

## **Improving the Characteristics of Environmental Protection among School Students**

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**Abstract:** The scientific basis of pedagogical problems aimed at improving the technologies of environmental education through environmental protection among general education school students, improvement of environmental education, the need for it was revealed and the specific features of carrying out research work on providing ecological knowledge and improving it from the conceptual ideas put forward in the research were described.

**Keywords:** school, student, education, upbringing, environmental awareness, natural resources, rational use, environment, information, action, protection.

**Introduction** Today, in our country, the "Green Space" program provides for the protection, greening, further expansion and improvement of nature, as well as the training of specialists in this field to meet the requirements of scientific and technological progress. It envisages the preservation of our mother nature, which is part of the universe, the planned and economical use of its natural resources, the preservation of the habitat of living creatures, including clean air, water and soil for humans, plants and animals, in order to raise the socio-economic development of our country to a new level.

Indeed, in various sectors of the national economy, educated and experienced ecologist-agrochemists, ecologist-entomologists, and ecologist-agrobiologists are needed, who are required to solve various problems of nature conservation, develop measures, and establish continuity in the family, neighborhood, kindergarten, school, and higher education institutions, various enterprises and organizations in order to protect the environment. As a result, it is necessary to preserve and establish ecology in various heavy and light industrial enterprises of agriculture, transport, and farms [4].

The main goals and objectives of environmental education, To improve the responsibility of schoolchildren for environmental protection, to interest people in nature and the realities occurring in it, to identify the causes of problems between people and nature, to develop measures, and to implement environmental protection with sufficient ecological knowledge.

In forming environmental protection skills in schoolchildren, attention is paid to the following:

1. To in-depth study of the specific features of nature and social development, the relationship between them, and to prepare individuals capable of modern thinking;
2. To prepare a generation that understands and protects the ecological state of various natural areas in the direction of socio-economic planning and production forces;
3. Cultivating young people who serve to preserve the nature and its resources in which each individual, society, and various groups, categories, and classes within society live;

4. To educate members of society about the place where they live and their importance in human life and health in developing their social, cultural, religious views and traditions [2].

In implementing the above, kindergarten teachers, school and higher education teachers should conduct their educational work in a way that is relevant to reality and ecological conditions during the learning process, as well as preserve nature, its beauty and natural resources, and educate the growing younger generation in a sense of protecting the environment, its flora and fauna.

In order to protect the environment, it is important for students to understand the nature of the place where they live, its ecological state, the negative and positive factors affecting it, to feel responsible for preserving and enriching natural resources, and to acquire relevant knowledge, skills and qualifications. It is also important for each student to make his or her own contribution to the sacred cause of not harming our mother planet, using natural resources wisely, and preserving the living environment [5].

Therefore, for the stable fate and promising future of young people, it is necessary to increase the volume and effectiveness of scientific and research work on the preparation of curricula that are familiar with modern pedagogical methods of interaction with nature and the transformation of cultural approaches saturated with socio-philosophical ideas into an integral part of young people. In this regard, one of the priority issues is the theory that life on earth itself is a natural phenomenon, the harmony of the relationship between man and nature, but creating conditions for the continuous development of creative potential in order to reduce the sphere of influence, the effectiveness of the person for the environment, his spiritual and moral development, the interpretation of man as a medical-social being and a thinking part of nature, and the path to high spirituality through a new perception of the world, and the idea of general unity and interconnectedness.

**Methodology** The methodology for this article focuses on integrating ecological education within school curricula to instill environmental responsibility among students. The approach involves a systematic pedagogical process that emphasizes continuity, beginning from early education and extending throughout life. Teachers and parents play pivotal roles in cultivating ecological awareness by embedding environmental principles into everyday learning experiences.

Practical methods include experiential learning, such as engaging students in activities like nature conservation projects, ecological research, and sustainable practices. The curriculum emphasizes understanding local environmental conditions, fostering a connection between students and their surroundings. This connection is deepened through studies of natural history, the interplay between living and non-living elements, and the consequences of disrupting ecological balance.

The methodology also stresses the development of an ecological culture, combining theoretical knowledge with practical skills. Students are encouraged to reflect on the moral implications of their actions toward nature and develop compassion for living beings. Teachers adopt modern pedagogical methods tailored to ecological education, ensuring that lessons are relatable and impactful.

By fostering a sense of responsibility and awareness, this methodology aims to create a generation equipped to address global environmental challenges. The integration of ecological education into school systems seeks to align with broader socio-economic and cultural objectives, ensuring that students not only gain knowledge but also adopt sustainable practices, contributing to the preservation and renewal of natural resources.

**Result and Discussion** The development of environmental education in our country, that is, the issue of environmental protection, is discussed in detail in the educational process, and it is emphasized that environmental knowledge should be high in order to eliminate the increasingly

acute environmental problems in the world. It is recognized that the Day of Environmental Knowledge is widely celebrated in many countries of the world every year, and that the promotion of environmental knowledge among the world's population for the life and sustainability of humanity was described in detail at the UN Conference on Environmental Problems held in Rio de Janeiro in 1992, and the attention is paid to issues of scientific and practical considerations [1].

