



CENTRAL ASIAN JOURNAL OF LITERATURE, PHILOSOPHY AND CULTURE

Volume: 02 Issue: 12 December 2021

Analysis of Effective Ways to Develop Students' Environmental Culture in Foreign Language Teaching

Obidova Gulmira Kuzibaevna

PhD in Pedagogical Sciences, Associate Professor, Fergana polytechnic institute, Fergana, Uzbekistan

Received 28th Oct 2021, Accepted 8th Nov 2021, Online 24th December 2021

Annotation: The article highlights the modes of ecological education in learning foreign languages in the teaching of modern science, and there is the adjustment of the educational process with the necessary consistent focus on apparent goals. Also discusses modern approaches of developing of ecological culture of future being a specialist, new approaches to the process of professional training of students from an environmental point of view, the effectiveness of methods of teaching ecology in English, in taking of environmental competencies and literacy that enhances environmental education.

Keywords: environmental education, forecasting, ecological competence

Introduction

Today, the development of an environmental culture of future professionals is one of the priorities of higher education. The modern approach to the formation and development of the ecological culture of future professionals is going through a difficult path in its formation, in the process of which the content, goals and objectives of pedagogical activity begin to change, but retain its essence. It is also important to cultivate a harmoniously developed relationship between the student and the environment in which he lives. However, the activities of our society have so far been able to bring about irreversible changes in nature one by one, thus

confirming that the environmental culture of the learners is not up to the requirements of the program [1,2,3]. As a result, today it is necessary to find new approaches in order to effectively address the challenges of developing an environmental culture in students.

The main part

The formation and development of ecological culture in future professionals is one of the important tasks of improving the interaction of our society and nature, first of all, influencing the comprehensive development of the younger generation. However, all of these approaches should not only apply to language teaching methods and the training of learners but should also cover the entire educational process of future professionals. It is necessary to introduce new approaches to the process of professional training of students from the point of view of ecology [4,5,6]. In the course of studying the processes under consideration, we have proposed an approach to the introduction of a new environmental process to address this issue. One of the important tasks in the formation of students' environmental culture is the organization of educational and research work on the theory and practice of professional teaching of ecology, the ecology of thinking and behaviour. In this regard, many scholars, including scholars from the Republic of Uzbekistan, are looking for ways and means to effectively teach

the learning process in English classes. It allows you to systematize and group ideas for solving a problem (the impact of environmental problems on human health), to form a single or vice versa as a team. The teacher asks for his/her point of view on the proposed problem. Organizes (encourages) the onset of a direct or mass mental attack. Several articles were narrated by students in English. (Earth does not belong to us, we belong to Earth; The Environment makes our Characters; to keep nature a beauty.) They suggest ideas, discuss, evaluate, and select the most optimal idea [7,8,9,10]. They are written on separate pieces of paper as a basic conclusion (no more than two words) and attached to the board. Representatives of the group go to the board and in the consultation:

- remove obvious or repetitive ideas;
- clarify happy thoughts;
- identify the signs that can be systematized;
- Based on these symbols, group all the ideas on the board into sheets of paper;
- show their relationship using lines or other symbols: unique or opposite cases of the team are developed.

The score-interactive style focuses on developing students' ability to identify problems, develop cognitive skills and abilities, and find solutions to problems using available resources and opportunities.

Contact method. The purpose of the training:

- Introduce the participants to each other;
- Creating a friendly atmosphere and creative environment;
- Teach students to overcome psychological barriers.

Expected results of the training:

This training is an opportunity to teach the team of teachers and students, its character, creative potential, abilities, attitude to work, as well as how to work with whom in the pedagogical process, what to pay

attention to, who to help, who to support [1,12,13]. One of the important aspects of the above technologies is that students can think in a foreign language within their specialization. At the same time, the formation of students' readiness for extracurricular environmental and pedagogical activities is associated with the implementation of the most favourable aspects of the language, in which the development of professional qualities, professional competence are the main areas of professional activity. The qualities of the person presented are reflected in the basic professional-pedagogical approach to the personality of the future specialist and should be used regularly.

