

THE PARADIGM OF GEOECOLOGICAL CULTURE AND INTERCOMPATIBILITY IN THE IDEAS OF GEOGRAPHIC AND ECOLOGICAL CULTURE

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DOI: [https://doi.org/10.63001/tbs.2024.v19.i02.S.I\(1\).pp134-140](https://doi.org/10.63001/tbs.2024.v19.i02.S.I(1).pp134-140)

KEYWORDS

geographical culture, ecological culture, geoecological culture, geographical education, ecological education, geoecological education.

Received on:

25-07-2024

Accepted on:

09-11-2024

ABSTRACT

The article is aimed at elucidating the aspects of generality and coherence within the scientific problem of forming students' geographical, ecological and geo-ecological culture, in which this process is interpreted as the result of a natural and vital necessity. According to the authors, issues of education, consciousness, worldview, which are closely related to pedagogical factors, occupy an important place in the formation of geographical, ecological and geoecological culture. If education itself, consciousness and worldview are part of the conditions of formation of a certain culture, then the fact that these factors have many commonalities and integral aspects in the formation of geographical, ecological and geoecological culture expresses the true essence of the article.

INTRODUCTION

Concepts of ecological and geographical culture of a person are formed in our minds relatively recently, however, on the basis of already existing concepts. Therefore, by looking at the dynamics of the relations of these concepts in a historical retrospective, it is possible to understand the importance of the concept of geo-ecological culture, which is gaining deeper relevance today, and create a perfect ground for illuminating the landscape of harmony between them.

In our opinion, if many events today are considered in a geographical and ecological context, it is much easier to shed light on existing problems. Therefore, the formation of ecological and geographical culture in society is of great social importance. Geo-ecological culture, within this process, acquires a more relevant content, shows the essence of closeness of the concepts of geographical and ecological culture in an increasingly integrative content, and continues to prove its vital importance.

Research methods. In this article, the analytical attitude of the authors to the existing views, ideas and hypotheses observed during the years of research and studied and summarized from a scientific point of view is highlighted, and points of harmony of geographical, ecological and geoecological culture are expressed in it. Available scientific literature, sources, surveys conducted within the framework of the research were obtained through the questionnaire and generalized opinions were studied, and analytical comments were presented on this basis.

Research results. In the framework of pedagogical research, the issues of formation of geographical, ecological and geoecological culture are determined, first of all, in connection with human behavior not only with innate aspirations, but also with problems arising under the influence of living conditions. Under the influence of changes in the environment and nature, needs also change, the lack of certain knowledge is felt, so it is necessary to create conditions for obtaining knowledge about nature and the use of nature. Conscious needs become the motive of behavior, help to form geographical, ecological and geo-ecological culture in students in the use of nature and natural resources. Since human behavior is characterized by dynamism, with changing circumstances, behavioral motives and the means necessary to achieve goals can change.

Today, the task of all peoples, nations and peoples is to use and protect natural resources wisely without harming the environment. In the fulfillment of this task, the importance of our national values, which serve to stabilize the attitude of people to nature, naturally instilled with the ideals of goodness in the education of society members, especially the young generation, is incomparable. Because, "restoring the ecological culture of the Uzbek people, studying the laws of its development is related to the socio-economic, cultural level of the society, preserving the increasingly polluted natural environment on a global scale, anthropogenic factors affecting the ecological balance of the biosphere showing the role, in this

process not only the socio-economic, but also the determination of the political situation and finding practical solutions, has its own historical forms and stages" [30; pp. 11-12].

Dedicated to ecological issues, the Republic of Uzbekistan "On Nature Protection" (December 9, 1992), "On Water and Water Use" (May 6, 1993), "Underground resources" (September 23, 1994; revised on December 12, 2002), "On Protection of Atmospheric Air" (December 27, 1996), "Plant Protection and on its use" (December 26, 1997; revised on September 21, 2016), "On the protection and use of the animal world" (December 26, 1997; on September 19, 2016 in the new version), "About the Forest" (April 15, 1999; in the new version on April 16, 2018), "About Waste" (April 5, 2000), "State Cadastre to Laws of "about" (December 15, 2000) are aimed at maintaining and preserving the unique purity of the nature of our country, improving the geo-ecological environment.

In each of the above normative and legal frameworks, within the framework of the regulation of relevant social relations, mandatory duties and tasks for the members of the society are also expressed, which creates an important educational ground for the formation of the general geocological culture of the country's population.

