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The Importance of National Values in Raising Environmental Culture in The Educational System of Uzbekistan

Ismoilova Gulbahor Azamovna¹, Zokirov Mirzaraxim Abdualiyevich², Raxmonova Manzura Shokirovna³, Tuxtasinova Munira Ibragimovna⁴, Radjabova Gavkhar Umarovna⁵, Rakhimova Feruza Najmiddinovna⁶, Yuldasheva Malokhat Erkinovna⁷, Tolipova Ozoda Ikromovna⁸

¹PhD, Associate Professor at the Department of Pedagogy, Kokand State University, Uzbekistan, ismoilovag352@gmail.com ORCID: 0009-0006-8780-7211

²Lecturer at the Department of Pedagogy, Kokand State University, Uzbekistan, zokirovmirzaraxim@gmail.com ORCID: 0000-0001-7959-6705

³Lecturer at the Department of Pedagogy, Kokand State University, Uzbekistan, raxmonovamanzuraxon132@gmail.com ORCID: 0009-0003-0634-0233

⁴PhD, Lecturer at the Department of Pedagogy, Kokand State University, Uzbekistan, biloliddin19860419@gmail.com ORCID: 0009-0007-7881-0360

⁵Associate Professor at the Department of Pedagogy, Kokand State University, Uzbekistan, r.gavxar69@gmail.com ORCID: 0009-0005-5268-0321

⁶PhD, Associate Professor at the Department of Pedagogy, Kokand State University, Uzbekistan, feruzaraximova572@gmail.com ORCID: 0009-0002-3991-6828

⁷PhD, Lecturer at the Department of Pedagogy, Kokand State University, Uzbekistan, malohatyuldasheva913@gmail.com ORCID: 0009-0008-5670-6500

⁸PhD, Lecturer at the Department of Pedagogy, Kokand State University, Uzbekistan, ozodaqdpi@gmail.com ORCID: 0009-0007-3059-9324

ABSTRACT: The article examines the importance of national values in shaping environmental culture within the education system. The author emphasizes the significant role of environmental education and upbringing in fostering a healthy relationship between society and nature. The article also discusses the principles of international environmental cooperation, including ensuring healthy environmental conditions for all individuals and recognizing each country's right to use natural resources for its own benefit.

Today, educating young people who care about the environment, possess ecological awareness and values, and actively protect nature is considered an urgent task. This study is based on a qualitative approach, including the analysis of pedagogical literature, national educational standards, and policy documents related to environmental education in Uzbekistan. In addition, comparative and descriptive methods were used to examine the role of national values in developing environmental culture. Observations and analysis of teaching practices were also conducted to evaluate current approaches in the educational process.

The findings indicate that integrating national values into the educational process significantly contributes to the development of students' environmental culture. Traditional beliefs, customs, and ethical norms foster respect for nature, conservation of resources, and responsible behavior. The study also shows that interdisciplinary

approaches and interactive methods enhance students' ecological awareness and engagement.

In conclusion, the integration of national values into environmental education is an effective strategy for developing environmental culture among students in Uzbekistan. It is recommended to strengthen the role of national traditions and cultural heritage in curricula, apply innovative pedagogical technologies, and promote value-based education to ensure sustainable development and environmental responsibility among future generations.

INTRODUCTION

Currently, protecting and stabilizing the environment, delivering it to the next generation, providing the population with natural and healthy food products, preserving biodiversity, and preventing climate change are global problems, and finding a positive solution is the future of humanity. determines progress. Young people have ideas about the Earth, knowledge about their living environment, scientific-theoretical worldviews about the interdependence of nature and people, ecosystems, their emergence, and evolutionary development due to anthropogenic factors. Ecological education and upbringing are formed and developed depending on the chosen professions for change, nature, and society relations on a national, regional, and global scale; practical environmental skills and qualifications; environmental protection; and rational use of resources. Revision of the personnel training system in the field of ecology and environmental protection, comprehensive analysis of the ecological legal base and creation of a mechanism for connecting it with practice, implementation of the mandatory principle of national environmental education, and sustainable development of environmental education encourage the resolution of issues such as revisions in accordance with the rules. At present, the main task of ecology is to help life because the negative impact of anthropogenic factors on nature is increasing; as a result, the balance between society and nature is disturbed, and the negative impact on the environment is increasing.

