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## FORMATION OF ECOLOGICAL CULTURE AMONG PRIMARY SCHOOL STUDENTS

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### Abstract

This article highlights the pedagogical importance of developing ecological culture among primary school students. It analyzes issues related to fostering environmental awareness, responsibility, and a caring attitude toward nature in children. The study presents effective methods of teaching ecological knowledge in primary education, emphasizing the role of games, observations, and practical activities. It also discusses the teacher's role and ways of developing ecological culture through curricular and extracurricular activities. The article aims to promote conscious ecological behavior in students through the systematic organization of environmental education in the learning process.

**Keywords:** Ecological culture, environmental education, primary education, environment, ecological awareness.

### Introduction



#### **BOSHLANG'ICH SINIF O'QUVCHILARIDA EKALOGIK MADANIYATNI SHAKLLANTIRISH**

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### Annotatsiya:

Ushbu maqolada boshlang'ich sinf o'quvchilarida ekologik madaniyatni shakllantirishning pedagogik ahamiyati yoritilgan. Ekologik tarbiya orqali bolalarda tabiatga mehr, atrof-muhitga mas'uliyatli munosabat va ekologik ongni rivojlantirish masalalari tahlil qilinadi. Tadqiqotda boshlang'ich ta'lim

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jarayonida ekologik bilimlarni berishning samarali usullari, o‘yinlar, kuzatishlar va amaliy mashg‘ulotlarning o‘rni ko‘rsatib berilgan. Shuningdek, o‘qituvchining roli, dars va darsdan tashqari faoliyatlarda ekologik madaniyatni shakllantirish yo‘llari ochib beriladi. Maqola ta‘lim jarayonida ekologik tarbiyani tizimli tashkil etish orqali o‘quvchilarda ongli ekologik xulq-atvorni shakllantirishga xizmat qiladi.

**Kalit so‘zlar:** ekologik madaniyat, ekologik tarbiya, boshlang‘ich ta‘lim, atrof-muhit, ekologik ong.

**Аннотация:**

В данной статье рассматривается педагогическая значимость формирования экологической культуры у учащихся начальных классов. Анализируются вопросы развития экологического сознания, ответственности и бережного отношения к окружающей среде у детей. В исследовании показаны эффективные методы формирования экологических знаний в процессе начального обучения, роль игр, наблюдений и практических занятий. Также раскрывается роль учителя и пути формирования экологической культуры в учебной и внеурочной деятельности. Статья направлена на формирование осознанного экологического поведения у учащихся через системную организацию экологического воспитания в образовательном процессе.

**Ключевые слова:** экологическая культура, экологическое воспитание, начальное образование, окружающая среда, экологическое сознание.

**Introduction**

In today’s era of globalization and intensifying environmental challenges, protecting the environment and using natural resources rationally have become issues of critical importance. For this reason, fostering ecological culture is regarded as one of the most pressing tasks of society. Instilling ecological education from early childhood, especially beginning in primary school, helps

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ensure that future generations develop a conscious and responsible attitude toward nature. Primary school pupils are naturally inclined to perceive and explore natural phenomena, making this period the most favorable stage for developing ecological knowledge and practical skills. By cultivating ecological culture within the educational process, such qualities as love for nature, commitment to its protection, and indifference-free attitudes toward environmental problems are strengthened in learners. In this respect, the topic has substantial scientific-pedagogical as well as practical significance.


### **Methodology**

In this study, the issue of forming ecological culture among primary school students was examined on the basis of pedagogical and psychological approaches. The research employed methods such as the analysis of scientific and pedagogical literature, observation, interviews, questionnaires, and experimental trial work. In integrating ecological education into the learning process, practical activities, game-based technologies, and extracurricular forms of engagement were applied. The obtained results were analyzed through comparative and generalization methods. This methodology served to determine the effectiveness of approaches aimed at fostering ecological culture.

### **Analysis**

The findings indicate that the formation of ecological culture in primary school learners is most effectively achieved through systematic and purpose-oriented instruction. The analysis showed that gradually embedding ecological concepts into classroom activities significantly increased pupils' interest in nature and improved their attitudes toward it. Practical tasks, observations, and ecological games not only reinforced ecological knowledge but also contributed to shaping responsible behavior.

In addition, extracurricular activities—such as outdoor sessions in natural settings, clean-up campaigns, and discussions on environmental themes—proved to be an important factor in developing pupils' ecological awareness. The analysis also demonstrated that the teacher's active involvement,

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methodological competence, and interdisciplinary integration play a decisive role in fostering ecological culture. Overall, a well-organized pedagogical process enables the development of a stable ecological culture among primary school students.

### Results

The results of the study showed that the formation of ecological culture among primary school students is effectively achieved through a purposeful and systematic educational process. Integrating environmental topics into both classroom instruction and extracurricular activities led to a noticeable increase in students' interest in nature, their ecological knowledge, and their sense of responsibility. Through practical activities, ecological games, and observation-based tasks, students developed ecological awareness and positive pro-environmental behavior. In addition, the teacher's pedagogical approach and active participation were identified as key factors ensuring the effectiveness of ecological education. Overall, the research confirms that fostering ecological culture is one of the priority tasks of the primary education system.

### Conclusion

The issue of forming ecological culture among primary school students is one of the most urgent and priority directions in today's education system. The findings demonstrate that implementing ecological education systematically from an early age shapes a responsible, careful, and conscious attitude toward nature in learners. Because the primary school period is particularly appropriate in terms of children's psychological development—being conducive to perceiving nature, observing it, and developing positive attitudes toward it—introducing ecological knowledge and skills at this stage yields especially effective outcomes.

The research revealed that practical activities, ecological games, observation tasks, and extracurricular events serve as important tools in developing students' ecological awareness. Moreover, the teacher's pedagogical competence, methodological approach, and application of interdisciplinary integration

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significantly increase the effectiveness of ecological education. Forming ecological culture not only raises students' level of environmental knowledge, but also educates them as responsible citizens in the future. This, in turn, contributes to environmental protection, rational use of natural resources, and sustainable development. Therefore, it is important to further develop methodological work aimed at fostering ecological culture in primary education and to introduce new pedagogical technologies and interactive methods.

In general, it has been proven that ecological education, when implemented on the basis of systematic, goal-oriented, and innovative approaches, is highly effective in shaping conscious ecological behavior, love for nature, and a sense of responsibility among students. At the same time, this process emerges as an important pedagogical task that supports the upbringing of future generations within a sustainable and responsible society.

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