



## THE IMPORTANCE OF STUDYING ECOLOGICAL PROBLEMS IN NATURAL GEOGRAPHY EDUCATION

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**Abstract:** This article discusses the importance of studying environmental problems in the teaching of physical geography. It highlights the development of ecological awareness, environmental responsibility, and analytical skills among students. The educational role of studying both global and local environmental issues is also analyzed.

**Keywords:** ecology, physical geography, environmental awareness, climate change, sustainable development, environmental education, environmental awareness.

Today, global environmental issues are becoming more acute. Climate change, air and water pollution, degradation of land resources, and a decrease in biodiversity pose a serious threat to human development. Therefore, it is important to study environmental issues in depth and integrate them into the educational process.

Environmental education serves to form a holistic picture of the interaction between nature and society and shows the role of humans in optimizing their impact on nature and the relationship between them. One of the leading principles of environmental education is an interdisciplinary approach. The system of interrelations between nature and society, knowledge about environmental protection is of a complex nature, each educational subject should contribute to environmental education, as well as participate in the formation of a sense of responsibility for the state of the nature environment in the growing generation. The study of the basics of geography plays an important role in shaping students' environmental knowledge. This subject is presented in the school curriculum as two interrelated sections: physical geography and economic geography, which have



historically developed at the border of studying the interaction between natural and social systems.

School natural geography education plays a key role in explaining these issues to students. Because the subject of geography studies the relationship between nature and society and helps students form climatic ideas.

Climatic imagination is a system of knowledge of students about climate processes, their changes, causes and consequences.

Climatic imagery is formed on the basis of the following processes:

- study of climatic elements (temperature, wind, precipitation);
- familiarization with climatic zones;
- analysis of the causes of climate change;
- Learn about global warming and the greenhouse effect.

The following methods are effective in forming climate awareness in students:

1. Problem-based learning

Students are given an environmental problem (e.g., global warming) and are asked to independently analyze its causes and solutions.

2. Interactive methods

Methods such as working with groups, “mental attack”, discussion increase student activity.

3. Working with maps and diagrams

Climate maps study climate zones and their variations.

4. Practical observations

Through weather observations, students gain an understanding of real-world climate processes.

5. Multimedia tools

Videos and animations help to visually understand global environmental issues.



The educational and educational value of studying environmental problems is very great. Studying environmental problems is not limited to imparting knowledge, but also forms the following qualities in students:

- ecological responsibility;
- respect for nature;
- culture of rational use of resources;
- not being indifferent to global problems.

This will develop ecological culture in students.

Current environmental problems have become a pressing issue for human development. Therefore, environmental education is becoming increasingly important not only as a means of imparting knowledge about nature conservation, but also as a means of forming an ecological culture in students. Geography plays a key role in this process, as it is focused on teaching the interrelationship between nature and society. Environmental education-as an integral part of the formation of the personality, environmental education is an integral component in the formation of beliefs about the need to preserve nature not only as a source of resources, but also as a system that realizes its environmental formative properties.

Genesis of the third millennium-man and Environment, Nature and society the escalation of the interaction between the two, with the deepening of the conflict started. Environmental imbalance has left local (local) and regional (national regional) circles and has become a global (universal) problem.

The consequences caused by the negative attitude of mankind to nature today we stand as witnesses. In one corner of the world, the air and water are polluted and the soil in case of Decay, like forest fire, flood, earthquake elsewhere.

Events are happening. Most of these are happening due to the misuse and misuse of natural resources.

Natural is the main cause of emerging environmental biases although there are processes, but they are anthropogenic factor-with human activity closely connected. For example, the drying of the Aral Sea and the Aral Sea assessment of ecological destruction as a purely natural-historical process or water only it is not so correct to tie to a lack of resources. If this the problem lies in the dialectical unity of economic, political and socio-cultural factors when analyzed, the set of factors that caused this accident will be known.

One such factor, and most importantly - environmental education, is considered.

Studying environmental problems in natural geography classes gives students



the following knowledge and skills:

- understand the relationship between natural components (air, water, soil);
- analyze the impact of human activities on nature;
- distinguish between global and regional environmental problems;
- Understanding the need to protect nature.

This process forms systematic ecological thinking in students.

Natural geography studies natural processes and components on the Earth's surface. Analyzing environmental problems within this discipline helps students understand the relationship between nature and humans.

The main importance of studying environmental problems is as follows:

First, students develop environmental awareness and culture. They understand the need to protect nature and use resources wisely.

Secondly, a scientific understanding of global environmental problems (climate change, desertification, water scarcity) is formed.

Third, real-life analysis skills develop by studying local environmental issues (such as the Aral Sea tragedy).

Fourth, skills for working with maps, diagrams and statistics are formed.

In addition, environmental education encourages the younger generation to protect nature and prepares them to actively participate in solving environmental problems in the future.

In conclusion, the study of environmental issues in natural geography education is important not only for imparting scientific knowledge, but also for developing environmental awareness. This process develops in students a love for nature, responsibility, and ecological culture, and helps them understand the principles of sustainable development.

Through the effective organization of environmental education within the framework of geography, a conscious attitude to nature, an ecological culture and a responsible civic position are formed in students. However, this process requires a consistent methodological approach and systematic measures to support teachers. Therefore, it is important to improve didactic approaches to environmental education and strengthen interdisciplinary integration.

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