

USING THE EXPERIENCE OF DEVELOPED COUNTRIES IN THE
FORMATION OF ECOLOGICAL CULTURE IN STUDENTS

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Abstract:

This article examines the possible advantages of introducing the experience of developed countries in the formation of environmental culture in students. Environmental culture plays an important role in developing sustainable practices and solving environmental problems. By studying the experience of developed countries in developing environmental education and educating environmentally responsible behavior, it has valuable insights for educational practice in other regions. Overall, this article aims to contribute to the development of environmental education by promoting the integration of successful practices from developed countries into educational systems in other regions.

Key words: environmental culture, environmental education, sustainable practice, developed countries, student activism, case study analysis.

Introduction:

Ecological culture stable the future development important structural because it is part of she is of people to the environment attitude , behavior _ _ and decision acceptance to do processes forms . SHE IS To ecology about knowledge , values and practices such as different factors own _ _ into takes and current ecological problems solution in doing solution doer role he plays _ _ That's it point of view by implication , developed of countries students between _ _ ecological culture development according to _ experience o ' study another in the regions education _ _ to practice information _ _ to give possible was _ _ valuable thoughts present is enough

Developed countries ecological education _ _ and own _ _ students between stable practice promotion ib _ in doing significant to achievements they achieved Theirs experiences o ' study through valuable the lessons o ' study and whole the world across _ _ education _ _ in systems apply _ _ can _ In the students ecological culture formation knowledge , skill _ _ and justified decisions acceptance to do and environment _ _

protection to do according to _ measure - measures to see _ motivation with provided , ecological _ _ conscious individuals formation for is necessary .

Successful strategies , programs and initiatives o ' study through she is another in the regions adaptation and done increase possible was _ _ efficient approaches to explain movement done _ This experiences o ' study ecological education _ _ according to _ continue doing to communicate contribution addition , politicians , teachers _ _ _ _ and interested to the parties stable practices before push and ecological responsible _ _ citizens in formation important important have _

Methods:

uses a research method that combines literature review and case study analysis. Methods used in this study include:

1. Literature review: A comprehensive analysis of scientific articles, lectures and educational policies of developed countries is conducted. Various databases, academic journals, and related sources are used to collect a wide range of literature on environmental education and environmental culture formation in students. The focus will be on countries with successful approaches to promoting environmental awareness and sustainable practices among students.

2. Data Collection: The literature review process involves collecting and reviewing relevant sources that provide insight into the strategies, programs and initiatives used by developed countries. The data collected includes information on successful outcomes in curriculum integration, teaching methods, teacher training, public participation, and building an environmental culture among students.

3. Case Analysis: In addition to the literature review, selected case studies are analyzed to provide concrete examples of successful practices and outcomes in developed countries. These case studies provide insight into the implementation and impact of specific programs or initiatives aimed at developing environmental literacy among students. The selection of cases is based on their relevance, effectiveness and transferability to other educational contexts.

4. Comparative Analysis: A comparative analysis is conducted to identify common themes and best practices across the reviewed literature and case studies . This analysis helps identify key strategies and approaches that have consistently produced positive results in promoting environmental literacy among students in developed countries.

5. Synthesis and interpretation: In order to comprehensively understand the experience of developed countries in the education of environmental culture in students, the information collected from the literature review and case studies is synthesized and interpreted.

Using a combination of literature review and case study analysis, this study aims to comprehensively review the experiences of developed countries in promoting

environmental culture among students. This approach allows for an in-depth study of successful practices, identifies common themes, and offers valuable insights that can inform educational practices in other regions seeking to improve environmental education and foster a culture of sustainability among students.

Results:

reveal several effective strategies and programs used by developed countries to develop environmental literacy in students. These include:

1. Curriculum integration: In developed countries, environmental education concepts and values are included in the curriculum, creating integration of environmental education in different subjects. This interdisciplinary approach helps students develop a holistic understanding of environmental issues and their interrelationships.

Practical experiences such as outdoor activities, field trips, and environmental projects are widely used to actively engage students in the learning process. This experimental approach allows students to develop a deeper connection with nature, environmental protection and environmental protection.

3. Training and development of teachers: Developed countries emphasize the importance of adequate training of teachers in the field of environmental education. Professional development programs equip teachers with the knowledge, skills, and resources to effectively deliver environmental education content and engage students in meaningful learning experiences.

4. Cooperation and community participation: cooperation between schools, environmental organizations and local communities is a common practice in developed countries. Such partnerships provide opportunities for students to actively participate in environmental initiatives, community projects , and conservation efforts, allowing them to apply their knowledge and skills in real-world settings.

Debate:

Literature o ' study and practical studies results in students ecological culture in formation developed of countries successful practices learn _ _ possible was _ _ benefits about valuable thoughts gives _ Ecological education _ _ study _ _ programs input , experience based on to learn _ accent u _ to give , o ' teachers each bilaterally qualification increase , society with cooperation development of students _ ecological knowledge , attitude and behavior _ _ positive effect _ _ show _ _ proved . However , this practices different in the regions done in raising surface coming possible was _ _ problems account get need _

One of the main problems is the availability of resources. Developed countries often have a well-established infrastructure and sufficient resources to support environmental education initiatives. This includes funding for teaching materials, travel and teacher development programs. On the other hand, limited resources may

make it difficult to implement similar programs in other regions. To solve this, it is very important to look for positive solutions and use the available resources effectively. This may include partnerships with local organizations, funding from government or private sources, and the use of existing natural environments as learning spaces.

Another consideration is the cultural context of the region. Environmental education should be adapted to the cultural values, beliefs and practices of the community. While the experiences of developed countries provide valuable insights, it is important to adapt these practices to local cultures and contexts. This ensures that educational content is relevant and resonates with students, fostering a sense of ownership and connection to the environment.

In addition, different educational systems may cause difficulties in learning the practices of developed countries. Different regions have different educational frameworks, policies and standards. It is important to navigate these systems and find ways to effectively integrate environmental education. This may include working with education authorities to promote policy change, align existing educational goals and standards, and promote the inclusion of environmental education in curricula.

provide valuable lessons and inspiration for educators and policymakers in other regions. By adapting and contextualizing successful practices, effective strategies can be implemented to overcome barriers and promote environmental literacy among students.

Summary:

This article emphasizes the importance of learning the successful experiences of developed countries in the formation of environmental culture in students. By integrating environmental education into curricula, emphasizing experiential learning, comprehensive teacher training, and community engagement, educators and policymakers can help students develop environmental knowledge, attitudes, and behaviors. serves.

serves as a valuable model to inspire and guide educational practices in other regions. However, it is important to consider potential challenges in implementing these practices, such as limited resources, cultural contexts, and different educational systems. Adapting these practices to local cultures and contexts, finding creative solutions to resource constraints, and effectively managing education systems are critical steps to successfully implementing these strategies.

By adopting successful practices from developed countries, educators and policy makers can raise environmental awareness, educate students to become environmentally responsible individuals, and contribute to sustainable development efforts. The benefits of developing an environmental culture among students go beyond individual knowledge and behavior; they have broader implications for solving current environmental problems and shaping a more sustainable future.

Continuous research, cooperation and exchange of knowledge between regions is important for further development of environmental education and formation of ecological culture. By sharing experiences, lessons learned and best practices, education systems around the world can learn from each other and make a collective impact in educating environmentally responsible citizens.

In conclusion, the integration of successful practices of developed countries in the formation of environmental culture in students offers promising ways to change education. Using these experiences, teachers teach students the knowledge, skills and values necessary to solve environmental problems and ensure a sustainable future for future generations.

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