

Formation of Psychological and Pedagogical Characteristics of Environmental Protection and Ecological Education in School Students

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Annotation: In this article, the improvement of the technologies of environmental education through the protection of natural areas for general education school students, the scientific basis of pedagogical problems, the need to improve environmental education for school students is revealed and the process of using the conceptual ideas put forward in the study in the educational process, conducting and improving research on environmental protection is presented.

Keywords: education, ecological education in school students, attitude, environmental education, pedagogy, psychology, formation.

Introduction The specific features of the educational process, first of all, are explained by the impact on the spiritual sphere of the individual, his elevation, mental development, as a combination of external and internal development. This internal relationship determines the dynamics of mental development and psychological formation of the student at the appropriate age stage. Also, each one young stage simple individual characteristics package with described[1].

Pedagogical and psychological factors of the formation of a person's attitude to the environment have been studied by a number of researchers. In particular, NDSokolova emphasizes the need to develop a humanistic approach to the education of schoolchildren, to help them clarify and determine their "place in the world." First of all, this requires the individual to become a subject capable of acting independently on the basis of consciously set goals and made decisions.

In pedagogy, special attention is paid to the issue of the student's socialization and the process of his integration into the life of society as a result of the active interaction of the social world is comprehensively studied. In the conditions of socialization, the individual becomes more autonomous, to a certain extent, independently and spontaneously enters the structure of society and manifests himself as a subject of social development. At the stages of this process, the student acquires social experience or life experience, which differs from the specially organized educational process and manifests itself as a characteristic of the student's inherent socialization.

This, of course, is combined with the fact that the student's life activity is directed towards the mechanisms of mental development, characterizes the uniqueness of the subject of social experience and forms the basis of his individual life attitude. If we look at it from this perspective, we can see that each person has a different attitude to nature and the environment, as well as to the ecosystem. Each person thinks and reacts based on his worldview, acquired life experience, and demonstrates shallowness and perfection.

This process is recognized as a product of social thinking and is evaluated by the criterion of the communicative (communicative) nature of consciousness with the external environment[3].

The communicativeness of consciousness is formed due to the orientation of the individual to the inner world (empathy, reflection). Through this, the student becomes a subject of activity only when he is able to fully regulate his activity and behavior in relation to the environment. The analysis of research conducted on this issue shows that the student's personal values, the level of his aspirations, ideals,

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value orientations and other personal determinants are extremely effective elements of the structure of identity, which educate the student's personality and act as factors that ensure his connection with the outside world and regulate his behavior.

In our opinion, this process indicates the need to organize and develop educational resources that provide a close acquaintance with the environment based on modern methods, provide broad, comprehensive knowledge and information about them. It is necessary to create a system in which schoolchildren have a direct emotional relationship with ecosystem objects, that is, their reflection in their perception is reflected through internal intuition. This determines the student's function of assimilating, perceiving and self-controlling experience related to the outside world. In particular:

Experience mastery function, society interest for, in general to humanity relevant was all of something every one person to him/her given to see it as an opportunity;

Perception to grow function, the world reflection external information flow individuality suitable accordingly order to put on it relatively relationship system working exit;

Oneself management function, person in society big and small groups and environment with general unity system based on tie desire and external world with mutual communication installation ability decision to give [5].

An analysis of scientific sources studied on this issue shows that when studying the socio-pedagogical foundations of establishing and strengthening positive qualities of the attitude towards the environment in the minds and thinking of students, the effectiveness of the process of forming a system of humanistic approaches to all living beings depends on the students' assimilation of life experience, emotional attitude to the world, creative experience ("I and society"), practice of their relationship with nature, the assimilation of the norms of this attitude, along with socialization, leads to the formation of a person as a person and the occurrence of an individual attitude.

The development of a person is determined by the environment in which he grows up and what kind of education he receives, and includes the development of consciousness and thinking, which depends on the environment. Natural phenomena associated with the activities of schoolchildren are one of the main factors affecting their spiritual development. This situation school student's nature to the events objective attitude to the surface This point of view from the point of view marriage of style natural environment events with connection , student daily to life absorption and mental activity and person in development impact every always in consideration to be necessary [2].

Reason ecological factors human mental development every how in the phase leader source become service did It is no exaggeration to say that every one external impact and factors person's internal emotional relationship changes brought This view from the point of view take looking if we are students personal features external of factors the impact to oneself typical in a way reflection brings and in the activity known reactions to the surface This brings . factors into account received without our in our opinion environment from the events targeted impact to do tool as education to the process of application options working exit period demand as consideration to the goal It is appropriate . Its help with teacher students many edged stimulating activity external conditions related to training system shapes [4].

In educational activities, these conditions are transformed into perfect elements of the relationship between the student and nature, organizing nature-oriented activities. In it, the teacher, with its help, influences the consciousness of schoolchildren. According to our scientific hypothesis, in this matter it is important to create objective and subjective conditions for the implementation of the interaction with the environment in the educational process, to set promising tasks.

