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THE IMPORTANCE OF ENVIRONMENTAL EDUCATION AND EDUCATIONAL WORK

Annotation. Currently, the emergence of environmental problems is becoming obvious, including the endless growth of human activities, affecting the natural environment and its negative manifestations. In accordance with the globally recognized process of greening, virtues, value relations, theoretical and practical directions began to be defined. Environmental education and training is a multi-stage process that must be considered comprehensively. The tasks of environmental education and upbringing include the acquisition of scientifically based knowledge about nature, its integrity and unity with society, the justification and establishment of practical measures related to the impact on it, understanding the infinite value of nature for society and humans, compliance with the norms of correct behavior in the natural environment, character and development of communication skills, competent organization of activities to improve nature and the natural environment. Solving these problems is aimed at increasing the environmental knowledge of young people and forming their relationships with nature.

Key words: Ecological education, ecological education, ecological culture, ecological principles, continuous ecological education, environment, nature.

Introduction

Environmental education and upbringing is one of the urgent issues of youth education at the present time. The use of the world's environmental data, scientific information in the process of education and training depends on the deep knowledge, pedagogical skill, and high culture of the teachers. In this regard, one of the most important tasks is to equip young people with theoretical and practical knowledge on the basis of science. For this, the main sources of environmental knowledge are the subjects of chemistry, physics, biology, geography, and astronomy. All of us are responsible for the protection, preservation and proper use of nature before generations and history. From this point of view, it is necessary to clearly explain the tasks and goals of providing environmental education and upbringing to all young people [1, page 204].

Research materials and methods

The main tasks of ecological education:

- Being able to use environmental knowledge in life and real work, to engage in business;
- Involvement in massive public benefit work related to nature protection and change;
- Organization of ecological education and educational society in every educational center. The purpose of the society is to educate members of the society to protect and care for the nature of the area where they live, to involve them in research work, to teach methods and methods of conducting research, to turn the center into a center of environmental work;
- Members of the society cooperate with the youth organization of the educational center, create environmental headquarters at their place of residence, organize hikes and trips;



The main goals of environmental education:

- Educating the need for environmental norms and rules in the behavior of young people.
- Do not allow the watchers to be irresponsible to the environment.
- Formation of environmental culture among young people:
 - a) in a person's behavior;
 - b) protection, care and improvement of the surrounding nature through socially beneficial labor and labor education;
 - b) promoting environmental knowledge;
 - c) in the first professional work.

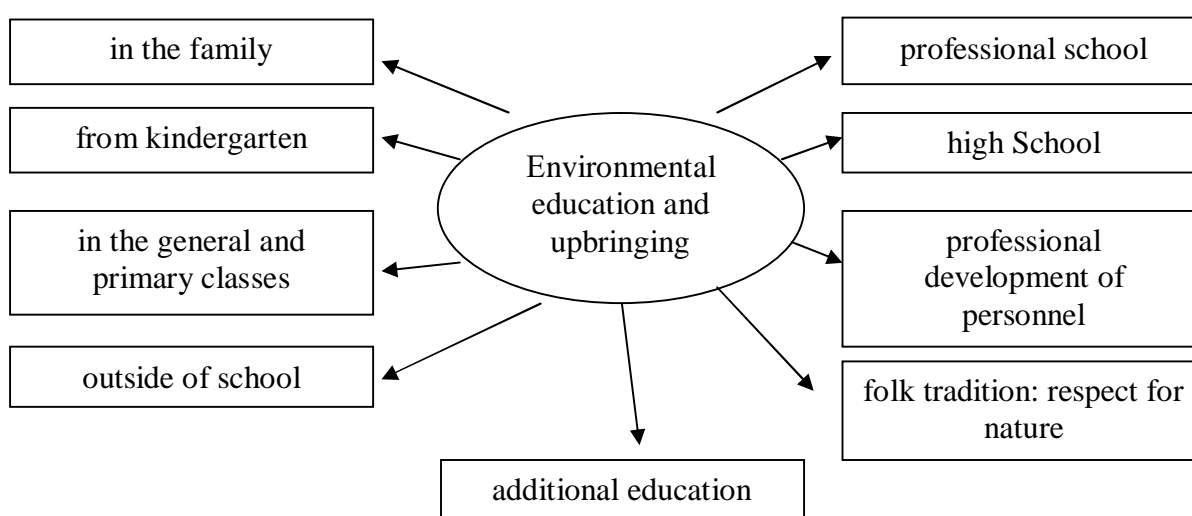
Problems of environmental education and education for students in XVI-XVIII centuries. Great pedagogues: Ya.A. Komensky, J. J. Rousseau, A. Humboldt, etc. progressive ideas based the laws of formation of the world view of education and upbringing in classical pedagogy. Speaking about the education of the "Sense of Nature" that instills a good moral character in the child, they revealed the importance of nature in his moral and aesthetic development. Progressive pedagogy appreciates the great role of nature in the formation of an individual:

"The whole spiritual life of a person is closely connected with nature" - he can formulate an open opinion.

Democratic educators of the 19th century: V.G. Belinsky, A.N. Hertzfel, D.I. Piarelev opposed the careless teaching of nature at school and treating it with a merciless attitude. Russian educators paid special attention to the fact that it affects the formation of moral consciousness, which determines the behavior of a person in nature, and conscious education about nature. These comments served as an example for pedagogues after them to justify the interrelationship of knowledge and perception in the interpretation of natural phenomena and objects [2, page 285].

During the time of the Director General of UNESCO, F. Major, he said that environmental problems should be the most important factor in solving the environmental problem, making it the core of the entire educational program, from pre-school states to higher educational institutions. He said, "If we do not know how to inculcate in every child the simple and reliable words that we, people, are a part of nature, we should be able to love our trees and rivers, fields and forests as our souls, then the situation that we are currently achieving in environmental protection will only remain clear." "-says [2, page 286].

Table 1 - Environmental education and training



"As we build our society, our citizens should be healthy until the end of their lives and make efforts to keep the natural environment around them clean," said the President's address to the



people. Because the biological and genetic structure of a person has not been able to adapt to the changes in the environment due to the sharp deterioration of the ecological situation, human health is suffering enormous damage. The problem of restoring the balance of nature, treating the environment with compassion, preserving the natural treasure, including the person himself, requires environmental literacy from everyone. Therefore, providing environmental education to the younger generation is the main task of educational institutions (Table 1).

Research results

Pedagogical principles of ecological knowledge formation

Providing environmental education to students in secondary schools requires several special requirements. They:

1. Creation of the curriculum, corresponding textbooks and teaching methods, organization of classroom and extracurricular activities, etc.
2. The level of preparation of the teacher's environmental education.
3. Providing environmental knowledge through optional lessons based on the principles of biocentrism in natural sciences.
4. Improvement of teachers' knowledge on issues of nature protection and ecology.
5. Introduction of modern technical tools, computerization of training and new types of training.
6. Creating opportunities for teachers to exchange experience and study materials.
7. Creation and mastery of the information collection center.
8. There should be messages about the possibilities of geographers, biologists, historians, writers and mathematicians, etc.
9. It is necessary to know the state environmental policy well.
 - to be aware of scientific achievements in the field of ecology.
 - knowledge of regulatory and legal documents.

It is necessary to be able to use various methods and forms of education to realize the above tasks.

Basic principles of environmental education:

The principle of connectedness is basically the understanding that there are close connections between living and dead nature and the environment (soil, air, water, plants and animals).

The principle of balance is to explain that the nature of biocenoses and ecosystems is not maintained, and the change of one set leads to the disturbance of the balance of nature.

The principle of interest is to awaken in students a feeling of enthusiasm for the unique and beautiful nature of our country, and to educate them to love and respect their native land and its natural resources[4].