The motive of social importance ultimately has a decisive influence on the result of environmental protection activities. Thus, geographic, ecological and geocological education cannot direct values, views, beliefs to vital needs without forming the motivational basis of behavior. Therefore, as part of the measures that should be taken to skillfully influence the minds and emotions of students, to study and protect their environment, mutuality of geographical, ecological and geo-ecological culture is necessary. aspects are important. Analytical considerations related to the process of their formation in order to illuminate this commonality and coherence, important aspects of their interdependence by studying the specific characteristics of these cultures are given below.

Today, the purpose of geography is seen in the formation of various laws and the development of scientific theories and principles related to the territorial aspects of human activity on our planet. Geographical research contributes to the formation of knowledge about the peculiarities of people's subjective perception of different aspects of their habitats, including ideas about land resources and the study of territorial aspects of well-being..

The living environment of today's humanity is very different from that of previous generations. After all, today there are many social networks, including mass media, the Internet system, where information is received for a person, and all of them have the potential and opportunity to provide a lot of information on a regular basis. Most importantly, this information and evidence will be relevant to different parts of the world. However, events affect people wherever they occur and can naturally change public opinion. Therefore, the main tasks of geographic culture are to teach people to be critical to the flow of information, to separate evidence from personal opinions, to help better understand the nature of spatial relations on the earth and the nature of its development by man. What we want to say is that geography in the future is not just a simple list of facts and a description of some regions of the world, but from these facts territorial planning, excessive expansion of certain areas, economic backwardness or development, urban growth, changes in agriculture. and so on, is the science you use to solve other problems.

Based on this position, the concept of geographic culture, as a scientific problem, has already been paid attention to by well-known geographers. Especially during the last quarter of the 20th century, in-depth studies were conducted on the issues of geographical culture within the methodology of teaching geography. According to V. Maksakovskiy (1998), who brought us to our attention, the contribution of geography to the general culture is manifested in the formation of students' imagination of the geographical landscape of the world, geographical thinking, acquaintance with the methods and language of geography [16 ; p. 416]. In this quote, the scientist emphasizes four components: geographic landscape, geographic thinking, geographic methods, and geographic language. Later, many researchers emphasized

how important these components are in the structure of geographical culture. Because "scientific-geographic landscape of the world is the basis of scientific knowledge obtained and confirmed during research and practical work in the field of modern geography. The geographical landscape of the world reflects people's ideas about nature and society, and their attitude to them. It is undoubtedly a basic element of human geographical culture.

In the study of geo-ecological situations in different ecosystems, it is important to choose and systematize the methodology of geo-ecological indicators of sustainable development in the world, to improve the ecological situations that occur within natural geographical units on a global, regional, national or local scale. The fact that 132 of the 550 indicators proposed by the World Bank are aimed at environmental protection and improvement of geo-ecological conditions and they were chosen as the main indicators, the fact that the geo-ecological characteristics of these indicators have not been determined requires new research [5; pp. 365-367].

According to scientific studies, another important component of geographical culture - the idea of geographical thinking is interpreted in the works of N. Baransky (1956): "... geographical thinking is such thinking that, first of all, is connected to the territory who mapped their judgments, and secondly, it is a connected, collective way of thinking, not closed within one "element" or one "branch", in other words, playing chords not with one finger" [6; p. 255].

Later, this definition of geographical thinking was improved in the works of other scientists. In particular, V. Maksakovsky [18; p. 15-16] clarified the approaches describing the essence of the concept of "geographical thinking". He divided them into territorial, complex, historical, typological, systematic, problematic, ecological, constructive and behavioral approaches. It is almost impossible to use these approaches without knowing the specific characteristics of the main types of geoinformation and without having the necessary skills to work with them.

According to the scientist, the third component of the concept of "geographical culture" is the methods of geography. The cartographic method occupies an important place among the general geographical methods that are used in almost all sub-systems of geographical sciences. Among other methods of geography, quantitative methods, including cartometry and centrographic, mathematical, modeling, aerospace, and geoinformation methods, are now widely used in geographic research. The fourth component of the concept of "geographic culture" is described as the language of geography. Mastering the language of geography, according to the researchers, implies knowledge of the language of geographic science and the language of geographic maps. The language of geography mainly includes concepts and terms, including cartographic evidence (cartographic projection, latitude, longitude, contour, cartogram, cartogram, etc.), numbers and dates, geographic names, geographic images.

