



# THE PRIORITY IMPORTANCE OF ECOLOGICAL AND ETHICAL PHYSICAL EDUCATION IN THE MODERN EDUCATION SYSTEM

**Nurishov Darmenbay Yesnazarovich**

*PhD, Associate Professor (Docent), First Deputy Director of Youth Issues and Spiritual-Educational Affairs  
Nukus Branch of the Uzbekistan State University of Physical Education and Sports*

## ABSTRACT

*The article describes modern education system, in dealing with the current issue, emphasizes the priority importance of ecological and ethical physical education, the formation of a person who cares about improvement, self-development, and well-being. Also, the paper provides with information on subjectivity that determines active creative position of a person in solving environmental problems, which is important in the implementation of the issue of ecological culture education in adolescents. Using this approach, students can learn to reflect on their current, initial, current level of knowledge and then evaluate their own success and personal growth. That is, as a result of the process and application of forms, methods and methods of educational work, a person is born, he has the ability to choose, evaluate, program and construct the types of activities that are adequate to his nature, satisfy his needs in self-expression and self-development.*

**KEY WORDS:** *physical health, physical education, pedagogical and ethical education, ecological education.*

## INTRODUCTION

The basis of the activity approach in psychology B.G. Anan'ev, V.V. Davydov, L.S. Vygotsky, A.N. Leontev, S.L. Rubinstein. Thus, as general goals, a person who is able to make his personal life the subject of practical adjustments, to be able to relate to himself, to evaluate himself, to choose the methods of his activity, taking into account his interests, directions of values, control of his progress and results [3, 4]. Therefore, in the framework of our research, the active approach is expressed in the creation of such a model of the educational process of ecological culture, which creates a situation of inclusion of teenagers in various types of productive ecological activities in order to stimulate the self-expression and development of the individual.

We consider the main features of the personal-oriented approach necessary for our research (A.N. Alekseev, S.A. Baramzina, E.V. Bondarevskaya, V.I. Leshchinsky, A.V. Petrovsky, I.B. Kotova, V. V. Serikov, V. I. Slobodchikov, A. V. Khutorskoi, I. S. Yakimanskaya, E. N. Shiyonovi and others) [2, 5]. Based on our research, this approach is expressed in education and training cooperation and co-creation, individualization and differentiation, establishing a reliable relationship with each of the students, knowing the individual-personal characteristics of the students. Self-directed education is based on the recognition of the uniqueness of the student's subjective experience as an important source of individual life action, which is manifested in knowledge. Recognizing that the student is the moving figure of all educational activities, Bondarevskaya states that it is a personally oriented pedagogy. The characteristics of the approach as providing interest, problem, and personal involvement in environmental activities are taken into

account. In this, knowledge and norms are mastered as personally important. In this case, the development of a person's value-emotional sphere, his personal relationship to nature, his activities, his personal position are considered essential. Thus, the effectiveness of the personal-oriented approach is primarily characterized by the personal growth of the student, including the increase in the level of formation of ecological culture.

## LITERATURE REVIEW

Humanistic psychology, including the ideas of K. Rogers based on the cultural approach. In this approach, he prepared a general theoretical basis for the development of educational issues (A.G. Asmolov, V.N. Alekseenko, M.M. Bakhtin, E.V. Bondarevskaya, O.S. Gazman, V. Kagan, M.S. Kagan, N. B. Krylova, S. V. Kulnevich, S. Yu. Stepanov and others). E.V. Bondarevskaya distinguishes the following components of a cultured approach, which, in the logic of our research, are important in the process of educating adolescents in ecological culture:

Attitude to the child as a subject of life capable of cultural self-development and self-change;

- Pedagogy as a bridge between the child and culture, capable of leading him into the world of culture and supporting the child's personality in his individual self-determination in the world of spiritual and moral values;

- Approach to education as a cultural process in which the driving forces are personal meanings, dialogue and cooperation of its participants in achieving their personal development goals;

- approach to the school as a whole cultural-educational space, in which the cultural patterns of children's



and adults' joint lives are modeled and reconstructed, cultural events occur, culture is created and a person of culture is educated.