The modern stage of the formation of ecological education and upbringing in the teaching of foreign languages includes the improvement of the content, form and methods of pedagogical activity in the field of conditional training of future young professionals. At the same time, it is necessary to adapt the existing educational activities for the formation and development of environmental culture to the system of training future professionals. This activity is expected to create a system that is focused on the theoretical and practical training of young professionals in accordance with modern requirements. It is during the student years that the formation of not only the introduction of intellectual and social relations into public relations but also the individual style of life relations is determined [17-21]. Simply put, the competencies of the future specialist begin to take shape, with which the specialist enters the environment of his professional activity and the usual way of life [2]. Therefore, it would be advisable to increase the number of internships for students in enterprises and colleges. Whenever possible, courses should be included to prepare students for practical, extracurricular, or elective classes that should be offered conditionally in the field of environmental culture.

As we can see, the solution to the problems of formation and development of ecological culture in future professionals is a multifaceted, multi-stage

and dynamic process, the study of which can be carried out from different positions. In this study, the content of “environmental culture” is complex and ambiguous, with only one approach to serious analysis, namely the process of formation of environmental culture in English language learning. Such an approach can be effective in solving important tasks in the upbringing of an ecologically cultured individual, in which the learner's ability to predict, compare, and identify the various consequences of his or her behaviour reflects individual characteristics. [3,8,9] Thus, in the modern system of higher education, the acquisition of the minimum of ecological competencies necessary for the formation and development of human ecological culture can be ensured by conditional teaching of the basics of ecological knowledge in higher education. According to the guidelines, higher and secondary special education institutions will teach special subjects on the protection of the natural world around us and the rational use of nature. The content of "Ecological culture" is the development of environmental responsibility in students as the ability and readiness to solve specific environmental problems on the basis of knowledge of environmental laws, the acquisition of ecologically appropriate methods of activity, conditional knowledge of foreign languages, as well as understanding and acceptance of ecological values is the goal and expected outcome of education.

First of all, our study showed that the majority of students (more than 75%) learned about the environmental situation in the district, city, country and the world outside the educational process, ie television (36.8%), from books, magazines and newspapers (32%), as well as through parents (17.6%) and friends (13.6%), however, slightly more than 50% of students receive new environmental education. emphasize the important role of the educational process in acquiring knowledge [21-25]. At the same time, it should be noted that for students,

personal experience based on television and observation is a top priority.

The data obtained suggest that it is the ecological system that exists in television, radio, periodicals, the internet and other mass media that today shapes the ecological views, beliefs and lofty aspirations of most modern students.

The high role of the educational process in the acquisition of new environmental competencies is due to the characteristics of the system of environmental education and training in higher education institutions in the city. The analysis shows that in most educational institutions in the city (74.7%), ecology is taught as a separate independent subject. Therefore, one of the reasons to increase the effectiveness of environmental education and training, along with the formation of an environmental culture of students, is to adhere to the principles of regularity and continuity in the study of environmental material.

The fact that 71.8% of high school and college students study ecology start from the 1st stage of education, 24.7% from the 2nd stage, and only 3.5% from the 3rd stage. This feature of the environmental education and training system leads to increased consistency in the transition of environmental materials in foreign language classes, thus providing opportunities for students to acquire extensive and systematic environmental knowledge.

It should be noted that in recent years, special attention has been paid to the tasks of environmental education and the upbringing of students in English classes in lyceums and vocational colleges. It should also be noted that the published teaching materials do not allow us to discuss issues related to ecology in detail due to the limited scope of language materials, so due to the nature of the problem, it is necessary to increase them. is necessary. Although at the end of the upper stage of education students have a sufficiently extensive ecological dictionary, it is somewhat delayed in terms of teaching time. Thus, it

is possible to increase the number of taught materials in a sufficient amount.

Modern environmental education, aimed at the formation of ecological, spiritual, moral and cultural values, conditionally aimed at quality education of responsible human relations with the natural world around us, is based on the general education of students, including English. It should also be one of the mandatory components in the unit.

At the same time, the analysis of the complexes created for teaching English to students shows us that their content can help students to cultivate the necessary human-ethical attitude to all living things, to the natural world in general. Most complexes have specific recommendations for the specialist on the use of local lore materials and their practical application.