The principle of continuity is the coordinated development of students' knowledge base from kindergarten, infancy, elementary school, and then promotion to higher classes. In higher grades, gradually bring them to levels where they can independently assess environmental conditions.

The shadow principle is the use of visual aids, filmstrips, tapestry, collections, videos, and bioindicators in environmental education.

The principle of the receiver is mainly to plan the content of environmental science by the teacher according to age characteristics, to explain in a familiar and understandable language, taking into account the concept of the understanding of ecological terms and the possibilities of adopting laws.

Regional principles - reminding of household traditions, urban or rural areas of residence in environmental education.

Uztaz should know that the implementation of the above principles in a comprehensive manner is viable in each system and harmonious situation.



In the current situation, production is a factor that has a strong impact on nature. In this regard, young people should understand that the rational use of nature is based on scientific knowledge. Because as a result of industrial activity, there may be various changes in the environment.

Environmental education is related to labor education, because in the course of industrial activity, a person has a direct impact on the environment[5].

Now let's look at several types of environmental education for young people:

1. Cultivation of seedlings of valuable tree seeds at the educational and practical site and use them for gardening of cities and rural areas;
2. Caring for planted seedlings;
3. Collecting fruits;
4. Protection of animals and taking their account;
5. Organization of exhibitions and competitions;

All these contribute to the environmental culture of young people, as well as to the protection and improvement of the natural environment.

Issues of continuous environmental education and training:

Globalization in the life of the society, the tools that people started to use as a result of thinking and knowledge, internal stability and balance in the biosphere have not always been preserved. As a result, the natural richness and condition of the environment began to change and decrease. This, on the contrary, created the need for human help and care for nature. The 20th century, which was full of great events and changes, along with many problems, put the environmental issue at the forefront.

The appearance of environmental problems is primarily due to socio-economic factors, and these problems can be solved by technical means and by reorienting the attitude and attitude of an individual, a group of people to the environment. Humanity recognizes the need to form a new mentality in connection with the approach to the development of society in an ecological sense. As a means of social action, public ecological knowledge should ensure the correct implementation of all mechanisms of social control, it is necessary to pay special attention to the problem of improving the environment of the resident population, as well as to the problems of providing environmental education and education to students.

Ecology - as an independent science that studies the relationship between organisms and their environment, has been formed since the first half of the 20th century. The term "ecology" was first introduced by the German biologist Ernst Haeckel (1834-1919) in his work "General Morphology of Organisms", and he derives its basis from the concept of the association of the organism and the environment and the change of organisms in the process of evolution.

The real object of ecological science is the current state of the environment, understanding the nature of the earth, and aiming to satisfy environmental and socio-ecological needs as much as possible.

Ecology and nature protection sciences complement each other. Ecological science creates a scientific and theoretical basis for effective use and protection of nature. At the same time, natural resources and their creators were studied in connection with ecological factors with the environment and human activities, and the main findings of its implementation were approved. And the science of nature protection is a set of state or public good deeds that implement the main conclusions of the science of ecology. Does not allow ecology and natural disasters. As a result, a plan for effective use of natural resources and its protection will be implemented. Therefore, the concept of "nature protection" is often used. It is a set of social and economic protection of human environment. Human beings work according to the system of efficient use of nature to realize nature protection. And the efficient use of nature is the most rational and useful technology for the use of natural resources and their regeneration.

In order to protect nature, human beings are obliged to know its laws and basic principles.



Within the biosphere, all living organisms are connected to each other and are adapted to live only in the conditions of communication. Disruption of one of these connections can lead to changes in the balance of nature. Therefore, human beings should know the role of each natural component in the environment and natural ecosystem.

Nothing is lost in nature. If a human being gives birth to a new substance, he must think of a way to destroy it.

That is, it works according to the law of conservation of energy. That is why when human beings use nature, they must coordinate its production and reproduction, and preserve the safety of man and nature [3, p. 6-7].