- cultural approach is based on the separation of knowledge about the world, the experience of the existence of methods of activity, the experience of emotional-values attitude to the objects and processes of the real world. In this situation, it will be important to make a transition from the study of communication and relations in natural associations to communication and relations in the system of "man - society - nature". Environmental problems from the point of view of cultural compatibility allow a deep consideration of the causes of the current global problems, their solution based on the establishment of a relationship of ability of a person to himself and the environment, the methods of practical activity ensure the assimilation of culture by a person.

- the approach ultimately ensures the creation of a single cultural and educational space, in which the formation of the adolescent's personality is enhanced. A practical condition for the involvement of requirements in the development of education in the current conditions is the environmental approach and, in accordance with it, the educational environment comes to the field.

Founders of environmental approach (Yu.S. Manuylov, A.T. Kurakin, V.A. Karakovsky, L.I. Novikova, N.L. Selivanova, V.D. Semenov, V.I. Slobodchikov, E.A. Yamburg, V.A. Yasvin) sees its essence in such a way that children are brought up by organizing acceptance of this environment that surrounds them as a whole, which the children themselves raise with the help of pedagogues, parents, social partners and school friends [1, 3]. Yu.S. Manuylov considers the environment as a potential educational tool in patriotism pedagogy. It emphasizes the growing role of the environment in children's development and its strong interaction with the educational system. Yu.S. Manuylov offers the following definition of the environment: "what the subject is in, under the influence of which his lifestyle is formed, what also "mediates" his personality. In this case, averaging means typicalization. Mediation means to instigate, help, enable, bring about something. Mediation means to change the direction, to influence, to rise to a higher level.

## RESULTS

In the logic of our research, this approach is important from the point of view of the structure of the environment. Yu.S. According to Manuylov, the environment consists of a set of niches and elements, in which children's lives interact. Niche (natural, social, cultural) is a certain space that allows children to satisfy their needs and to show their subjective qualities by the child. Spontaneity is a force acting in the form of social movement, information flow, interest wave, mood swings, etc., in the natural and social environment. Nature has the power of violence over children and ensures that they choose the options for their own development. According to Sergeev, the environment consists of a certain physical entity in the form of a specially organized system of tools. The structural integrity and logical completion of each option of the educational environment depends on the designer who describes all the elements and

functions of the environment. The subjectivity of the environment, depending on the observer, is qualified by this, which does not in any way prevent the environment from being considered as an element of objective reality. The environment is also the place where knowledge arises and exists, and it reflects reality and can be transferred to human memory and experience through stimuli. Immerse the subject in the learning environment, he argues. S.F. Sergeev leads to changes in his qualities. It occurs only when the subject's cognitive activity is present, according to motivations, interests and context. Summarizing what has been said, we emphasize that the use of the environmental approach in our research allows us to focus not only on the surrounding natural environment, but also on the use of internal opportunities in the process of educating the ecological culture of the teenager. Creating such an environment from the point of view of the environmental approach is good for us as the organization of socio-cultural (ecological lessons, short-term courses, exhibitions, conferences) and socio-natural platforms (excursions, walks, expeditions, tourist clubs), in which pedagogues are responsible for ecological culture, work with a purposeful focus on the development of all components. The principle of education of this integral quality was distinguished by us through methodological approaches selected based on the study of the situation of the theory and practice of ecological culture education in teenagers. Among the important principles of educational influence, researchers P.I. Agalarova, S.V. Alekseev, N.M. Mamedov, L.V. Moiseeva, V.G. Ershon includes the following:

### *The principle of systematicity.*

The principle ensures the education of ecological culture as a system; allows realize the need to see nature as a whole. This research principle is aimed at determining the stability, consistency, compatibility of phenomena, their interaction. The organization of educational activities determines the development of a system of methods, forms and tools aimed at the interdependence of internal and external factors of the educational environment for the upbringing of ecological culture in adolescents;

### *Principle of Integration and Differentiation*

The principle, first of all, ensures the unity of the goals of biological and environmental education. It reflects the functional dependence of the content on the unity of goals and tasks of education, substantive and procedural aspects, unity of education and upbringing. Integration affects all components of ecological culture: cognitive, emotional and activity. Secondly, differentiation opens up a wide range of opportunities for individual educational routes to meet the interests, abilities, goals, developmental level and other needs of the learner, which requires a variety of educational conditions and pedagogical approaches;

