



THE ROLE OF ECOTEXTS IN FORMATION OF ECOLOGICAL CONSCIOUSNESS AND ECOLOGICAL CULTURE AT PUPILS

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ABSTRACT

The article highlights the fact that the formation of environmental awareness and environmental culture in students from primary school in the educational process is a topical issue of today. It has been shown that the use of ecotexts is effective.

KEYWORDS. *language, ecology, text, ekotext, ecological consciousness, ecological culture.*

INTRODUCTION

There given different definitions to the term ecology in the science because many other inter subjects have appeared and got important research objects in it. For example: human ecology, demecology, social ecology, ecosystem's ecology, biosphere ecology, chemical ecology, biochemical ecology, macro ecology, global ecology. V.V.Koloshyan supposes: "Modern interpretation of the term ecology is not limited with definition of our environment but covers all spheres of a human activity. Such wide and right understanding of ecology makes it possible to use it as a universal factor in all fields of human activity." [1;292]

As we know, ecological consciousness and ecological culture is one of the holistic parts of the educational process and as a man's complex worldview consists of some stages. In this process, it is advisable to use ecotexts, considering as one of the specific, holistic forms of language. There are reflected nature, its unique beauties, plants and world of animals, people's relationship to them and ideas about nature protection. It's well known that our nature is multifaceted. Cities and villages, mountains and plains, water and waterless lands are totally differentiated from each other. And the attitude to the wealth of nature is not the same. Somebody tries to protect and to pass it to the next generation when another one is busy by destroying it. Based on this, today, one of the main demands to the process of education is the task to form ecological culture and

ecological consciousness among pupils beginning from the primary school.

MAIN PART

We suppose, such a large-scale and benevolent work should be performed in the following directions.

I. It is necessary to use following type of texts for understanding and feeling unique and irreplaceable beauties of our nature, heavenly lands, majestic mountains and magnificent plains, pure waters, fertile lands, clear and peaceful sky, various plants and unique animal world to pupils. In these kinds of texts the natural landscapes are described through the specific describing meanings, adjectives, synonyms, repetitions and phrases. There are two aims: the first one is to form and develop a sense of enjoyment of nature and feeling of its beauty in the hearts of pupils; the second one is to develop students the skill of appropriate use of words and the wealth of mother tongue.

1. "You can not get enough of the nature of these places. It shines in different ways depending on the seasons and acquires beauty. If you are here in winter months, it will also have its own pleasure. The mountains and hills are dressed in white, with coming spring the silver streams like pearls from the peaks begin to sing, and the blossoms, crimson tulips bloom and shine like flowers sewn on the blue suzan of nature spread on the hills". [2;201]

After reading these type of texts it is appropriate to ask questions that encourage them to think and to be creative.



1) What kind of place is talked in the text about?

2) After comparing, tell us the similarities and differences between this place and the place you live.

3) Why does man strive for nature? What are its beauties?

4) Have you ever been to mountains and hills? Tell us about them.

5) Explain the meaning of phrases “the mountains and hills are dressed in white”, “the silver streams like pearls from the peaks begin to sing”, “the blossoms, crimson tulips bloom and shine like flowers sewn on the blue sultan of nature spread on the hills”.

The above mentioned type of texts encourages students to care for the world of plants. Precisely that the productive use of texts about keeping nature clean and preserving the flora will have a high efficiency on the educational process. In this way we can develop students' worldview and form their ecological culture.

The above noted texts help to learn to feel and enjoy the beauties of nature.

II. In order to form ecological consciousness and ecological culture it is not enough to feel and perceive the nature by people. The main task is to develop the sense of kindness and compassion to it. Of course, each man, as a part of nature which “feeds and dresses” him, must love it and be thankful. In this case, naturally, the use of ecotexts involving great concepts as Mother Nature, motherland and birthplace will give high results in the process of education and upbringing.

Because the Motherland is not only the mountains, hills, trees, buildings where you live, the Motherland is the greatest feelings of nobility inheriting from generation to generation.

1. “A wonderful gift of nature is our Mother Earth. The earth is the mother of all wealth and blessings. To love our Mother Earth is to love nature, to protect it and landscaping the environment. Why do we call it the Mother Earth? Because, after birth, we breathe with its air. The first step we make on its bosom. It dresses, feeds and cares for us. We grow and develop in its arms. If your mother gives milk, your father gives salt, Mother-Earth gives bread, water and life ... That is why it is associated with the name of the most honorable person - mother.” [3;160]

Questions for to students:

1) What do you understand by the word Motherland?

2) Why do we call our birthplace - Motherland?

3) Why do not the people living in the mountains, hills, desert steppes exchange their lands for riches?

4) What do you understand by the meaning of the sentence “Mother-Earth gives bread, water and life ...”?

5) “To love our Mother Earth is to love nature, to protect it and landscaping the environment”, What can you tell about this sentence?

III. The next step of developing ecological consciousness and culture is connected with forming feelings of preserving and protecting natural resources. Here the following ecotexts may help.

1. Rustam looked straight into his eyes: “In the meetings and conversations at school how many times you said to protect nature and animals world. But you ... It means we must follow teachers' advice but not for his actions!?”

– “If I said so”, - said doctor Kamol, - “I was right”. “The nature is our wealth but everything is for a man. There is nothing more valuable than a man”.

Davron continued: “It is not right to destroy everything hiding behind the notion – there is nothing more valuable than a man!?”

A doctor became angry after these words:

– “Who is destroying everything?! Stop chatting zany!?! Have you ever seen me here before?!”

– “If you come one time, this man comes then another one, if everyone comes once and hunts, will be here any animal?” [4;83]

Questions for discussion:

1) What do you understand by “A man is a part of nature”?

2) Why do people refer to the nature badly?

3) Is it right to cut down trees, to destroy plants, to harm animals?

This kind of ecotexts calls students for vigilance and caution. Remember us that protection of nature and its beauties is a holy duty of each one.

2. – “Sister, if nobody throw nothing into water, will there flow clear, clean water in our river?”

– “Of course, Tahir. This is the beginning of it. Look, such clear water” - my sister pointed to the valley. [5;168]

These kind of texts teach children to keep water clean.

IV. In this stage people make conclusions about nature and its destiny. The most important thing is that people pay tribute to the cases happening around them. The ecological consciousness will have formed at them and on the base of it the ecological culture will appear and develop.

1. This story happened 20 years ago... Now there are not those gardens and groves. Children of Mingbulok haven't even seen wild rabbits and hens. The destruction of orchards, vineyards, groves, and



the extermination of animals and birds seem to be caused by the same doctor Kamol, brigadier, policeman, and others like them. Who else knows ...
[4;83]

The following questions may be asked on the base of the text:

- 1) Let's discuss about the nature of your birthplace.*
- 2) What is your attitude to the hunting of animals?*
- 3) What are the negative consequences of the complete disappearance of deserts and seas?*
- 4) Tell us about how the drying up of the Aral Sea is affecting on the Central Asian climate, the way of people's lives in this region.*

CONCLUSION

These ecotexts help to grow up young generation fully developed and call for pupils concern with a feeling of love and compassion to the nature and its parts: ground, water, air, plants and world of animals. After all, our highest aim is the same, to grow up spiritually rich, physically healthy and harmonically developed generation.

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