

PROBLEMS OF IMPROVING ECOLOGICAL PEDAGOGICAL SKILLS OF YOUTH**Sharipova L.O.,****Yuldosheva R.K.**Bukhara State University
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Abstract: In this article, the author emphasizes a serious approach to issues of environmental education as an important problem of modern times. The paper presents issues related to improving mechanisms of ecological upbringing in lessons and extracurricular activities. Special attention is given to the development of ecological awareness and culture, as well as the continuous application of acquired theoretical knowledge and skills in nature and society.

Keywords: Environmental education, social education, ecological consciousness, mechanisms of upbringing, human–nature relationship.

The problem of ecological upbringing and education has always existed throughout the development of society and will continue to exist. Scientists and researchers emphasize in their scientific works that environmental education is one of the measures and tools that will help prevent many problems humanity may face in the future. Ecological upbringing should begin from the very start of a person's life — in the family, kindergarten, and school.

It is necessary to develop the content, methods, and forms of forming the foundations of ecological culture among schoolchildren, as well as create necessary conditions for constant interaction of children with natural objects. In recent times, increasing attention has been paid to environmental education and upbringing, as solving the most important issues of civilization development is impossible without it.

We can introduce new equipment and technologies, purchase modern devices, and build new facilities without limitations, but all of this will not bring the desired effect if each person does not feel responsible for the environment, and if tension exists in the relationship between nature and society. Therefore, it is always appropriate to explain elements of ecological education to young people during their school years.

Today, ecological culture is becoming an important indicator of social activity and civic maturity of secondary school graduates. It is the general education school that is responsible for forming a responsible attitude towards nature among the youth. This important social task can be successfully solved not only by individual efforts, but also through the systematic work of the whole teaching staff based on an interdisciplinary approach, if it is integrated into all elements of the educational process.

Forming a responsible attitude towards nature among children is a complex and long-term socio-pedagogical process. A person's attitude toward the environment develops through several interconnected stages: at the first stage, readiness to protect the environment is formed; at the second stage, an ideal model of environmental behavior is developed; and finally, the child's ability to protect the environment evolves.

During this process, an active attitude toward nature and decision-making skills are developed. When studying natural sciences, it is necessary to conduct lessons with a focus on ecological

issues, select meaningful topics, and encourage creative thinking. Tasks in ecological education can be solved not only during geography lessons but also by integrating them with chemistry topics.

Above all, it is important for students not to remain indifferent to the relationship between humans and nature, and to use their pedagogical skills and experience to instill in the younger generation a habit of environmental protection. Improving mechanisms of ecological education requires not only approaches from the perspective of teaching natural sciences, but also giving importance to continuous ecological education within the teaching of all subjects.

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