The concept of "geographic culture" is used both to describe the professional culture of geographers and to describe mass geographic culture as a part of the universal culture in modern civilized society. In fact, this process is a mass geographical culture that is formed during the study of the school geography course. Differences between professional and popular geographical cultures are expressed not only in the depth of coverage of the components of geographical culture, but also in the specific general cultural tasks facing the general secondary education system. In other words, mass geographic culture is not just a lower level of professional geographic culture. Therefore, the teacher should know that the student should understand the mutual relations between people, nature and society and his duties to nature from the first days [3; pp. 44-51]. Adherence to the standards of behavior and habits depends on the emotional attitude formed by the student to moral standards. For him, nature must become the condition of his existence. The world's environment is changing very quickly, and in the future this process may accelerate even more. As mentioned above, the environment has a significant impact on the formation of the

student's personality. For this, the living conditions must be acceptable from a social and psychological point of view.

In order to clearly express the essence of geographical culture, school geography is a philosophical form of creating knowledge about the geographical landscape of the world among students, thereby systematizing knowledge about objective reality, as a collection of scientific knowledge about the world. participation in the formation of the landscape should be clarified. Because the concept of "geographic image of the world" is understood as a holistic image of the world, which has a historically conditional character, and establishes the main objects and the relations between them in the form given to modern geographical knowledge. In addition, scientists consider geography teachers conductors of popular geographical culture [24; p. 309].

The formation and development of ecological culture is a complex process provided by the coordinated influence of ideology, politics, law, science, production and education. Ecological culture is considered as a part of general culture, where ecocentric consciousness and ecologically appropriate behavior of people enable the co-evolution of society and nature.

Currently, pedagogical literature began to approach the issues of environmental education and upbringing in a comprehensive way, and this tradition predetermined the development of the content, forms, methods and tools of the pedagogical process in environmental education, and helped to develop the scientific direction of environmental pedagogy and psychology. gave Pedagogical studies are developing very different definitions of the nature of the concept and characteristics of the formation of ecological culture.

Ecological psychopedagogy is a methodological direction of pedagogy, within which the criteria for the selection of content, as well as approaches to the creation of principles, methods and forms of ecological education are developed. As the name suggests, this new methodological direction appeared in the union of three scientific disciplines: ecology, ecological psychology, pedagogy. There are continuity links between them. Therefore, ecological psycho-pedagogy consists of these three bases, combined, and permanent interdisciplinary connections of ecological content are visible among them. Here, ecology is the factor that forms the system, because "ecological psychopedagogy develops the scientific content of environmental education: it is a set of knowledge, skills and abilities that must be mastered" [13; p. 480].

Thus, according to brief descriptions, it is worth noting that geographical and ecological culture is a combination of the experience of people's interaction with the environment, theoretical knowledge, practical methods of action between nature and society, moral standards, values and cultural traditions, manifested in the form of ecological consciousness. Human experience, including its moral value and responsible attitude to nature, ecological thinking - conceptually as a process of waiting for the practical implementation of ecologically relevant activities in life, and geographical thinking - as territoriality, complexity, concreteness, globality in the geographical view of reality means to imagine.

As a result of the active action of a person, the expansion of the scope of interaction and interaction between society and nature, in the process of exchange of matter and energy, various anthropogenic changes occur. Pollution of the natural environment with various domestic and technical wastes, poisoning of the atmosphere with various substances creates various environmental problems that are dangerous for human life and activity. Therefore, it is necessary to implement such urgent issues as the correct and rational use of existing natural resources, the introduction of economical technologies, and the formation of ecological culture in people [15; p. 38-41].

In some studies, special attention is paid to issues of connection between ecology and its problems with social values. "Human spirituality depends on the social and spiritual environment of the society in which he lives" [11; p. 4]. Therefore, it is required that the whole society, young and old, big and small, should be equally responsible for the quality and effective implementation of the normative and legal frameworks aimed at the health of our ecology and environment. Because the state policy on

ecology and environmental protection implemented in our country will certainly bear fruit in the near future and will give a special beauty to a prosperous lifestyle.