International environmental cooperation (IEC) is an international agreement on nature protection by all countries (nations) on Earth, drawing up conventions, developing international environmental standards and joint control of their compliance, global and regional environmental problems, scientific research, and a wide range of measures, such as holding various international conferences. IEC should be based on the following principles:

- that every person on our planet has the right to live under healthy environmental conditions;
- that every country has the right to use the environment and natural resources to benefit its citizens;
- that the ecological success of one country should not be at the expense of other countries, or should not allow it to conflict with their interests;
- to ensure that production activities in the territory of each country do not harm the natural environment of the country and beyond;
- to prevent the implementation of any economic or other type of activities whose environmental consequences cannot be predicted;
- Establishing control over the environment, natural resources, and changes in them based on recognized international norms and standards;
- Free, large-scale exchange of international scientific and technical information on environmental protection and the introduction of advanced technologies that protect nature;
- countries to provide mutual assistance to each other when an ecological emergency occurs in any part of the planet;
- Peaceful resolution of all disputes related to environmental issues.

Currently, XEH mainly manifests in two forms.

1. Conclusion of bilateral or multilateral international agreements, contracts, and conventions aimed at environmental protection and rational use of natural resources.

2. Participation in the activities of various international nature protection associations, commissions, and organizations. As an important component of universal values, CES has been forming and improving for more than a hundred years. Its first manifestations began to appear in the form of an interstate movement aimed at regulating the use of animals at the end of the 19th century [1. 25].

The scope and complexity of environmental problems, use of natural resources, and their full use are important issues in the market economy. Therefore, financing these areas requires the joint use of resources and the joint solution of existing environmental problems. In this regard, Uzbekistan aims to join the integration process in the international environmental space through mutual cooperation with international organizations.

Environmental problems in the republic were caused by the failure to foresee the negative consequences of the development of production and the negative consequences of its planning. Regarding the use of various toxic chemicals in maximum quantities on irrigated land, stifling crop rotation, paving the way for cotton monopolies, neglecting land reclamation, and increasing the productivity of livestock, non-implementation of measures has caused the emergence of various local problems depending on the natural ecological environment of the places.

In his address to the Oliy Majlis, President Shavkat Mirziyoyev, in his Address to the Oliy Majlis, clearly defined the task of We must pay more attention to the protection of the environment and improvement of the ecological situation [2].

3. MATERIALS AND METHODS

Ecological culture means not harming nature as much as possible and understanding the unity of nature and society's destiny. Teaching young people how to use nature without harming their resources is the basis of ecological education.

Ecological education and training includes the following fundamental sections:

1. Educate students in the spirit of love and aesthetic enjoyment of natural beauty.
2. To provide knowledge about the laws of development of animate and inanimate nature, complex interactions between nature and society, and the consequences of human economic activity on nature.
3. Education of environmental culture in students and students to love nature, to cultivate the ability to use it correctly and consciously is the basis of ecological education and culture, and it creates in people the ability to understand responsibility in front of nature.
4. Patriotism begins with the love of nature. [1. 201]

Ecological education includes the following issues.

- a) Provide people with special ecological knowledge and education and create certain skills in this field.
- b) Education for foreseeing environmental change.
- d) Incultation and education of ecological culture.
- e) Educating people in the spirit of the proper use of nature's gifts [1. 202].

In the implementation of the above, special projects and methodical manuals were created for young personnel in higher education institutions, in which the scope of the negative impact on nature and environmental protection problems in each field of education are described. z is reflected. An in-depth approach to raising young people with ecological education was carried out based on a special practical environmental education program and methodical manuals. During our research, we developed a mechanism for the development of ecological culture in students in the educational process (Figure 1).

