

FORMATION OF ECOLOGICAL CULTURE OF STUDENTS THROUGH MEDIA EDUCATION

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Abstract. The research paper presents the use of various media materials, which significantly expands the possibilities of the process of ecological culture of the individual, allows the use of media education forms and methods along with traditional ones. It was noted that in addition to traditional conversations, excursions and hikes, media works aimed at developing a full-fledged integrated perception of media works and the development of worldview attitudes contribute to understanding the environmental situation and developing the environmental culture of young people. In addition, media works of various types and genres help young people navigate the flow of information, prepare them through media texts to solve the global problems of the current environmental situation.

Keywords: audiovisual imagination, creative thinking, ecological education, ecological culture, ecological situation, media competence.

Introduction. The relevance of environmental education of the modern young generation is obvious: it is associated with serious environmental problems that concern the world community.

Modern youth lives in a situation of exacerbation of global environmental problems, which have a very specific expression in an unfavorable environmental situation in many regions of Uzbekistan. The close relationship of man with the natural world, the dependence that arises in connection with the intervention of people in this world, lead to the need to maintain a fragile ecological balance on our planet.

It is difficult to disagree with the fact that all spheres of life of today's youth are somehow connected with interaction with the media sphere. In this regard, in the process of environmental education, various works of media culture (films, television programs, materials in periodicals, etc.) are increasingly being used [1-3].

The use of various media materials can significantly expand the possibilities of the process of ecological culture of the individual, and will allow the use of media educational forms and methods along with traditional ones. For example, in addition to traditional conversations, excursions and trips, media works aimed at developing a full-fledged complex perception of media works and the development of worldview attitudes contribute to understanding the environmental situation and developing the environmental culture of young people. In addition, media works of various types and genres help young people navigate the flow of information, prepare them through media texts to solve the global problems of the current environmental situation.

Methods of research. There are significant prerequisites for the parallel development of ecopedagogy and media pedagogy to be transformed into an integrative format. Each of these areas of scientific knowledge, of course, will retain its subject, its specificity. But it is also obvious that at the intersection of these former parallels, a new problem field, new educational areas, programs, models, technologies of education and upbringing will be formed.

The integrative format of ecologization and informatization already today often declares itself somewhat metaphorically, contourally, which once again emphasizes the intensity of the search in a new problem field and the multidimensionality of the problem of integrating environmental and media education, eco- and media pedagogy [3-5].

A number of phrases, terms of integrated content enter into scientific circulation, into pedagogical vocabulary - so far very carefully, not even always justified, sometimes in the form of a journalistic play

on words, sometimes in the form of an attempt to metaphorically designate new horizons of science and practice. So, for example, the phrases “ecology of the information environment”, “ecology of the information space”, “information ecology” are becoming more and more widely used.

In various contexts in modern popular and scientific literature, the processes of informatization of environmental education and upbringing and the processes of greening the information space are characterized. The environmental aspect of informatization is associated mainly with the problems of information security, and the informational aspect of environmental education and upbringing - with the possibilities of ICT as a means of learning, with the use of information technology in environmental education (where informatization is implemented at the technological level, and greening - at the content level, ICT and mass media as a tool, means, and ecology as a theme, content).

The integration of media and environmental education was not the subject of the author's research: environmental education is considered along with other areas of education (moral, civic, aesthetic, etc.). Characteristically, the author substantiates with audiovisual imagination the relevance of using the elements of media education in the process of environmental education of students. As prerequisites for such use, the author calls the development of the sphere of information production; increased interest in the use of media technologies; exacerbation of environmental problems; dissemination of ideas of sustainable development in the mass media; development of the processes of formation of an ecological-information society, while noting the growing importance of the ability to “communicate not only with nature, but also with each other, carrying out semantic interaction both at the level of interpersonal, direct, and at the level of multimedia media mediated by technical devices.

The process of integration of environmental and media education today proceeds mostly spontaneously and today has three main formats of manifestation: the format of the greening of the information space, the format of the use of ICT, media pedagogy in environmental education and upbringing, and the new format of deep integration that has just emerged today, which consists in organizing the process, aimed at the formation of information and environmental culture as a personal phenomenon.

Designing the processes of integration of environmental and media education, ensuring the advanced development of integrative models of environmental and media education should gradually move from a spontaneous channel into a systematic, purposeful work, carried out on the basis of certain principles that would allow us to overcome the problems and negative phenomena that exist today, to prevent the negative impact of the mass media. on the process of developing the ecological culture of the individual, to prevent such undesirable effects of informatization as alienation from nature, to create conditions for strengthening the ecological imperative of informatization, mutual enrichment of information and ecological cultures.