### *The Principle of taking into account the features of the country.*

Natural conditions and resources, ecological situation, problems and solutions in the country, city, region, demographic situation, lifestyle of the population, intellectual



and spiritual potential should be taken into account in the process of education of ecological culture in adolescents. The importance of studying regional features is determined by the area where the teenager lives, his interest in learning about the environment, implementation of concrete practical work, mastering and acceptance of traditions. Studying the characteristics of one's native land, one's connection with previous and future generations (folk traditions, creativity, ability) has a complex effect on all spheres of consciousness - intellectual, emotional, ability and will.

***The principle of connection of educational and educational activities with the practice of solving nature conservation problems.***

The principle of the educational process determines the application of the acquired environmental knowledge and skills of the students in solving practical problems, stimulating the analysis and diversification of the surrounding reality, developing their own views. One of the important channels of implementation of this principle is the active involvement of students in socially useful activities to solve the issues of nature protection in school and outside. The principle of involvement of the public or other non-commercial associations in solving issues related to the education of ecological culture of adolescents determines the fulfillment of the social order by educational institutions, the active involvement of social partners in solving the issues of education of environmental culture.

***The principle of using the historical experience of solving environmental education and educational issues.***

Time is kept as the past for a person, the historical process in general is defined by the achievements of the past on the one hand, and it is restored by the system of upbringing and education while preserving the identity in culture. On the other hand (and this is very important) sooner or later, a person comes to other situations in order to get out of the crisis situation that occurred in a situation where the past experience is not ethereal. It is in these situations that the creative beginning in a person increases, he creates in order to live, then all the good things created by mankind need to be used, revised to solve new problems.

***The principle of creative activity and independence in the role of support of the pedagogue in the process of selection by students or in other types of ecological activity.***

This principle consists of active reception of studied phenomena in a goal-oriented manner, their revision, creative processing and application. Student activity is seen in their initiative in reading and a high level of cognitive independence, which is an important characteristic of students' actions in the learning process. Desire and ability to think independently; the ability to find direction in new conditions, to find one's own approach to solving a new problem; seeking to understand not only acquired knowledge, but also methods of acquiring it; independence in personal thinking is one of them.

***The principle of harmonious integration of collective and individual forms of educational and extracurricular activities.***

This principle is based on the age and individual characteristics of adolescents. The implementation of the principle solves the problems of harmonizing collective and individual forms of organizing educational lessons, using adequate teaching technologies. In this case, cooperation and mutual support creates a pleasant emotional environment, which affects the development of interest and productivity of the educational process [4, 6].

The theoretical research conducted on the problem of education of environmental culture among teenagers in the environment of secondary education makes it possible to draw a number of conclusions. Based on the global nature of environmental problems, it is necessary to search for future directions, organizational forms and methods of educating students' ecological culture. The ecological culture of society and the individual as a scientific concept is explained and described in philosophy, psychology, pedagogy, sociology and is a complex, multifaceted, multilevel problem. Its content is based on universal human values, accordingly it acquires an ecological humanist direction. Its formation requires a comprehensive and systematic review of the characteristics of environmental education, in which they are required to have progress ahead of them in comparison with the development of society's requirements. In the current ecological situation, education of ecological culture in adolescents is considered one of the main tasks, and it is connected with the solution of harmonization issues in the "man-nature-society" system and nature itself in relation to nature, as well as in their interactions with it, which are compatible with strategies and technologies.

**DISCUSSION**

Environmental education plays a special role in the development of the ecological culture of a person, which ensures the acquisition of systematic knowledge, the development of the necessary skills and attitudes of an ecological nature, and the instillation of the fundamental foundations of personal culture, including ecological culture. In the scientific literature, environmental culture is considered in various aspects: as an indicator of the quality of education and as a result of the students' activities, which shows their attitude to nature.

