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THE SYSTEM OF FORMING ENVIRONMENTAL KNOWLEDGE IN SCHOOLS

Gafarova Parvin Muhamad

Associate Professor

Azerbaijan State Pedagogical University, Azerbaijan

Sanubar Aslanova

Ph/D

Baku State University, Azerbaijan

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In the modern world, environmental protection and the solution of ecological problems are among the most important global challenges. Raising environmental awareness in society plays a crucial role in addressing these issues. The formation of environmental knowledge begins at school, where students develop their understanding of nature, environmental responsibility, and sustainable behavior. Therefore, the systematic organization of environmental education in secondary schools is of great importance.

The purpose of ecological education and upbringing is the formation of scientific knowledge, views and belief system, ecological culture, which ensures the emergence of a responsible attitude towards the environment in all activities of schoolchildren.

Two "strategies" should be implemented in the teaching of environmental knowledge in the teaching of each subject:

1. Convince students of the need to protect the environment;
2. To provide them with at least the necessary minimum knowledge in this field.

The provisions of the section "Aims and tasks of biology teaching" in the "Educational standards for the subject of biology for secondary schools" state:

- to teach students the basics of biological knowledge about the structure of organisms, their life activity, individual and historical development, the system of the organic world, the structure and functions of ecological systems, their change due to the influence of human activity, the effective use of natural resources and their protection;
- based on the knowledge of the formation and evolution of the organic world, instilling in students a caring attitude towards nature, active participation in its protection, achieving their ecological education and upbringing.

Thus, by studying biological processes and laws in nature, students can achieve their goals in biological education. The teaching of the subject plays an important role

in the formation of students' habits of scientific organization of life, hygiene and environmental culture, healthy lifestyle, moral, creative and comprehensive development of children, psychological preparation for labor activity.

It would be logical to consider a system of faculty and association exercises as one of the levels of teaching environmental knowledge, which would allow:

- to develop students' aesthetic perception of nature;
- form the ability to analyze real environmental situations;
- mastering practical and experimental habits and skills;
- actively participate in nature protection measures.

If we describe the stages of the formation of ecological culture as a consistent and inseparable chain of "knowledge - belief - practical activity - result - responsibility" and take into account the fact that the main components of this system - practical activity in nature can be effectively implemented in facultative and association activities - the leading role of this level of ecoeducation becomes clear. .

The results of the determinative experiment were not satisfactory. Environmental knowledge of students did not meet the requirements of the day. It did not meet academic standards for a general biology course. The reasons were that the teachers did not pay attention to the problem, did not increase their ecological knowledge, did not provide additional literature on ecology, especially information on the ecological situation of Azerbaijan. One of the main reasons was the difficulty of teachers in determining the possibilities and effective ways of imparting environmental knowledge on the subjects of biology, the teaching methods to be used, including active teaching methods.

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