-speech situations; dialogues and group

discussions with an environmental focus in a foreign language; comparison of the features of the environmental situation in Russia and the countries of the language being studied. The process of mastering a foreign language in primary school is very important for the formation of an active life position of students. Studying the languages and cultures of different countries, national values, as well as becoming familiar with the environmental situation and ways to combat global environmental problems in different countries will lay the foundation for the successful formation of an environmental culture among students in primary school.

According to the approximate basic educational program of primary general education, “the subject content of oral and written speech corresponds to educational and educational goals, as well as the interests and age characteristics of junior schoolchildren” (3) and includes the following blocks: “Acquaintance”; “I and my family”; “The world of my hobbies”; “Me and my friends”; “My school”; “The world around me”; “Country/countries of the language being studied and the native country.”

Based on this list, we can assume that in almost every block the direct formation of students’ environmental culture is possible. At the first stage of learning a foreign language within the framework of the “Getting Acquainted” block, only basic knowledge begins to be laid (greeting, farewell, indicating age, name, profession), but here students will be able to gain first knowledge, for example, about the profession of an ecologist. In the “World of My Hobbies” block, primary schoolchildren can get acquainted with activities that have an environmental focus - conservation of natural resources, protection of animals and birds (for example, building birdhouses), creating environmental things (for example, eco-bag, eco-shoe covers). As part of the “Me and My Friends” block, students can talk about joint activities in environmental circles, create environmental projects, and hold friendly eco-forums. In the “My School” block, you can discuss with primary school students the presence of environmental groups and clubs at school, corners of nature and planting gardens on the school site. The “The World Around Me” block has the widest range of environmentally oriented topics. There may be games, projects, group discussions about wildlife, flora and fauna, natural resources; Students will also be able to express their views regarding the protection and preservation of the environment. The block “Country / countries of the language being studied and the native country” also has extensive scope for the formation of environmental culture: students find information about the environmental situation in their country and the countries of the language being studied, analyze information about previously taken measures to preserve the environment, offer options for saving the environment situations in different countries, based on the conditions and location of a particular country, they develop projects, conduct role-playing games, conferences and forums on nature protection. In the age of high technology, it is possible for primary school students to organize communication with foreign students about environmental situations in different countries and ways to preserve the environment using telecommunications and the Internet. Also, with the help of computer technologies, both in foreign language lessons and during extracurricular activities with primary schoolchildren, it is possible to create electronic eco-projects, eco-films and eco-presentations - in the modern world this is undoubtedly relevant for children of this age.

As a result of combining the processes of environmental and foreign language education at the stage of primary general education, junior schoolchildren will develop: elementary foreign language communicative competence (using oral and written speech), the foundations of communicative culture and speech etiquette, the foundation of environmental culture and literacy; positive motivation and sustainable interest in the subject area “Foreign language” and “Environmental education”, awareness of the value of nature and the need to take responsibility for its conservation, the basics of nature-conforming behavior in everyday life and the environment, the ability to work with various types of information, analyze and present it to native and foreign languages.

Thus, we assume that in the process of foreign language education we can successfully form the ecological culture of the personality of younger schoolchildren, following certain pedagogical conditions: it is necessary to develop a methodology for its formation to help the teacher, since ordinary textbooks on a foreign language do not provide such tasks. Undoubtedly, primary school teachers will now have even more work to fully ensure the environmental and educational process. But we must understand that the future of our planet depends on the younger generation and we must make every effort to live in a favorable environmental environment.

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