Geo-ecological culture has a special place in the content of geographical and ecological cultures described above, if it is approached from the point of view of scientific research. Geographical-ecological studies in many cases are of decisive importance in the structure of geographical culture. As a result of the active intervention of a person in natural and historical processes, changes occur not only in nature itself, but also in the thinking of people living in widely changed landscapes. This is especially true where the relationships between natural phenomena are significantly changing and some of them are developing in an undesirable direction, for example, accelerated soil erosion, subsidence of loess-like soils with excessive depletion, irrigated soil salinity, groundwater level rise, levels of groundwater pollution, nosogeographic situation in the regions, etc.

The study of the concept of geoecological culture in pedagogical research, according to the available scientific literature, begins with the period when the cultural direction in school geography education has a real system-forming outline. This is why the concept of "geographical culture" is enriched with elements of ecological culture [17; pp. 11-15].

While researching the concept of geoecological culture and aspects of its formation, the study of the experience of geography teachers in general education schools shows that the use of specific local history materials in geography lessons is important, and students' attention to the environment and various forms and methods of environmental education can be used to foster a sense of responsibility. Therefore, in the formation of geoecological culture, it is appropriate to use the connection of geography education with life to form a geographical and ecological culture that has several aspects and create a basis for the formation of geoecological culture in a holistic way. As we mentioned, geo-ecological local studies is the most convenient tool for organizing geographic-ecological education and upbringing, depending on the teachers' in-depth knowledge of local geography and geographical-ecological features of the region.

In the process of studying the natural geography of Uzbekistan, students will have clear ideas about the nature around them, natural processes, the use of natural resources, the diversity of the earth's resources and their geographical distribution, and through them they will contribute to the successful development of the country's national economy. must be shown to contribute. The formation of geo-ecological culture in students should become a vital necessity by strengthening the work on the formation of geographical-ecological culture in the classroom and extracurricular activities..

In addition, it is no exaggeration to say that the formation of geoecological culture is a concrete historical event that develops from simple to complex, from bottom to top, without separating it from social values and economic processes, natural-geographical environment [20; pp. 5-7]. Because the processes of globalization, strengthening of transnational corporations, competition of economic markets, mobility of capital and human resources, expansion of social risks caused by geo-ecological problems make the problem of the state of the natural and social environment acutely urgent. By the beginning of the century in which we live, local geoecological crises are being replaced by global geoecological crises. Its main features are excessive pollution of the environment, increase of non-renewable resources, formation of planetary anthropocene, etc. [19; p. 41].

The issue of approach to the process of formation of geoecological culture has achieved results based on universally binding, normative and legal bases. Our ancestors also knew how to use various means of influence, using all opportunities and methods in forming ecological culture [4; pp. 195-205]. Even in those times, the creation of ecological culture was carried out simply by keeping the environment clean and promoting cleanliness. In the Republic of Uzbekistan, especially in the years of independence, the issues of keeping the environment clean and protecting it have risen to the level of state policy.

When analyzing the existing scientific literature, it can be seen that the problem has been studied to a certain extent and in certain directions. In particular, various recommendations and conclusions on the issues of formation of geoeological culture have been presented in foreign scientific studies. The scientific community of Uzbekistan has also studied this issue in science and fields, and research work is also being carried out [12; p. 7], [13; p. 7], [24; p. 28], [25; pp. 86-87], [26; pp. 17-19], [28; pp. 44-48], [29; p. 96]. In particular, in the literature that analyzes the issues of formation of geoeological culture in connection with social factors from a philosophical point of view, the social nature of the problem is more in the center of attention, and its connection with educational work is emphasized [12, p. 26-28 .]. However, within the framework of pedagogical research, the issue of elucidating the educational foundations of the formation of geoeological culture in the pedagogical views of ancient times was not considered as a research subject. One of the important tasks of today's pedagogy is to study how and to what extent the problem of formation of geoeological culture was solved in the opinions of our ancestors on educational issues..

According to studies in the framework of social factors, it should be noted that since time immemorial, geo-ecological culture has been among the daily topical issues in the history of mankind as a structural and integral part of the way of life. The history of ecological culture begins with the appearance of homo sapiens (intelligent man) in the biosphere. The subsequent lifestyle of a person is directly related to nature [14; p. 230]. Because man lives in the bosom of nature, in close connection with nature's resources, and always consciously seeks to use it effectively. In a series of articles by N. Rodzevich [23; p. 12-17] the tasks of preservation and optimization of ecosystems at different levels are discussed, among other things, it is noted that most of the ecological problems go beyond classical ecology with their biological priorities.

