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AN APPROACH TO ENVIRONMENTAL EDUCATION ISSUES IN TEACHING NATURAL SCIENCES

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Abstract: *this article deals with the issues of environmental education in the general education system. In the article, the author emphasizes the importance of environmental education in the teaching of natural sciences, and the great potential of geography in this regard. It should be noted that environmental education is still relevant at a time when environmental problems are becoming global.*

Key words: *environmental education, environmental upbringing, social education, geography, methodology, educational technology*

Together with tremendous progress, the 20th century also brought an environmental crisis to humanity. Technogenic impacts on the ecological environment have intensified significantly. Over the last 30–40 years, the impact of anthropogenic factors on the environment has increased several times, turning the solution of ecological problems into an urgent issue for all mankind. Issues of environmental education have been reflected for years in ancient literature, Hadiths, and examples of folklore. However, problems such as humans not knowing moderation in the use of nature, the constant growth of human "appetite," and the damage caused to nature as a result of every activity constantly call on people to be vigilant and alert. Modern geography not only analyzes the natural and socio-economic processes in a region, but also shapes environmental education in students by raising the relationship between human and nature to a rational level, protecting territories, and teaching the specific natural and social characteristics of regions. The purpose of developing environmental education mechanisms in geography lessons is to develop students' environmental culture, consciousness, and behavior; to establish the correct relationship between the geographical environment and humans; and to achieve nature conservation based on the natural and socio-economic characteristics of the area they live in. Today, harmonizing human-nature relations and reducing anthropogenic impact on nature has become a vital issue for human life. In ancient Chinese chronicles dating back to 500 BC, the following inscription is found: "If you are thinking about a year - plant a seed; if you care about 10 years -

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plant a tree; if you care about 100 years-educate a person." This means that focusing on education in any of our good deeds has been emphasized since ancient times.

The relevance of the topic lies in the fact that, at present, forming the correct attitude towards the ecological environment and natural resources is a crucial issue. Because today, developing environmental education, environmental consciousness, and culture has become the sole condition for preserving the environment in which humanity lives. Environmental education must be continuous, and students need to understand the rational use of natural resources by humans and its consequences. The tasks set before us to improve environmental education in geography lessons are as follows:

Determining the links between the textbook or literature and the topic we are studying. General preparation, concepts, and application of experiments in studying the subject. Development of a lesson system. Development of methodological recommendations that reinforce environmental knowledge in lessons. Implementation of the educational process in the “student–teacher” and “student–student” schemes, demonstrating experiences in practice in the form of open lessons, traditional lessons, exhibitions, and contests. Therefore, we need to analyze the textbook depending on the grades we teach. We can take the 7th-grade textbook as an example. The 7th-grade Geography textbook is dedicated to the physical geography of the world's continents and oceans. In this course, designed for 68 hours, many topics can be linked to environmental education. In teaching the course of physical geography of continents and oceans, concepts such as natural zones and regions, continents, the development of Earth's relief, the history of geographical exploration, geological structure, climate, climatic differences, resources, soil, flora and fauna, water resources, nature conservation, and natural complexes are widely covered. These concepts and skills are further enhanced through practical exercises and control works. When studying the topic of water resources of the World Ocean, one can focus on shaping students' thinking and correct attitude towards the environment by asking questions about water pollution and what proposals exist to address this problem. When developing a lesson system, it is very important to develop methodological recommendations that reinforce environmental knowledge in studying natural processes and the natural environment using not only traditional lessons but also interactive methods. For example: in lessons studying the plant world, environmental education can be improved by organizing a contest of booklets and drawings on the topic "What medicinal plants do you know?", having students prepare a table using a cluster or creative work technique related to the topic “Rivers”, and conducting

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experiments and trials in lessons on weather and climate resources.

Working in the "student-teacher" and "student-student" schemes comes in very handy not only in traditional lessons but also when teaching lessons using interactive methods, holding open lessons, contests, and most importantly, in increasing lesson effectiveness. When working in this scheme, a student can participate in debates, discussions, question-and-answer sessions, and exchange of views not only with the teacher but also with fellow students.

In conclusion, it is worth noting that issues of environmental education are a global problem for the current era. Achieving harmony in human and nature relations, developing the environmental culture of youth, and growing environmental consciousness and thinking have been relevant in every era. Utilizing modern pedagogical technologies specifically in teaching natural sciences, encouraging young people to think creatively, and continuously explaining the cause-and-effect factors are of great importance.

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