



**MODERN-INNOVATIVE WAYS TO IMPROVE SCHOOL,
FAMILY AND NEIGHBORHOOD COOPERATION IN
PROVIDING ENVIRONMENTAL LEGAL EDUCATION
TO SCHOOLCHILDREN.**

Oygul Jumaevna Kholmuminova
Termez State Pedagogical Institute.
Doctor of Philosophy (PhD) in
Pedagogical Sciences, Associate Professor

Abstract: *The purpose of teaching ecological law is to help this knowledge in life. Therefore, after providing ecological law education, of course, it is necessary to teach this knowledge to work in practice, that is, to create ecological education.*

Keywords: *“Brainstorming”, “Attack of ideas”, “Networks” method, “Sinkwain”, “Discussion”, “Role playing”, “Work in a small group”, “Rounded circle”, “Zigzag”, “I have the last word”*

Information is needed in a society where in order to eliminate ecological problems, a person should be well aware of the relationship between himself and nature and the extent of damage, and systematically develop pedagogical, philosophical, legal and other methods of education.

As the First President of the Republic of Uzbekistan, Islam Karimov, noted, "...at the turn of the century, all of humanity, the population of our country, has faced a huge environmental threat. Not realizing this, sitting idly by, is tantamount to condemning oneself to death. Unfortunately, many still treat this problem with indifference and irresponsibility."

Humanity, as a product of nature, has been living in harmony with it. However, over the centuries, the increasing influence of the concepts of environmental and legal education surrounding humanity, as a result of which it began to use natural resources irrationally, has caused a lot of damage to the environment. As a result, changes in nature and environmental ecology are causing unprecedented disasters to humanity. In particular, natural and man-made phenomena occurring in the environment, including strong winds, storms, climate

change, earthquakes, floods, landslides, are taking the lives of many people and causing great damage to the economies of countries. Due to the lack of proper ecological and legal education for young people, due to the lack of knowledge of how humanity should respond to environmental emergencies, we are hesitant to draw conclusions about the need for a careful attitude towards the environment. They should awaken people.

To this end, it is necessary to form concepts about the cooperation of school, family and community in providing ecological and legal education to students, and the issue of a careful attitude towards the environment, which has been deeply embedded in the lifestyle of our people since ancient times as an integral part of human life. Its necessity is taught in epics, fairy tales, proverbs, parables, legends and wisdom, which are examples of folk oral creativity. Lifelong traditions, customs, values, passed down from generation to generation, from ancestors to generation, reflect the philosophy of life and lifestyle of the nation with all their being. Regardless of the era and circumstances, our ancestors took care of their ancestors to be perfect people in all respects. Because only physically and mentally healthy, spiritually high, with deep knowledge and mature professions, morally pure children were considered the true successors of the generation, the owners of the country, the wealth of the nation, and the rulers and providers of the state.

The cooperation of school, family and community in providing students with environmental and legal education requires the formation and development of concepts:

- To feel that nature is a place where humanity lives, a source of life, a field of activity, a place of upbringing;
- To know the environmental problems that have arisen due to human activity;
- To have information about environmental problems in the republic, their causes, consequences, measures to improve critical environmental situations;
- To know and follow the legislation on environmental protection;

- To develop feelings of compassion for nature, environmental values, and environmental norms;

-formation of environmental culture and faith in students' outlook;

-understanding and following natural, national, universal values.

In accordance with these ideas, the formation and development of the concepts of school, family and community cooperation in ecological and legal education of students is an important socio-pedagogical necessity. It is necessary for all our students to know these ideas.

Also, almost no attention is paid to the issues of environmental legal education and upbringing in environmental law textbooks. Therefore, in our opinion, it is appropriate to recognize and study “Environmental legal education and upbringing” as a separate institution in environmental law, and to include a number of sub-institutions. The scientific principle of providing environmental legal education is that each piece of knowledge provided should be explained based on knowledge that has been previously tested several times and is well known to students.

In this principle, along with the justification of new knowledge, it is necessary to search for and correct the logic of security, its historical nature. The principle of attracting learners and getting young people to study. According to the laws of physiology and management, a person is not born with the same talent, he acquires, understands and remembers physical knowledge.

These abilities are different for everyone, they change with age, and they can be improved through special exercises. Based on these considerations, before teaching, each teacher must be well aware of the processes taking place in the psyche of the students. In addition, he must be aware of the ability of each child to perceive and retain knowledge in his memory, the type and volume of knowledge he has accumulated so far. Only then will his pedagogical influence on students be effective.

The principle of demonstrativeness in ecological legal education and upbringing. When this principle is applied, the human organs of hearing and vision are involved along with the human organs of vision. According to research by world scientists, the level of retention of knowledge obtained through the human senses is as follows: 15-20 percent of the knowledge obtained through the auditory organs is remembered, while 80-85 percent of the knowledge obtained through vision is remembered. That is why the principle of demonstrativeness is one of the most basic principles of the educational process. Our people's proverb "It is better to see once than hear a hundred times" also confirms this. However, if demonstrativeness is considered to be effective, but its norm is violated, that is, if there are too many demonstrative materials, the attention of students is scattered and their thoughts are distracted from the main content of the lesson.

