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## **CHARACTERISTICS OF THE NEED FOR A MODERN APPROACH TO FORMING AN ECOLOGICAL CULTURE**

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### **ANNOTATION**

The formation of ecological values has become one of the most important features of modern society. This process covers all layers of society and is becoming an integral part of our daily lives. We can see this in everyday life in such actions as abandoning plastic bottles, sorting waste, focusing on environmentally friendly products, and greening cities.

**Keywords:** Environmental problems in the modern world, ecological culture; ecological values; ecoethics cultural transformation; global environmental problems; climate change, natural environment.

The globalization of environmental problems in the modern world requires new approaches to the formation of an ecological culture. Today, environmental protection issues have become an urgent task not only for individual countries, but also for all of humanity. Problems such as climate change, biodiversity loss, and air pollution require solutions on a global scale.

As noted in the Sixth Global Environmental Report of the United Nations Environment Programme (UNEP), a specialized agency of the United Nations aimed at protecting the environment and supporting sustainable development, “The global ecological crisis has become one of the most serious threats to humanity, and this situation requires a fundamental revision of the environmental education system.” This, in turn, makes the issue of forming an ecological culture in society even more urgent. Improving the system of environmental education and upbringing, raising environmental awareness and culture among all segments of the population have become one of the important tasks of today.



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This situation requires the introduction of new approaches to the formation of ecological culture, the use of modern methods and tools, and the coordination of actions at the global and local levels. In the process of forming ecological culture, it is important to strengthen the cooperation between educational institutions, family, neighborhood, civil society institutions and the media, as well as the effective use of modern pedagogical and information and communication technologies. In this regard, it is necessary to ensure the continuity of ecological education, achieve harmony of theory and practice, introduce innovative technologies and develop national ecological culture through the study of international experience.

As noted in the “Education for Sustainable Development” program developed by UNESCO, “Ecological culture is not only a system of ecological knowledge, but also a complex of responsible attitudes towards the environment, ecological values and practical skills.” This definition reveals the multifaceted nature of ecological culture and clearly indicates its main components.

The first component - the system of ecological knowledge - includes scientifically based information about the laws of nature, the functioning of ecosystems, the relationship between man and nature, ecological problems and their solutions. This knowledge allows a person to understand environmental processes and understand the essence of ecological problems.

The second important component - a responsible attitude towards the environment - implies a conscious and careful attitude of a person towards nature, adherence to the principles of environmental safety, and the pursuit of rational use of natural resources. This attitude forms the basis of ecological consciousness and worldview. The third component - the system of ecological values - includes such spiritual and moral principles as nature conservation, biodiversity preservation, and environmental cleanliness. These values serve as a spiritual foundation that guides a person's ecological activities.

The fourth component - practical skills - includes practical skills aimed at environmental protection, rational use of natural resources, and solving environmental problems. These skills allow you to apply theoretical knowledge in practice and are a practical expression of ecological culture.



Thus, ecological culture is a complex and multifaceted concept that requires the combination of theoretical knowledge, practical skills, a system of values, and a responsible attitude. Each of these components is interrelated and complements each other. In the process of forming ecological culture, it is important to pay equal attention to all components and ensure their balanced development.

Such a comprehensive understanding of ecological culture sets new tasks for the education system. These tasks include not only imparting ecological knowledge, but also the formation of practical skills, the development of a system of values, and the upbringing of a responsible attitude. Therefore, in the modern education system, ecological education and upbringing should be carried out on the basis of an integrated approach, that is, in the harmony of theory and practice, in conjunction with the formation of a system of values and a responsible attitude.

The ecological culture formed through this approach contributes to the sustainable development of society, the establishment of harmonious relations between nature and man. This, in turn, allows solving global environmental problems, rationally using natural resources and preserving a healthy environment for future generations. The research by a group of Spanish and Ecuadorian scientists devoted to the analysis of the “co-creation” approach in improving education for sustainable development in higher education is noteworthy. The study was conducted on the example of students of the ecology department of Ecuadorian universities and examines the issues of introducing innovative approaches in the modern education system.

The authors emphasize the importance of ensuring the active participation of students in the implementation of the UNESCO-led concept of education. In their opinion, the effectiveness of education can be significantly increased by transforming students from passive participants in the educational process into active creators. The study tested a structural equation model (SEM) that included four dimensions: participation, co-creation, satisfaction, and trust, using a survey of 395 undergraduate students. The model allowed us to identify the relationship between student engagement in the learning process and its outcomes<sup>1</sup>.

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<sup>1</sup> Perello-Marín MR, Ribes-Giner G, Pantoja Díaz O. Enhancing Education for Sustainable Development in Environmental University Programmes: A Co-Creation Approach. Sustainability. 2018;10(1):158. doi:10.3390/su10010158



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The results show that student participation has a positive impact on the co-creation process, which in turn increases student satisfaction and confidence. The data revealed during the study show that the more actively students participate in the learning process, the higher their level of satisfaction with the quality of education. The authors emphasize that the co-creation approach helps to improve the quality of education in an innovative way by placing students at the center of the learning process. This approach involves viewing students not only as recipients of knowledge, but also as active participants in the creation of knowledge.

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