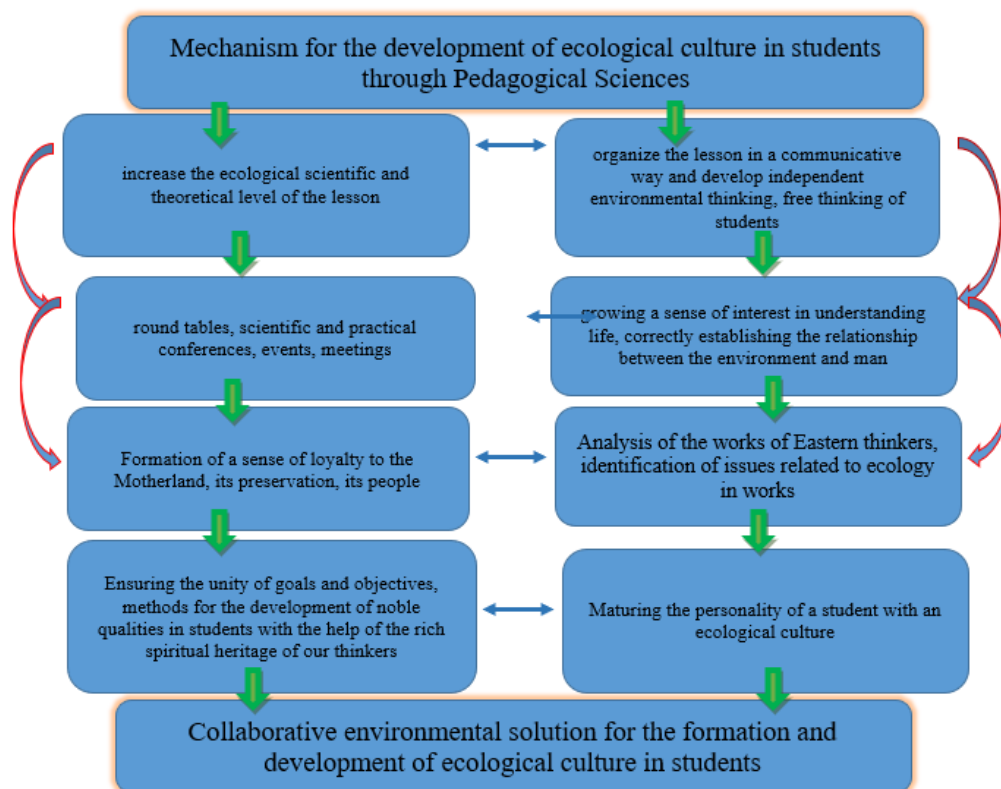


Figure 1. The mechanism of formation and development of ecological culture in students.

In teaching pedagogical subjects, the following didactic games can be effectively applied:

“Who Writes More” Game

Procedure: Students should have only paper and a pen in front of them. This game works especially well for topics such as “Houseplants” or “Ornamental Trees.” A specific time limit is set for the activity. For example, if the topic “Houseplants” is announced, students must write down all the houseplants they know within the given time. Each correctly written plant earns one point. Colored cards can be used as points. At the end of the game, the student who collects the most cards is declared the winner.

“Find the Correct One” Method

Procedure: This interactive method can be effectively used in almost all subjects. For example, students are shown images of several ornamental trees. Among them, they must identify those that produce oxygen, have large leaves, or belong to coniferous types. Within 10 minutes, students are required to provide written explanations about the selected trees. The student whose answer is the most accurate and well-justified is considered the winner.

Extracurricular educational activities aimed at developing students’ environmental culture serve to achieve the following objectives:

- to apply the environmental knowledge acquired by students in practice;
- to ensure the continuity and consistency of environmental education and upbringing;
- to create a creative atmosphere in students regarding nature;
- to orient environmental activities toward the preservation of the biosphere;
- to organize environmental activities outside the classroom in connection with students’ daily lives and living environments;
- to develop positive ecological and cultural qualities in students;
- to organize activities based on students’ age, psychological, and pedagogical characteristics;

- to ensure the effectiveness of implemented environmental activities and their practical application;
- to develop skills and competencies in organizing environmental activities;
- to foster the acquisition of positive personal qualities;
- to shape students' ecological worldview and environmental culture, etc.

At the same time, it is advisable to use the following methods and approaches in developing students' environmental knowledge and skills:

- a) Educational methods that positively influence students' consciousness – storytelling, explanation, lectures, environmental discussions, demonstration (role modeling), and debates;
- b) Methods for developing social behavior experience and organizing activities – practice, repetition, pedagogical requirements, public opinion, assigning tasks, and the use of educational situations;
- c) Methods of encouragement and discipline in environmental education – motivation, approval, and incentives (rewards);
- d) Methods of environmental observation and comparative analysis – research, modeling, tree diagrams, project-based learning, and problem-based situations;
- e) Teaching students how to persuade and form convictions – for this, students should observe ecological processes occurring in the environment and draw their own conclusions.

4. RESULTS

The national and religious values of our people widely promote personal hygiene, cleanliness, and tidiness, not polluting the place where they live with various wastes, not wasting nature's blessings, or greening the surroundings. These concepts are instilled into people's minds by representatives of the older generation in their families from a young age. Thus, a person's first concept appears in his family. Subsequently, concepts were expanded and developed in kindergartens, schools, lyceums, and universities.

The Uzbek people have diverse values related to nature conservation. In particular, herbs such as frankincense, sedum, peppermint, tasbeh, sedana, basil, hawthorn, sorrel, cornflower, sedum, and mint are placed on the front of the house and on the tops of the gates to prevent the eyes from touching them. hung up. Our people go to shrines and shrines associated with various trees in search of healing. The tradition of believing plants as a protective factor against various calamities and disasters has become a form of ecological value. Thus, symbolizing certain plants and trees and believing in them is the oldest, most popular, and impressive form of ecological education.