The principle of linking ecological legal education and upbringing with life is called the connection of upbringing with life and production practice. It is one of the main and leading rules of didactics and is based on the spiritual foundations of educational activity. This principle is closely related to other principles of education, including the scientific principle. It is aimed at understanding that the theoretical knowledge obtained in the process of study was discovered due to practical needs.

The principle of unity of ecological legal education and practice is implemented in the process of teaching, depending on the content and specific characteristics of the subject of study. This unity forms a single educational process with such spiritual phenomena as thorough assimilation of knowledge and its practical application, as well as its consolidation.

The principle of awareness and activity in ecological legal education. In order for students to be able to use the knowledge they receive in life, the teaching process should be transformed into active thinking. In this case, teaching should be organized in such a way that students acquire knowledge through conscious and

active participation in classes. Then, students will develop environmental legal awareness, creative initiative and independence in educational activities.

The principle of systematic and consistent ecological legal education.

Strict consistency should be observed in education so that the environmental knowledge learned today proceeds from what was learned yesterday, strengthens it and prepares the ground for what will be learned tomorrow. The principle of systematic and consistent education ensures the principle of didactics from the general to the specific and from the specific to the general in the teaching process, as well as the close connection of educational subjects with each other.

Экологик таълим ва тарбиянинг бирлиги тамойили-кишиларга экологик билим бериш ва бу билимларни ҳаётда қўллай олишга ўргатиш ҳамда ўқувчиларнинг умумий ривожланишларини бир бутунликда амалга оширишни тақозо этади. Бир бутун таълим-тарбия жараёнида икки ўзаро билим бериш ва бу билимлар асосида ҳаракат қилишга ўргатиш, бу объектив борликдаги қонуниятни билиш ва унинг амалий муносабатини таркиб топтиришда намоён бўлади. Бу жараёнда экологик таълим етакчилик қилади. Чунки экологик ҳуқуқий билим бермай туриб, инсонни бу билимларни ҳаётга татбиқ қилишга ўргатиб бўлмайди.

Юқоридагилар асосида айтиш лозимки, шуни учун ҳам ўқувчиларга экологик-ҳуқуқий таълимни амалга оширишда таълим-тарбия бирлиги тамойилига таяниш муҳимдир. Фикримизча, булар қуйидагилардан иборат: **-экологик-ҳуқуқий таълим оловчиларни тарбиялаш;**

Юқорида кўрсатилган экологик-ҳуқуқий тарбиянинг тамойилларига амал қилиш ва бажариш табиат, атроф табиий-муҳит билан ўқувчиларни алоқадорлиги муносабатларининг алоҳида йўналишини вужудга келтиради ҳамда :

-биринчидан, ўқувчилар ўзларини табиатнинг “ажралмас қисми ва бир бутун бўлаги” деб қарашлари;

-иккинчидан, ўқувчилар табиатни ҳаёт фаолиятининг асосий экологик-ҳуқуқий жиҳатларини белгилаб берувчи омил, қадрият сифатида қабул қилишлари;

-учинчидан, инсоннинг табиат билан алоқадорлигининг барча турлари ўзаро экологик-ҳуқуқий манфаатдорлик асосидагина амалга оширилса, табиат билан инсон ўртасидаги уйғунлик намоён бўлади ва бу уйғунлик бузилса, экологик фожеа юз бериши мумкин. Экологик фожеаларнинг юз бериши жамият, унда яшовчи ҳар бир кишиларнинг, жумладан, ўқувчиларнинг экологик-ҳуқуқий билими ва экологик-ҳуқуқий маданиятига боғлиқ бўлади. Бунга мисол сифатида Орол фожеаси оқибатлари, Тожикистондаги Регарь Алюмин заводининг салбий таъсирларини кўрсатиш мумкин. Шунинг учун ҳам ёшларни экологик-ҳуқуқий жиҳатдан тарбияланганлигини асосан уч хил: ижобий, салбий ва бефарқ ҳолатларда кўриб баҳолаш мумкин бўлади.

The principle of unity of ecological education and upbringing implies the provision of ecological knowledge to people and the teaching of how to use this knowledge in life, as well as the implementation of the general development of students as a whole. In a single educational process, the two interrelated knowledge and teaching to act on the basis of this knowledge are manifested in the knowledge of the laws of objective existence and the formation of its practical relationship. Environmental education takes the lead in this process. Because without providing ecological legal knowledge, it is impossible to teach a person to apply this knowledge in life.

