



ISSN (online) : 2249-7137

ACADEMICIA

An International
Multidisciplinary Research
Journal



Published by
South Asian Academic Research Journals
A Publication of CDL College of Education, Jagadhri
(Affiliated to Kurukshetra University, Kurukshetra, India)


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An International Multidisciplinary Research Journal

ISSN (online) : 2249-7137

Editor-in-Chief : Dr. B.S. Rai

Impact Factor : SJIF 2021 = 7.492

Frequency : Monthly

Country : India

Language : English

Start Year : 2011

Indexed/ Abstracted : Scientific Journal Impact Factor (SJIF2020 - 7.13),
Google Scholar, CNKI Scholar, EBSCO Discovery,
Summon (ProQuest), Primo and Primo Central,
I2OR, ESJI, IJIF, DRJI, Indian Science and ISRA-JIF
and Global Impact Factor 2019 - 0.682

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DOI: 10.5958/2249-7137.2021.00540.1

ROLE FORMATION OF ECOLOGICAL THINKING AND EDUCATION IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

This article discusses the relevance of environmental education and upbringing in the minds of university students, as well as the steps that need to be taken to solve these problems. On the territory of the university there should be an experimental garden, a plot with flowering ornamental trees and shrubs. On this experimental site or in the garden, work is underway to preserve, preserve and care for the pupils. Fostering love for nature, the ability to use it correctly and consciously is the basis of environmental education and environmental culture, fostering in people a sense of responsibility towards nature.

KEYWORDS: *Students, Environmental Education and Upbringing, Environmental Protection, Environmental Education.*

INTRODUCTION

"Environmental education is the formation of a person's conscious perception of the natural environment, the conviction of the need to respect nature," the ecological dictionary explains. In other words, not burdened with scientific terminology: an ecologically educated person understands that nature is as much a living being as he is. Its powers are great, but not unlimited. One of the essential directions in the formation and education of civic consciousness among young people should be environmental education, the formation of responsibility for the purity of their native land, intolerance to manifestations of ignorance and lack of culture in relation to nature. It is difficult to overestimate the importance of ecological education in the issue of upbringing a real person: we encounter nature in the earliest childhood; it is she who is the first teacher, the main component of our character and personality. The first basic understanding of environmental education and training begins in high school. But for some reason, work in this direction in higher education lags behind. To overcome this problem, it is necessary to develop

the following strategies for the formation of environmental education and upbringing of students, namely:

1. Teach students in the spirit of love and aesthetic enjoyment of the beauty of nature.
2. To give knowledge about the laws of development of living and inanimate nature, complex relationships between nature and society, as well as the consequences of human activities for nature.
3. Education of ecological culture among students.

The upbringing of the ability to love nature, to use it correctly and consciously is the basis of ecological education and ecological culture, it creates in people a sense of responsibility towards nature. It all starts with love for the Motherland and patriotic nature. Therefore, it is impossible to educate students in the spirit of patriotism without creating in them a true sense of love for nature. Staying in the arms of nature refreshes a person spiritually, increases his efficiency and creative activity [2].

The problem of nature protection, as mentioned above, is a complex, multifaceted problem, and its pedagogical aspect is one of the most important.

It is necessary to instill in children the ideas of love for nature, love for natural beauty and rational use of nature, and continue this education in the process of education in middle and high school. This is the only way to instill in the minds of people a respectful attitude towards nature. [3,9,10].

The feeling of love and care for the nature of students is brought up in the family and at school. Well-known progressive teachers in their works emphasized the need to start raising children in the spirit of love for nature, for example, the famous teacher Ya.A. Comenius, who lived in the 17th century, wrote the book *Expressing Significant Things in Pictures*. [1,13,14]. This book is an encyclopedia, understandable for children and written in such a way as to help children to love nature and get acquainted with its life and structure.

In the protection of nature, an important role is played by the goals of mankind - humanism, that is, to do good and take care of people. [5,7,11,12]. All renowned teachers emphasized the importance of educating students in the spirit of humanity and nature from an early age.

To overcome such situations, it is important to conduct nature excursions with students after school hours. On such excursions, it is necessary to collect various materials on nature protection, carry out explanatory work, acquaint students with animals and plants useful for humans [4, 8]. It is necessary to show by examples that negligence harms nature. Students should be told that planting useful seedlings and creating artificial bird nests is a means of augmenting natural resources.

It is also important to show short environmental films in universities. Art, paintings, poems and stories about nature and its beauty also instill in students a sense of a good relationship with nature.

On the territory of the university there should be an experimental garden, a plot with flowering ornamental trees and shrubs. On this experimental site or in the garden, work is underway to preserve, preserve and care for the pupils. The primary organization of the conservation society

should be created in universities, and students and teachers should become its members [6]. Special evenings dedicated to nature protection should be held, during which reports and talks should be held on the topics "Nature protection", "Society and its affairs", "Reserves of Uzbekistan and their activities".

CONCLUSION

Fostering love for nature, the ability to use it correctly and consciously is the basis of environmental education and environmental culture, fostering in people a sense of responsibility towards nature. We can say that the highest level of human thinking is ecological thinking. Since a person understands himself and improves his attitude to the environment, that is, to foresee the consequences of any action that may adversely affect nature in our daily life, and to act accordingly, have the appropriate knowledge and skills, each of us is an integral part of nature. We must not forget that we are part of it and its saviors. Therefore, the development of ecological thinking of listeners and students at all stages of education should remain a sacred duty of each of us to nature.

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