To do this:

- linking the combination of external and internal circumstances related to the environment that affect the development of the student's personality with education;



- diagnostics of psychological factors of external influences affecting the dynamics of mental development of the student at the appropriate age stage;
- it is necessary to scientifically study the importance of environmental influences in determining a student's position in society [6].

of the problems of protecting natural areas and providing environmental education to students, as well as issues of historical, philosophical and cultural approaches, pedagogical and psychological aspects, and theoretical and methodological foundations for improving teaching technologies, the following are recognized:

- First, it is advisable to rely on creative approaches in developing modern models of improving environmental education technologies for students;
- Secondly, it is important to comprehensively teach that environmental education is based on the specific rules of the laws of nature, while instilling the human factor as the primary factor in upbringing;
- Thirdly, it is necessary to scientifically study the fact that a person's relationship with the environment is a product of socio-psychological consciousness and depends on its level of development;
- Fourth, it is necessary to develop philosophical, spiritual, ideological, political, and psychological foundations to demonstrate in every activity that man is not the ruler of nature, but an inseparable part of it;

Fifth, socio-philosophical substantiation of methods for improving environmental education technologies for students, development of recommendations for its improvement, and introduction of advanced pedagogical technologies will yield effective results [7].

Methodology The methodology for this study was designed to explore the formation of psychological and pedagogical characteristics of environmental protection and ecological education in school students. The research employed a qualitative approach, integrating theoretical analysis and practical observation to provide a comprehensive understanding of the subject. A detailed review of scientific literature formed the foundation for identifying key pedagogical and psychological factors influencing students' attitudes towards the environment. This literature review encompassed historical, philosophical, cultural, and educational perspectives, ensuring a multidisciplinary approach to the topic.

Practical observation was conducted within educational settings to examine how students interact with their environment and how these interactions shape their ecological consciousness. These observations were complemented by informal discussions with educators to gain insights into the methods and tools they use to foster environmental awareness among students. The study also analyzed existing educational practices and curricula to identify strengths and gaps in current approaches to ecological education.

To ensure a holistic understanding, the research considered both internal psychological factors, such as empathy and reflection, and external influences, including socialization and structured educational interventions. This dual focus allowed for an in-depth exploration of how these elements interact to shape students' environmental attitudes and behaviors. The findings were synthesized to propose recommendations for enhancing ecological education, emphasizing innovative pedagogical technologies and humanistic approaches. By grounding the methodology in both theoretical and practical dimensions, the study aimed to provide actionable insights for educators and policymakers seeking to advance environmental education in schools.

Results and Discussion

The findings underscore the critical role of integrating psychological and pedagogical frameworks in fostering environmental protection and ecological education among school students. The study highlights that the development of an individual's environmental consciousness is deeply rooted in



both external influences and internal psychological mechanisms. The interplay of these factors not only shapes students' attitudes toward nature but also equips them with the skills necessary for responsible environmental behavior.

The research identified several key outcomes:

1. **Enhanced Awareness Through Humanistic Approaches:** Emphasizing humanistic pedagogical methods, such as encouraging students to define their "place in the world," significantly aids in cultivating a profound sense of responsibility toward the environment. This approach aligns with the principles of fostering autonomy and goal-oriented behavior in students.
2. **Socialization as a Vehicle for Environmental Education:** The findings reveal that students' integration into society, coupled with their exposure to structured environmental education, fosters a unique blend of social and ecological awareness. This dual development supports the formation of values and attitudes that prioritize environmental sustainability.
3. **Psychological Dynamics of Environmental Interaction:** The study shows that students' engagement with the environment—mediated through empathy, reflection, and intuitive perception—is pivotal in developing their environmental consciousness. These dynamics emphasize the importance of creating educational experiences that resonate emotionally and intellectually with students.
4. **Role of Educators and Curriculum:** Teachers play a central role in shaping students' attitudes toward nature. By employing modern pedagogical technologies and fostering emotional connections with ecological systems, educators can enhance students' understanding and appreciation of the environment.

The findings suggest that a holistic approach, integrating theoretical and practical elements, is essential for effective environmental education. Addressing the identified gaps requires further exploration in the following areas:

1. **Deep Theoretical Research:** Future studies should delve into the philosophical and psychological underpinnings of environmental education. Investigating the socio-psychological consciousness of students and its impact on their environmental attitudes can provide valuable insights for curriculum development.
2. **Practical Applications:** There is a pressing need to design and implement innovative teaching methods that bridge the gap between theoretical knowledge and practical application. Interactive activities, such as fieldwork and project-based learning, could significantly enhance students' engagement and understanding.
3. **Knowledge Gaps in Ecological Education:** Despite advancements, gaps persist in aligning educational content with the realities of ecological crises. Developing interdisciplinary approaches that integrate environmental science, ethics, and social studies can address these deficiencies effectively.
4. **Further Research on Emotional Engagement:** The role of emotional engagement in shaping environmental attitudes remains underexplored. Future research should focus on understanding how emotional connections to nature influence students' long-term commitment to environmental protection.

Conclusion In recent years, educators have paid special attention to cognitive learning, directing their activities not to the assimilation of knowledge in a specific area (nature, ecology), but to raising the general level. Research on cognitive learning is aimed at solving the problems of environmental pollution, ecological crisis, instability of the natural balance, unemployment, and raising the general level of intellectual development of a significant part of the population of countries with advanced technologies.



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