In folk pedagogy, there are instructive ideas such as protecting and preserving not only the flora but also the animal world in nature. It is expressed in proverbs, fairy tales, epics, legends, narratives, myths, and songs that reflect the relationship between nature and animals, animals, and humans. Warning words such as "do not pick flowers, it will be bad", "don't hurt the birds, animals, it will be bad", which are often used in the speech of people, are of great importance in protecting nature.

Rituals and holidays related to nature also play an important role in a person's moral, physical, and ecological education. In the past, children used to pick the messenger of spring-marigold flowers, sing the song "My marigold is rich" and go from house to house announcing the arrival of spring, while adults applied marigolds to their eyes to make them "well-being".

Environmental culture reflects the values of truth, kindness, and care for nature in the relationships between young people and the natural environment. In the modern era, the development of science and technology has significantly improved the well-being of youth and expanded living conditions in many directions; however, it has also had a negative impact on the ecological environment. As the proverb says, "A bird behaves as it has seen in its nest," emphasizing the importance of upbringing and example.

G.D. Shamsidinova, in her article *"Formation of Environmental Culture among the Younger Generation and Its Prospects,"* emphasizes that "the role of the older generation is invaluable in enhancing education, upbringing, and environmental culture among youth. Their knowledge and understanding serve as an example and inspiration for raising the ecological awareness and culture of young people. At the same time, the role of environmental values is equally significant" (G. Shamsidinova, 2023).

"Today, the reforms being implemented in the education system of our country at the initiative of the President are yielding

positive results. In particular, they aim to meet the demand for mid-level specialists, further strengthen the material and technical base of higher education institutions, and improve the quality of the educational process. These reforms constitute the core essence of the ongoing transformations.

Indeed, consistent reforms in the education system not only enhance the quality and content of teaching but also contribute to the development of environmental culture among students” [5, p. 48].

During the study, we examined the works of a number of authors in the field of ecological pedagogy, including N.O. Nishonova, E. Turdikulov, and N. Bozorova [N. Nishonova, 2001; E. Turdikulov, 2003; N. Bozorova, 2006]. We also organized a specific study to explore higher education students’ attitudes toward the formation of environmental culture in individuals and society, as well as the related issues of environmental education and upbringing.

In addition, we carried out a series of activities aimed at developing environmental culture among students in the process of studying pedagogical subjects. This work served as a logical continuation and further development of the studies mentioned above.

We developed a program for the ecologization of pedagogical subjects. The program consists of the following sections:

1. Global problems of humanity;
2. Development of the concept of “environmental culture”;
3. Ecosystems and their development;
4. Pollution of water and soil resources;
5. Air pollution, global warming, and the ozone layer problem;
6. Population issues: urbanization and its regulation;
7. Food resource problems;
8. Protection of flora and fauna;
9. Restoration of energy resources;
10. The impact of radiation on the environment.

Based on the sections of this program, we organized experimental work in the form of a questionnaire survey. The following questions were included in the survey:

I. What is the importance of nature in human life and society?

1. Nature is a source of natural resources, minerals, and fertile land necessary for industrial production and agriculture;
2. Nature provides water, air, and forests essential for human life and health;
3. Nature is a source of aesthetic satisfaction and inspires musicians, artists, poets, and writers;
4. Nature is an educator of the best human qualities (kindness, curiosity, patriotism, and thriftiness);

II. Which environmental problem concerns you the most?

1. The problem of global warming;
2. The problem of the ozone layer and ozone “holes”;
3. The problem of soil desertification;
4. The problem of accumulation of harmful by-products in the human body as a result of human activity;
5. All of the above problems concern me;
6. These problems do not interest me.

III. The following measures are necessary to address global environmental problems:

1. To unite international and intergovernmental efforts;
2. To take urgent and effective measures to eliminate environmental problems;
3. To ensure that every individual contributes to preserving civilization for future generations;
4. To develop more legislative documents on environmental protection;

IV. There are 12 strict rules of human ecological ethics. Which of them do you follow?

1. I do not use plastic or paper bags;
2. I turn off the water while brushing my teeth;
3. I do not throw food waste near highways, as this may train animals to feed near roads, putting them at risk of being hit by vehicles;
4. I do not use plastic containers because this material does not decompose;
5. I write or print on both sides of paper;
6. I never litter;
7. I maintain a healthy lifestyle (I do not smoke, do not consume alcohol or drugs, engage in sports, and eat healthy food);
8. I break the plastic rings on beverage cans so that birds do not get trapped in them;
9. I grow indoor plants at home to purify the air;
10. When leaving a room, I turn off the lights, television, and other electrical appliances;
11. I follow all the rules of human ecological ethics;
12. I do not follow any of the rules of human ecological ethics.