It should be noted that the transformations and evolutionary processes taking place in natural landscapes are gradually changing from quantitative changes to qualitative changes, creating new anthropogenic landscapes and creating conditions for their sustainable development. Due to the impact of human economic activities on nature, not only natural, but also anthropogenic landscapes and some of their components are undergoing changes in their morphological structure. It is necessary to rationally use natural resources, maintain the comfort of natural conditions, not only protect natural landscapes, but also enrich them and maintain the stability of the natural balance between their components. Because a man-made miracle can be reconstructed, but a destroyed natural miracle cannot be restored, which determines the need to develop ecological culture [2; pp. 25-33].

Differentiated tasks of geographical and ecological content in the study of geography, during the teaching of schoolchildren to different levels of acquisition of geographical and ecological knowledge, complex excursions to the natural environment, didactic and plot role-playing games, seminars, electives, courses on the selection of geographical and ecological content allows you to reach continuously. This makes it possible to create a pedagogical system based on the principle of the unity of consciousness and activity in the formation of spatial representations of geosystems and their ecological state. Therefore, a differentiated approach in geographical and ecological education helps to implement the principle of continuity in continuous geographical-ecological education, to organize group games, contests and competitions with a geographical-ecological content, to create temporary creative associations or research groups. A differentiated approach allows teachers to study the interpersonal relationships of students, because they mainly determine the characteristics of the manifestation of each student, as well as the characteristics of groups. This is very important when organizing nature tours, industrial enterprises, hiking trips, expeditions, and ecological routes.

It should be noted that at present, differentiation primarily affected natural geography. As a result, specialized natural-geographic and geographic-ecological sciences such as geomorphology, climatology, hydrology, geocology,

biogeography, etc. are being developed. In some studies, it is emphasized that the differentiation is related to the high variety of objects and processes studied by geography and the emergence of geomorphology, climatology, hydrology, geocology, biogeography, oceanology, etc. [15, 309- b.].

It is important to increase the educational direction of the educational process in the study of natural, economic and social geography in general and specialized schools. This, first of all, leads to the full and effective use of all the possibilities of science in the classroom and extracurricular activities for the formation of the geographical and ecological culture of students. In particular, teachers of general education and specialized schools have great opportunities to provide students with the necessary amount of geographical and ecological knowledge, ideological ideas and development of thinking. It is also necessary to educate pupils' civic feelings and geographical-ecological culture, to involve them in active ecological and socially useful activities.

In the teaching of geography, teachers widely use interdisciplinary communication in studying materials of ecological and geoeological content, in addition to geographical didactic materials. Also, for these purposes, natural sciences like biology, chemistry, physics are more suitable. Therefore, ecological and geoeological education in the classroom cannot consist only of individual educational moments included in each case. Geographical education should be an education that covers the education of ecological and geoeological and other sciences as a whole.

Thus, the process of formation of geographical, ecological and geoeological culture within the framework of geography education should be carried out in an interconnected, integrated, new way.

Another important point is that in the qualitative implementation of the above goals, the problem-based approach in geography education plays a big role, it is used at different levels and scales. Because the problem approach, on a global scale, is primarily related to the global problems of humanity, which affect the fate of all countries and peoples, cause great economic and social losses, and require global cooperation to solve them. does [16; p. 416].

Geography as an educational subject forms a system of scientific geographical and ecological knowledge, skills, views and beliefs, which ensures the formation of responsibility for the environmental condition of the area of residence of general education school students. In addition, students of general education schools should acquire scientific knowledge about nature, its integrity, components and its unity with society, justify practical actions related to impacting nature, and nature's influence on society and society. In order for them to understand the multifaceted values of the people, to learn the correct behavior norms for the natural environment, and to strengthen the measures to improve the natural environment, it is necessary to form a sense of belonging to the local history in them. Because, in such conditions, a civilized approach to social development appears, and in this way, an opportunity is created to restore many lost spiritual and general cultural values, and important conditions for the development of humanity and its life are formed [7; p. 158.].

The process of knowing the objective world is impossible without knowing the existing ecological relations in the world. Especially now, their study should be considered as a necessary condition for the formation of the foundations of a humanistic worldview among schoolchildren. At the same time, the study of environmental relations plays an important role in the development of logical thinking, memory and imagination in children, and this is a very important factor. Because human ecological culture consists of two interdependent processes: ecological education and ecological upbringing.