Based on the above, it should be said that this is why it is important to rely on the principle of unity of education and upbringing in the implementation of ecological and legal education for students. In our opinion, these include: - **educating students of ecological and legal education;**

The implementation and implementation of the above principles of environmental and legal education creates a special direction in the relationship of students with nature, the environment and:

-firstly, students see themselves as an "integral part and a single whole" of nature;

-secondly, students perceive nature as a factor, a value that determines the main environmental and legal aspects of life;

-thirdly, if all types of human interaction with nature are carried out only on the basis of mutual environmental and legal interests, harmony between nature and man will be manifested, and if this harmony is violated, an ecological disaster may occur. The occurrence of ecological disasters depends on the environmental and legal knowledge and environmental and legal culture of society, each person living in it, including students. As an example, the consequences of the Aral Sea disaster, the negative effects of the Regar Aluminum Plant in Tajikistan can be cited. That is why it is possible to evaluate the environmental and legal education of young people in three ways: positive, negative and indifferent.

In short, the correct implementation and formation of ecological and legal education and upbringing of students based on the above principles, as well as their widespread practical activities in this area, will help to raise ecological and legal education to a high level.

Today, the implementation of advanced pedagogical and new information technologies in ecological and legal education not only increases the effectiveness of educational activities, but also plays an important role in educating an independent and logically thinking, comprehensively developed and highly spiritual person by applying scientific achievements in practice.

Although the theory of pedagogical technology has been based on the second half of the last century, there are different approaches to the concept of “**pedagogical technology**”. In particular, pedagogical scientist V. P. Bespalko defines pedagogical

technology as “a project of a certain pedagogical system implemented in practice” and focuses on the preliminary design of the educational and pedagogical process.

Pedagogical technology is the process of a teacher influencing students in a new way in certain conditions with the help of teaching aids. New pedagogical technology requires the implementation of the teaching system traditionally implemented in higher education institutions in a scientifically based manner. The knowledge, skills, and creative activity formed in students in the process of experience are the product of the pedagogical process.

Because in this, students' abilities to learn, remember, understand, assimilate, prove, analyze, compare, draw conclusions, apply, connect, creatively process information, and acquire new knowledge are improved. In the structure of the educational process, special attention is paid to the general goal and content of education, learning objectives, teaching and learning, and assessment. For this, a group of leading methodologists develops methodological materials based on the principles of pedagogical technology. If such materials are available, the teacher's task will mainly consist of organizational work and advice.

In general, the general structure of designing educational activities using the pedagogical technology method is as follows: the name of the subject, information sources, equipment, textbook, teaching aids, teacher, audio-visual aids, computer-based educational materials, modern automated computer systems, multimedia, etc.

In the process of conducting ecological and legal education, activities using modern technologies are aimed at students finding the knowledge they are acquiring on their own, studying it independently, analyzing it, and even drawing conclusions on their own. In this process, the teacher creates conditions for the development, formation, acquisition of knowledge and education of the individual and the team, and at the same time performs the functions of management and guidance. In such an educational process, the student becomes the main figure.

The teacher usually sets himself the goal of teaching and helping the student to understand, assimilate and apply the content of the educational material in practice, and in practice there are many options for implementing and conducting the educational process.

In connection with the development of the educational process, it is advisable to use cooperative pedagogy, game technologies, problem-based learning, programmed learning, and group technologies in the design of the educational process.

Pedagogical technologies based on activating and accelerating student activity in the process of conducting ecological and legal education. Technologies of problem-based learning, games, reference signal summaries, etc.

Pedagogical technologies based on didactic improvement and redevelopment of educational material. These technologies are based on the principles of deep content of the didactic system of the taught knowledge, a systematic approach to ecological and legal knowledge, and teaching students the most expedient ways of acquiring knowledge.

Pedagogical technologies based on effective management and organization of the learning process. These technologies include stratified, individualized, programmed educational technologies; collective methods of education, group, computer-based educational technologies, etc.

Pedagogical technologies adapted to nature. These include the student's natural opportunities, natural opportunities for organizing the ecological educational process, and other pedagogical technologies based on the full use of opportunities in accordance with nature.

Developmental educational technologies. These include technologies for developing the positive qualities of the student's personality, knowledge in certain areas, creative abilities, and h.

In the process of environmental and legal education of students, the interest in the use of interactive methods and information technologies in the educational process is growing day by day. One of the reasons for this is that until now, in traditional education, students were taught only to acquire ready-made knowledge, while the use of modern technologies teaches them to search for the acquired knowledge themselves, independently study and think, analyze, and even draw final conclusions on their own. In this process, the teacher creates conditions for the development, formation, acquisition of knowledge and upbringing of the individual, and at the same time performs a management and guiding function. Today, modern technologies such as **“Mind Attack”, “Thought Attack”, “Networks” method, “Sinquain”, “Discussion”, “Role Playing”, “Work in Small Groups”, “Rounded Snow”, “Zigzag”, “I Will Say the Last Word”** are used in education.

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