The intended goal is to promote the idea of enriching the ecological knowledge of the population of our planet, developing ecological culture, raising public awareness about the ecological safety of society, and promoting the education of every citizen in the spirit of respect for nature.

From this perspective, the development of the concept of environmental education in our country and the adoption of this document are significant in that they have created an important socio-cultural and legal basis for ensuring the ecological safety of the population.

Today's curricula do not include environmental knowledge, skills, qualifications, and competencies, which are not aligned with the essence of national measures aimed at eliminating global environmental problems, reducing existing environmental risks, and restoring the natural environment, and do not have clear mechanisms for forming an ecological culture among students [8].

The imbalance between man and nature, which is causing the global ecological crisis, and the scale of the impact of human activity on the environment, must be determined, first of all, by the importance of eco-consciousness, eco-culture, eco-activity and environmental education. It should be noted that improving the quality of education, its implementation and the use of modern effective teaching methods are the only and main ways to prevent the global ecological crisis. From this perspective, it can be noted that the survival of nature and humanity in the universe is directly dependent on environmental education and its methods [3].

Today, the issues of "ecological education", "ecological culture" and "ecological safety" are among the factors that can preserve civilization on Earth, develop mechanisms against the extinction of life sources and the death of humanity. Therefore, the problem of the ecological crisis requires the mobilization of "ecological education" and, in harmony with the achievements of civilization, the revision of legislative projects in this area by each state and member of society and their adaptation to the interests of humanity.

The responsibility of a person to have a conscious attitude towards nature is directly related to such personal characteristics as environmental education and self-management, the ability to foresee the immediate and long-term consequences of one's actions in the natural environment, and a critical attitude towards oneself and others. The issue of instilling such human qualities and concepts in a person and turning it into a conscious type of activity is one of the objects of school education, requiring special attention to deepening and expanding students' knowledge of the environment in all aspects [6].

It should be noted that environmental education is a complex pedagogical process, and knowledge of the basics of ecology is an important component that must be mastered by schoolchildren. Today, the school and extracurricular education system includes a large amount of environmental knowledge, skills and qualifications that meet the requirements for the development of ecological culture. On this basis, in an unstable ecological situation, it is important to ecologize the entire system of education and upbringing of the younger generation.

Another important principle of ecological education is the principle of continuity, that is, the education, upbringing and development of a person throughout his life. Parents, educators and teachers are faced with the task of constantly developing the personality of a schoolchild. Noting that this process is based on certain requirements and principles, we can say that the problem of the development of the personality of a schoolchild as a holistic process depends on the extent to which the teacher has a clear idea of the main directions of the development of ecological

culture. The content of the ecological education curriculum will be effective only when it corresponds to the essence of human society and the development of civilization [7].

The main basis for the formation of a person's worldview is determined from a young age, and his relationship with the environment that affects his social and cultural life plays an important role. Properly and qualitatively organized education has a positive effect on the process of socialization of a person, serves as an important factor in establishing in him the qualities of duty and responsibility and making them part of his activity. Understanding social sanctions, social norms, social roles and rules accepted by society turns his behavior into activity. This process directs the student to enlightenment, study and self-education.

A responsible attitude towards the environment is formed in a person throughout his life, especially intensively during school years. In order to form an ecological culture, it is of great importance to study the course of natural history in the school educational process, to get acquainted with animate and inanimate nature, to reveal their mutual connections. The ecological direction of this course allows students to form a careful, responsible attitude towards nature and a readiness for active actions to protect, preserve and renew natural resources [9].

It is advisable to organize environmental education and upbringing in order to instill in modern schoolchildren a sense of responsibility and responsibility for the life of society, the fate of the entire Earth as they grow up. Therefore, it is very important to form in them a love for nature, respect for all living things, the ability to foresee the consequences of their behavior in nature. From the first school age, it is necessary to instill in the minds of students that there are no unnecessary weeds, useless insects, that everything in nature is harmoniously interconnected, and that the violation of one of the chains threatens to disrupt the natural balance.

It is necessary to form an ecological culture of behavior based on knowledge, practical skills, and aesthetic experiences, teaching students to have compassion for living beings, not to harm living beings, to understand that it is impossible to kill animals, and that we have no right to destroy what nature has created.

**Conclusion** The study underscores the critical role of environmental education in fostering ecological awareness and responsibility among school students. It highlights the necessity of integrating comprehensive ecological knowledge into educational curricula to bridge the gap between human activities and environmental sustainability. By emphasizing the interconnectedness of natural systems and the consequences of ecological imbalance, the findings demonstrate that early and continuous education significantly shapes students' attitudes and behaviors toward environmental protection. The implications of this research are profound, suggesting that cultivating an ecological culture in younger generations is vital for addressing global environmental challenges and ensuring the sustainable use of natural resources. Moreover, this approach aligns with broader socio-cultural goals, promoting a harmonious relationship between humanity and nature. Future research should explore innovative pedagogical strategies, assess the long-term impacts of ecological education on behavior, and investigate the role of technology in enhancing environmental awareness and engagement among students.

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