For example, it marks the beginning of acquaintance with the grammatical vocabulary of the initial stage of teaching, that is, the formation of a basic vocabulary of English words and terms. The analysis of educational-methodical complexes allows us to determine a certain pattern, that is, the lexical material that is part of environmental problems, of course, increases from year to year by expanding their application. The dictionary allows you to create a more complex speech scheme. This is reflected in the fact that in the early stages of teaching students move from a basic description of nature to a more meaningful reflection, and in the latter stages of teaching they constantly develop the topic of ecology and express their views on the issues under discussion. Information about countries and regions can help students develop a sense of patriotism, with an interest in the language of the country being studied, and instil in them a sense of patriotism and internationalism. Students' interest in foreign languages can be significantly reduced in the later stages of teaching, for example, if at the initial stage students can show great interest in learning the subject, its novelty is the main reason, and the nature of teaching requires it. If so, in the middle stage it

will be necessary to look for additional reasons for interest. All the tendencies to reduce students' interest in foreign languages are manifested in the later stages of teaching, depending on their age and personal characteristics. It is during this period that students' level of English proficiency begins to determine many of their abilities in solving language learning problems. In our opinion, one of the main reasons for the loss of interest in English in the majority of students is the lack of a natural need for English and the lack of clear opportunities to put it into practice.

It is well known that the activity of students in learning foreign languages is not important in real life. Lack of interest in learning can be caused by students' lack of regular and systematic work in learning foreign languages, as well as lack of confidence in the ability to learn a foreign language in the absence of real situations of communicative communication. It is especially important for students to feel the effectiveness of learning English with the ability to put it into practice. We need to identify the most important criteria for an English language specialist to be technologically advanced:

- The existence of a clearly defined goal, as well as methods of effective diagnosis of the achievement of the set goal, as measured by the expected results in the teaching of foreign languages;
- the need to present the study of foreign languages in the form of a clear system of practical tasks and solutions;
- Strict consistency and logic are required at all stages of learning foreign languages;
- the ability to demonstrate how students interact with information technology at each learning stage;
- The motivation of students in their activities, based on the implementation of personality-oriented functions, reflecting creativity and freedom of choice;

- Correspondence of behaviour to the established human rules in the educational process;
- use of innovative tools and methods of information processing and presentation in the educational process;
- control over the management of the learning process;
- guarantee of the final result.

Conclusion

Thus, we can say that educational technologies in English language teaching design not only the mechanism of management of the pedagogical process but also certain mechanisms that affect the personality of the student. In the process of modernization of higher education, the priority of any education system is the formation and implementation of a unified worldview in the formation of the ecological culture of the individual and society as a whole. The effectiveness of environmental training of students in this regard depends on the following measures that need to be taken:

- it is necessary to understand the tasks of formation and development of an ecological culture of the person;
- the possibility of integrating the content of academic disciplines by ensuring the development of students' human worldviews, thus ensuring the full development of value-motivational landmarks with a special place in environmental demand;
- the need to include integrated courses or faculties in the curriculum, to introduce them at each stage of teaching, so that the principle of continuity of teaching in environmental education is put into practice;
- The need to create a certain ecological educational environment in higher education institutions, as a result of which the conditions for the formation of ecological culture of students

have a strong impact on the natural world around us.

Thus, modern environmental education in foreign language classes remains the subject of the highest level of sincere interest and action in international organizations. The global and therefore universal importance of environmental education can be demonstrated at almost all international conferences on current environmental issues as an important tool for constructive reform of the environmental consciousness of people and society. In the context of creating a constructive unified educational process, we can also talk about the creation of a single ecological process, the common responsibility of people, and therefore a foreign language can be a universal means of communication and understanding between different peoples. It can be a means of attracting people to other cultures, including ecological culture. The subject of "foreign language", through our research, has a wide range of opportunities in the formation of spiritual, moral and cultural values, as well as the readiness of each person for personal and social self-awareness in the modern multicultural process. becomes a science that needs to make a worthy contribution to the solution of the problem under study. The purpose of environmental education in the framework of the proposed discipline is the formation of environmental competence, that is, its role in solving current problems of the global environmental crisis with the possibility of improving the quality of the environment while maintaining a harmonious relationship with wildlife. consciousness.

References

1. Ишмухаммедов Р.Ж, Юлдашев М.(2017). Таълим ва тарбияда инновацион педагогик технологиялар . Т.: Тошкент, 169, 182, 212 б.
2. Ярлыкова О.В. (2015). Влияние физической культуры на профессиональный рост будущих педагогов. *Профессиональная ориентация*, №1. С. 78-79.