When I think about it, nature is an inexhaustible source of life and beauty. One of the main problems facing today's society is environmental issues, nature protection and economical use of natural resources. As mentioned above, environmental education and training is a multi-stage process that needs to be considered in a complex way. Scientists have written a lot of information on environmental "education and education". What would I do if given the chance?

- Ø To increase the love for nature in every child and bring up a patriotic generation;
- Ø Organizing various events related to environmental education and increasing people's environmental knowledge;
- Ø Introduction of "ecological education and upbringing" subjects in general education schools;
- Ø Create an environmental headquarters and implement the "Green Country" program;
- Ø Making environmental evenings in the city where I live every week;
- Ø Involve people in nature research;

Environmental education is also related to labor education. Because in the course of industrial activities, people directly affect the environment. People take care of and protect the natural environment, help employees who manage forestry and state reserves. Protection of wild animals and plants.

Environmental education and training is currently becoming a complex science that acts in continuity with all other sciences.

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ЭКОЛОГИЯЛЫҚ БІЛІМ БЕРУ МЕН ТӘРБИЕ ЖҰМЫСЫНЫҢ МАҢЫЗДЫЛЫҒЫ

Андатпа. Қазіргі кездегі экологиялық проблемалардың туындауы, соның ішінде табиғи ортаға тигізетін адамның іс-әрекетінің шексіз өсуі және оның келеңсіз көріністері айқын байқалуда. Жалпы әлемдік деңгейде мойындалып отырған экологияландыру процесіне сәйкес ізгілік қасиеттерін, құндылық қатынастарын, теориялық – практикалық тенденциялары айқындала бастады. Экологиялық тәрбие мен білім беру – көп сатылы процес, ол кешенді тұрғыда қарастыруды қажет етеді. Экологиялық білім беру мен тәрбиелеудің міндеттеріне табиғат туралы, оның тұтастығы және қоғаммен бірлігі хақындағы ғылыми негізделген білімді меңгеру, оған ықпал етуге байланысты туындайтын практикалық шараларды дәлелдеп орнықтыру, қоғам мен адам үшін табиғаттың құндылығы шексіз екенін ұғындыру, табиғи ортада дұрыс жүріп-тұрудың нормаларын сақтау, табиғат пен сырласа білу қабілетін дамыту, табиғат пен қайта түлеген ортаны жақсарту жөніндегі қызметті сауатты ұйымдастыру жатады. Міне, осы міндеттерді шешу жастардың экологиялық білімін арттырып, олардың табиғатқа деген қарым-қатынасын қалыптастыруға бағытталады.

Кілт сөздер: Экологиялық білім; экологиялық тәрбие; экологиялық мәдениет; экологиялық принциптер; үздіксіз экологиялық білім; қоршаған орта; табиғат.

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ВАЖНОСТЬ ЭКОЛОГИЧЕСКОГО ОБРАЗОВАНИЯ И ВОСПИТАТЕЛЬНОЙ РАБОТЫ

Аннотация. В настоящее время становится очевидным возникновение экологических проблем, в том числе бесконечный рост деятельности человека, влияющей на природную среду, и ее негативные проявления. В соответствии с общепризнанным на мировом уровне процессом экологизации стали определяться добродетели, ценностные отношения, теоретические и практические направления. Экологическое воспитание и образование – это многоступенчатый процесс, который необходимо рассматривать комплексно. В задачи экологического образования и воспитания входит приобретение научно обоснованных знаний о природе, ее целостности и единстве с обществом, обоснование и установление практических мер, связанных с воздействием на нее, понимание бесконечности ценности природы для общества и человека, соблюдение норм правильного поведения в природной среде, характер и развитие коммуникативных навыков, грамотная организация деятельности по улучшению природы и природной среды. Решение этих задач направлено на повышение экологических знаний молодежи и формирование ее отношений с природой.

Ключевые слова: Экологическое образование; экологическое воспитание; экологическая культура; экологические принципы; непрерывное экологическое образование; окружающая среда; природа.