Environmental education of a person starts from the moment of birth in a family and depends to a large extent on the potential and authority of parents. Family life, the activities of parents and their actions form the first ideas of children about their relationship with nature and people, that is, their first sprouts. The problem of environmental education is implemented in educational institutions in two interrelated directions. The first

is to develop the ecological consciousness and ecological culture of the teachers who educate the students, and the second is to educate the ecological culture of the students. In both cases, environmental education has its place. Because the goal of environmental education is to gather knowledge about the relationship between society and nature, which is necessary for any person, regardless of who he works with later. In our opinion, in today's time, every person working in any field of society should have a minimum knowledge of ecology.

It is important to master the principles of nature protection and rational use of nature in the formation of ecological education. An important direction of environmental education is the need to develop self-education skills, curiosity and constantly replenish environmental knowledge. In addition, the correct identification of the cause of environmental disasters is of great importance in environmental education. In addition, in the development of the content and organization of environmental education, it is necessary to give an important place to the study of the processes of environmentalization of education, because environmentalization is the most important component of ecological culture. In scientific studies, the environmentalization of education is defined as the penetration of ecological ideas, concepts, and principles into the content of scientific disciplines and the system of training specialists of various profiles [10; p. 160].

Therefore, today, attention is being paid to the new socio-ecological function of education and training systems. Ecological education has left the boundaries of a separate, closed, self-sufficient system of subject-oriented education, that is, it has become a system-forming component of the entire educational process, its strategic goals and It is not an exaggeration to say that the school of the future, which can be effective by defining the leading directions and creating an intellectual and moral foundation, and thus aimed at forming a holistic worldview of students.

It is known that in the 70s and 80s of the 20th century, scientists formulated the basic principles of environmental education. They are mainly:

- 1) interdisciplinary approach;
- 2) systematic and continuous;
- 3) unity of intellectual and emotional-volitional

factors;

4) consists of such principles as interdependence in global, national and local coverage of environmental problems [6; p. 255].

The research of scientists shows that the problems of environmental education are related to some new aspects that arise in connection with the changes in the educational system and the changed tasks and content of ecology as a specific scientific field. is facing. Continuity of environmental education has a special place among them.

Based on this, the necessary factors for the formation of geo-ecological culture can be seen in the principles of environmental education and humanistic principles (educational education, humanity, freedom, individuality of the person, emotionality) for the organization of education in general. Including:

the principle of regionalism, that is, the content of continuous environmental education is based on the analysis of the impact of socio-economic, national-historical, ethno-ecological and socio-cultural conditions of the development of the region on the ecological situation;

- the potential of regional natural resources and their rational use for the benefit of the local population;

- the environmental situation in the region and ways to improve it by improving production processes and increasing the environmental safety of technologies in the region [28; pp. 44-48].

Consequently, these principles point to the importance of environmental education, and these principles can be used to implement the principle of continuity in the formation of the geographical and ecological culture of secondary school students. At the same time, continuity can also perform the function of forming a system in the formation of continuous geographical and environmental education. Therefore, environmental education and upbringing in general education

schools should be practically oriented, because it is necessary for motivational purposes in modern socio-economic conditions.

The concept of "responsible attitude" to nature is important in the content of geoeological education. The formation of the personality of modern general education school students is related to the understanding and realization of their responsibility for the fate of their country, the surrounding cultural and natural environment. The concept of "responsible attitude towards nature" means "the student's ability and ability to consciously and therefore purposefully and voluntarily fulfill the requirements of moral duty and solve the tasks of moral choice, to achieve a certain environmental result" [21; 352 p.].

The goal of geoeological education is to organize the manifestation of a responsible attitude to the natural environment in the most universal way. This means, firstly, in readiness for responsible actions and activities in the environment in accordance with moral and legal standards; secondly, ecologically competent behavior is seen in a socially active life position, in educating the expression of intolerance to the manifestation of an irresponsible attitude to the environment [8; p. 480].

In our opinion, the formation and development of a responsible attitude to nature as one of the personal characteristics is natural only in real geoeological activities and direct contact of students with the interdependence of nature and society. V. Sukhomlinskyi (1970) gave reasonable ideas about the education of schoolchildren's conscious attitude to the environment: "Man was and remains a son of nature, connect him with nature what he does should be used to acquaint him with the wealth of spiritual culture", as well as "the world that surrounds the child is, first of all, the world of nature with endlessly rich phenomena and inexhaustible beauty. I see the educational meaning in the fact that the child sees, understands, feels, experiences, and understands nature and life as a great mystery and communication..." [27; p. 45].