In order to clarify the situation of the researched problem, referring to the scientific literature shows that it has not been solved either theoretically or practically, as evidenced by many publications, in which there are various opinions on the concept of "ecological culture", as well as the influential aspects of its education, directions are available. The analysis of different opinions allow us to confirm the content of ecological culture, which is considered as an integral part of the general culture of a person, which reveals the versatility of the interaction of faith with the environment. When we say ecological culture, we understand the integrative personal education of a teenager, and it defines its leading specific characteristics: in the cognitive sphere - it determines the awareness of ecological culture as a positive value, in the



emotional sphere - the moral-aesthetic feelings and waves that arise in the interaction with nature, in the sphere of will - the activity of preserving nature determines implementation, self-creative expression in solving environmental problems.

Environmental culture of adolescents can be formed at different levels. The following levels of the formation of ecological culture are distinguished: elementary, average, high. The level of development of ecological culture is determined by the level of formation of relationship structure, and its organizers are cognitive, emotional, spheres of activity (ratio, emotion, action). The structure of environmental culture of adolescents is given by three components: cognitive, emotional and activity. Criteria for evaluating it: cognitive, emotional-moral; practically determined.

## CONCLUSION

The developed benchmark indicators characterizing the level of formation of environmental culture in adolescents made it possible to determine the content of its levels and clarify the dynamics of its development level in the process of education. Analyzing the content of the state's requirements and the high level of the society's educational demands, it is necessary to create an educational environment in the educational institution for the success of the process of educating teenagers in ecological culture. We have studied the structural components of the educational environment and determine that it consists of a combination of spatial and subject environment, pedagogical tools and conditions, and social environment. Certain pedagogical conditions ensure the successful implementation of the model of the process of education of ecological economy in adolescents. The following are included among the main pedagogical conditions: organization of a single educational space through the integration of educational, extracurricular and extracurricular environmental activities, and the use of pedagogical technologies in the educational process that ensure the effective formation of environmental culture in adolescents; to ensure the process of "introduction" to the ecological culture, which forms the directions of values, taking into account the personal history of life and education; the involvement of parents in the process of raising environmental culture; social space; tutoring support.

Also, it is important to rely on personally oriented, activity, cultural and environmental approaches in the education of adolescents in the conditions of the educational environment. Based on the study of the theory and practice of ecological culture education of teenagers, we have distinguished the principles of education of this integral quality. It is necessary to take into account the characteristics of the youth in order to raise the ecological culture of the targeted adolescents, because most of the ecological abilities, the specification of knowledge acquisition, and the acquisition of ecologically important types of activities directly depend on the age of the child. In the course of research, a model of the process of educating teenagers in environmental culture in the conditions of secondary school education was developed. It will have purposeful, motivational, meaningful, and result blocks.

## REFERENCES

1. Isimova A.E. *Pedagogical conditions for the formation of a healthy lifestyle in high school students during extracurricular education (in the case of high school students)*. Ped. science. name... diss. (13.00.01). T. 2005. p. 212.
2. Kravchenko A.I. *Psychology and pedagogy: Methodological manual*. "Rior". M.: 2018. Pp. 110.
3. Krasnazhon S.V. *Clinical and physiological substantiation and restorative correction of the health level of schoolchildren*. 03/14/11 restorative medicine, sports medicine, exercise therapy, balneology and physiotherapy. Thesis candidate of medical sciences Moscow, 2017.
4. [Kuchkinov A. *Technologies of ecological education of primary class students 13.00.01 – Pedagogical theory. History of Pedagogical Teachings abstract of the doctor of philosophy (phd) dissertation in pedagogical sciences Chirchik 2021*. 46 p.
5. Mirzaeva N. *Improvement of the system of development of environmental competence among students*. Chirchik. 2021. 48 p.
6. Neverkovicha S.D. *Pedagogy physical culture. Textbook for higher education students*. "Academia". M.: 2017. Pp. 46.
7. Utebaev T., Sarsenbaeva Z. *LINGUOCULTUROLOGICAL ANALYSIS OF PROVERBS //Berlin Studies Transnational Journal of Science and Humanities. – 2021. – T. 1. – №. 1.5 Pedagogical sciences*.
8. Sarsenbaeva, Z.J., Utebaev, T.T. *Role of phraseology in developing communicative competence*. EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal Volume: 6 | Issue: 9. DOI: <https://doi.org/10.36713/epra5111>