V. Which factors influence the development of your environmental thinking?

1. Reading fiction related to environmental issues;
2. Reading scientific and educational literature;
3. Reading periodicals;
4. Watching TV programs on environmental topics;
5. Using the Internet;
6. Using electronic databases related to environmental topics;
7. Participating in library events dedicated to environmental protection;

At this point, it is important to emphasize the following idea: “A more creative approach can be taken to the development of students’ environmental culture. This largely depends on the pedagogical competence of the teacher and their responsible attitude toward their work. In this process, the use of methods such as lectures, explanations, storytelling, creating problem situations, working with sources, visualization, and practical experiments is of great importance.

Only a conscious, modern ecologically cultured, highly educated person who has a clear idea of the expediency of the ecological attitude and the necessity of life can eliminate the tendency of uneconomical and aggressive attitude towards nature” [6.233]. So we need to educate citizens of ecological cultures even in order to achieve environmental security. Today, it is possible to determine the level of environmental culture of citizens based on the following table (Table 1).

Table 1. The degree of development of the environmental culture of citizens

Degrees	Components of ecological culture		
	Cognitive	Emotional	Active
Initial	The specific nature of environmental knowledge, the dispersion of environmental knowledge. Environmental knowledge is a challenge that arises to solve certain environmental problems. Serious errors in the environmental assessment of specific situations or actions.	Lack of aesthetic perception of the natural environment. Perception of nature as a useful object. Lack of interest in environmental problems. A feeling of disgust for some natural things. Emotional perception of natural beauty as a familiar phenomenon.	Participation in environmental activities, mainly in conditions of coercion. The impossibility of applying environmental knowledge and skills in life situations.
Middle	The desire to justify the essence of social and natural phenomena. Combining knowledge of relevant disciplines to assess environmental phenomena.	The need for relationships with nature. The desire to study the laws of nature in order to protect its richness and beauty. The joy of perceiving its beauty.	Participation in environmental activities together with everyone. Assistance in the organization of environmental events. The reproductive nature of activity.
High	High level of environmental knowledge renewal. The desire to have extensive knowledge, to independently learn about environmental problems. Access to knowledge and skills and their use in the analysis of environmental problems.	Aesthetic perception of the natural environment. A sense of passion for his work, satisfaction with the work he has done. Manifestation of curiosity, discovery of reality, admiration, doubt.	High activity in environmental activities related to the environment. Activism and initiative in research and environmental education projects. Active participation in the improvement of its own courtyard, Street and higher education institution. The ability to put knowledge into practice. Dissemination of information about the environment.

5. CONCLUSION

Through environmental culture, it is essential to consider cultural and social values—reflecting interests, attitudes, and behaviors related to the transformation of nature—in order to create a healthy living environment, ensure sustainable development, and meet the needs of society. Environmental culture embodies the values of truth, kindness, and care for nature in the relationship between youth and the natural world.

Today, in developing environmental culture among citizens, it is recommended to pay attention to the following:

1. Inculcating in the educational process, large-scale reforms are being carried out in our country to develop a green economy, turn waste into a resource, provide the population with drinking water, and improve the situation in the Aral region.
2. 60110100 Introduction of environmental culture-developing information to the professional duties and professional competences of bachelors specified in the qualification requirements of pedagogy (teacher of supplementary education).
3. Creation of an electronic platform containing educational materials from the science of national education for the formation and development of environmental culture among students.
4. Creating a collection of appeals aimed at young people, consisting of invitations, aphorisms, and slogans aimed at preserving nature and the environment, and placing them in the form of notifications on mobile communication devices occasionally.
5. International scientific and practical conferences with UNEP the UN Environment Program (UNEP), a prestigious UN organization dealing with environmental issues, with the participation of professors and teachers of higher education institutions and active representatives of students, conducting seminars and trainings, announcing grant projects, and

strengthening research on the topic.

6. Activities that serve to form and develop the environmental culture of students include increasing trips to historical monuments.

In conclusion, improvement of ecological culture education activities and formation of ecological culture in the development strategy is the basis for conscious management of the relations between social production and the ecological environment for sustainable development.

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