Thus, geographical and ecological responsibility for the environment as a personal characteristic is of particular importance as an important indicator of the formation of geoeological culture and is one of the main parts of geoeological education. Therefore, the main principle in geoeological education is to educate geoeological responsibility, that is, to form the habit of observing ecological rules and prohibitions in the society in students, and to instill in their hearts the desire to solve environmental problems.

Summarizing the above considerations, it can be said that the problem of increasing the literacy of society in the formation of ecological, geographical, geoeological culture can be solved by implementing continuous ecological, geographical and geoeological education. Continuity includes providing students with new opportunities for gradual and continuous assimilation of accumulated knowledge about humanity, development of scientific worldview, and improvement of ecological literacy of sciences, including geographical relations.

Using the principle of continuity in ecological, geographic and geoeological education, skillfully combining knowledge in the fields of pedagogy and psychology, the teacher has a great interest in studying the individual psychological characteristics of students and the structure of educational and cognitive activities and their geoeological orientation. should pay attention to, because they help to choose the forms and methods of ecological, geographical, geo-ecological teaching and upbringing, which are directly related to each other.

Discussion. Various researches and advanced pedagogical experiences carried out by scientists on ensuring the harmony of geographical, ecological and geoeological education confirm that the selection of the content of geographical and ecological knowledge in general education subjects is serious. focused or integrated courses such as Man and Environment, Geographical Culture, Geoeological Culture, Ecological Culture, Social Geography, Homeland Geoeology, Geographical Ecology, Geoeological Features of Cities ", "Ecological, geographical and geoeological culture" and other similar courses should be introduced. At the same time, it is especially important that all academic subjects make a certain contribution to the formation of ecological-geographical and geoeological culture and

preserve the specific goals of education, upbringing and development. They should mainly be dominated by the idea of the integrity of the surrounding world. It should be emphasized that it is an important pedagogical task to develop the desire of schoolchildren to take care of natural objects, animals and plants.

It is known that an indispensable sign of deep acquisition of any scientific knowledge by a person is their consistency and continuity [22; pp. 78-79]. In fact, scattered knowledge cannot serve as a basis for a deep understanding of ideas and the integrity of the studied science. Therefore, before commenting on the role of geography in the formation of geoeological culture based on a scientific approach, it is worth noting that only systematic and continuous geographical and ecological knowledge will enable schoolchildren to understand and master the laws of the development of nature, its existence, in which human provides a deep understanding of the role and place, the formation of the principles of a correct scientifically based attitude to nature [9; p. 19-21.].

Summary. In the framework of the humanization of education, the professional and environmental education of young people has been strengthened in recent years, which helps to form their sense of geo-ecological responsibility. The tragedy of the Aral Sea and similar problems and other events of recent years show that with the current enormous material and energy intensity of production, almost every participant becomes the culprit of countless problems due to their geoeological illiteracy and irresponsibility. possible

Geographical-ecological knowledge and skills acquired in the classes of natural geography helps the student to be aware of the usefulness of the content studied at school, forms value relations in education, and helps in the formation of geoeological culture in practice.

As mentioned above, the formation of a person's geographical and ecological culture is a long process that is carried out during a person's life under the influence of life experience, education, scientific knowledge, and self-improvement. Based on the principle of continuity, this process involves acquiring the geographical and ecological knowledge, skills, experience and values of the older generation.

Success in mastering geoeological knowledge by students can be achieved taking into account individual psychological and age characteristics. It is most convenient for the purposeful formation of geo-ecological consciousness in the middle age (adolescent) part of the students of general education schools. According to scientists, psychologists and teachers, middle school age is the most suitable for pedagogical organization of students' direct contact with various objects of activity. At this age, the direction of further development of geo-ecological consciousness is determined, therefore, it is most important to actualize the processes of empathy, to develop a fair attitude towards natural creatures. Students of general education schools willingly participate in various geographical and ecological activities, and this ensures the continuity of geo-ecological relations. In our opinion, one of the main methods of implementing ecological, geographical and geoeological education is a differentiated approach that allows learners to organize independent work through a system of variable tasks of ecological and geographical composition.

Ecological and geographical education, as mentioned above, is of great importance in general education and specialized schools. It is considered here, taking into account the specific features of the formation of geographical, ecological and geoeological culture at all levels of education in the system of continuous geographical and ecological education.

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