In this context, we will try to further reveal our vision of the principles of integration of environmental and media education, which are relevant today, taking into account the dominant trends, contradictions and problems in the field of media and ecopedagogy, the mutual influence of the processes of informatization and ecologization, environmental and media education. It seems important to formulate the principles in such a way that they correspond to the idea of an integrative format of informatization and ecologization, and could equally serve as the basis for designing integrative models of environmental and media education and upbringing by specialists in the field of eco- and media pedagogy, ICT, and rules of interaction between the subjects of the educational process, information and environmental activities. Let us conditionally call them the rules of ecomedia pedagogy, assuming at the same time the subject-subject interaction of participants in the process of environmental and media education.

Principles of integration of environmental and media education - seven rules of ecomedia pedagogy

1. The principle of deep integration: The path to a new civilization runs through the development of ecological and informational culture of the individual and society. The cultural factor becomes crucial. The new civilization is the unity of ecological and informational cultures at the level of society and each individual. Globalization, informatization and the scale of the ecological crisis are leading to a new round of anthropogenesis, the characteristics of which will be the ecological and information culture of a person

and society as a whole. Ecological and informational culture is the way to survive and save the living planet. If mankind is destined to survive, then only as a result of the timely acquisition of ecological and informational culture. Ecological culture is a condition of information security, a way to the ecology of the information environment. Information culture is a condition for environmental security, an opportunity to realize the powerful potential of information technologies in order to save the living planet, a means of shaping global thinking, international integration, consolidation of environmental movements and transmission of eco-cultural values. Thanks to ICT, it is possible to form a society of ecological culture and save the living planet. Thanks to the ecological approach, it is possible to form a secure information environment and realize the power of ICT for the positive development of man, society, and nature. Ecological culture harmonizes the information world, information culture contributes to the preservation of the living planet.

2. The principle of the ethical imperative: In the virtual world, as well as in interaction with wildlife, the boundary between good and evil is human morality. A culturological approach to environmental education, as well as to media education, means the focus of education on the formation of value orientations and moral attitudes in the younger generations. The ethical imperative means the moral responsibility of everyone for the quality of the information space and the ecological situation on the planet. This is the moral responsibility of the subjects of information activity and interaction with nature for their every choice, every act, understanding it from the standpoint of the values of environmental and information ethics. This is a moral responsibility to the future for the quality of transmitted information, patterns of behavior, the nature of interaction with nature and interactions in the information network. The principle of the ethical imperative involves the development of axiological models of education, upbringing and socialization, which will ensure the development of ecological and informational culture among the younger generations. The ethical imperative of information and environmental activity of each person means that the value of external control and external evaluation is not decisive for him, instead of external regulators of the act, the leading role is played by the internal moral imperative. The information space is boundless, and nature is silent. Only the inner moral core, spirituality, values, decency, culture, moral responsibility, conscience, dignity of the individual determine the nature of a person's actions in the absence of external control. The principle of the ethical imperative in environmental and media education involves the creation of conditions for the formation of a highly moral personality capable of making an independent choice in favor of the values of environmental and information ethics.

3. The principle of network motivation: Informatization is the shortest way to the greening of culture. Informatization can save nature by broadcasting the values of ecological culture. The value of informatization for nature is measured by the number of supporters of the environmental movement in the global network. The current level of development of information and communication technologies has a powerful potential for influencing human consciousness. It can be argued that broadcasting eco-cultural values, ideals of environmental ethics, examples of environmental activities, eco-cultural information could be the shortest way to the formation of a society of ecological culture, a significant change in the environmental situation. The potential of ICT in influencing human consciousness is difficult to overestimate.

Results.

Today, experts fix the dominance of negative information of ecological content. Information flow with a minus sign is the path to environmental pessimism. Studies show that many adolescents already consider an environmental catastrophe inevitable, do not see the possibility of their active participation in activities aimed at improving the environmental situation. To benefit nature, it is not enough to see how not to act with it. Positive examples of ecological culture are needed. We need an information flow with a plus sign in order for an ecological action to take place according to the model, so that the ideals of ecological culture are formed. We often see how nature should not be treated, we observe pessimistically, we sympathize, we condemn. The more positive examples of ecological interaction in the virtual world, the richer the positive experience of a person. The wider the positive environmental experience of each person, the more opportunities for action based on a positive model. The more positive actions according

to the model, the more chances for an independent environmental act. The more independent environmental actions, the greater the chances of saving the living planet.

Conclusion.

In conclusion, the globalization of the information space, the information network that envelops the planet, gives the process of developing the ecological culture of the individual fundamentally new properties, leading, on the one hand, to the accelerated formation of planetary thinking and, on the other, to a sharp decrease in live communication among adolescents, both with society and with nature, erasing the boundaries between the real and virtual worlds in student's worldview, as a result of which dangerous scenarios of computer games become a guide to action in a real life situation. The value and uniqueness of life as the main eco-cultural values are lost in this mixture of worlds, which takes the issue of human ecology to a new plane and sets the task of forming new self-preservation mechanisms for the "media generation", based on awareness of oneself as a part of living nature.

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