3. Хасиханов М.С. (2007). Развитие экологической культуры преподавателей вузов. Педагогика (Кадры науки, культуры, образования). М., № 5. С. 65.
4. Stroganova, O., Bozhik, S., Voronova, L., &Antoshkova, N. (2019). Investigation into the professional culture of a foreign language teacher in a multicultural classroom from faculty and international students' perspectives. *EducationSciences*, 9(2), 137.
5. Mohamadi, Z. (2018). Comparative effect of project-based learning and electronic project-based learning on the development and sustained development of English idiom knowledge. *Journal of Computing in Higher Education*, 30(2), 363-385.
6. Tursunovna, Z. Z., Nurmatovna, K. S., &Kodirovna, O. S. (2019). Actual problems encountered in teaching foreign languages. *Вестникнаукииобразования*, (19-3 (73)).
7. HamidovX., AzzamovaN., (2012). Turkchajitimoiy-falsafiyvasiyosiyterminlartarjimasigadoir, Tarjimamasalalari, ilmiymaqolalarto'plami. Т. В 132.
8. Обидова, Г. (2021). Развитие экологической культуры в образовательных моделях развитых стран мира. *Общество и инновации*, 2(10/S), 251-256.
9. Baxtiyorovna, A. G. (2021). The Innovative and Practical Methods of Organizing Lessons in Pedagogical Activity. *CentralAsianJournalOfLiterature, PhilosophyAndCulture*, 2(11), 98-104.
10. Обидова, Г. К., &Гайбуллаева, М. Ф. (2021). Хорижийтиллерниўқитишдаэкологиктаълимининг педагогик психологикимкониятлари. *Scientificprogress*, 2(7), 312-321.
11. Anarjanovna, N. M. (2021). Technology of formation of integrated reading competence in English. *Academicia: AnInternationalMultidisciplinaryResearchJournal*, 11(3), 666-672.
12. Обидова, Г. К. (2016). Закономерности и принципы становления и развития экологической культуры будущих учителей в системе педагогического образования. *Актуальные проблемы гуманитарных и естественных наук*, (3-5).
13. Karimovna, M. O. (2021). Structural properties of additional elements. *AsianJournalOfMultidimensionalResearch*, 10(5), 173-178.
14. Обидова, Г. К. Гуманизация и интеграция в экологизации образовательного процесса. *Хабаршысы*, 55.
15. Numonjohnovna, E. N., Oybekovna, K. S., &Ugli, B. B. B. (2019). Paralinguistic features of the written language: problems of classification. *Проблемысовременнойнаукииобразования*, (12-2 (145)).
16. Abdukodirov, U. N. (2020). Using of dictionary sources for improving integrated teaching methods. *Scientific Bulletin of Namangan State University*, 2(11), 230-234.
17. Kodirovna, O. S. (2020). Several concepts on advantages and disadvantages of using textbooks. *Academicia: aninternationalmultidisciplinaryresearchjournal*, 10(12), 1253-1260.
18. Numonjonovna, S. N., &Akramovna, T. N. (2021). Phraseological Units in Linguistics-Research and Analysis. *CentralAsianjournalofliterature, philosophyandculture*, 2(12), 12-16.
19. Allaberdieva, G., &Bobokhudjaev, B. (2020). Innovative pedagogical technologies in the educational process. *Academicia: An*

- International Multidisciplinary Research Journal*, 10(11), 632-638.
20. Джураева, Д. Д. К., & Бердиева, З. М. (2016). Культурное наследие как фактор развития человеческого потенциала (на примере Узбекистан). *Ученый XXI века*, 25.
 21. Собирова, Н. Н. (2021). Невербальная коммуникация. *Проблемы современной науки и образования*, (5-2 (162)), 22-25.
 22. Numonjohnovna, E. N., Oybekovna, K. S., & Akramovna, T. N. (2019). Development of the communicative competence of students at the lessons of the English language in non-philological higher educational institutions. *Вестник науки и образования*, (19-2 (73)).
 23. Djuraeva, D. D., & Berdiyeva, Z. M. (2016). Cultural heritage as a factor of human development (on the example of Uzbekistan). *Ученый XXI века*, 23.
 24. Djakhonobodovna, K. G., Nazirovich, A. U., & Yigitalievna, K. M. (2019). Innovative assessment of students' experience in higher educational institutions. *Вестник науки и образования*, (19-3 (73)).
 25. Abdukodirov, U. (2020). Materials development in teaching. In *мировая наука 2020. Проблемы и перспективы* (pp. 3-5).