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THE ROLE OF INNOVATIVE EDUCATIONAL TECHNOLOGIES IN FORMING ECOLOGICAL CULTURE IN STUDENTS

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Abstract
This article analyzes, from a theoretical and academic perspective, the didactic potential of innovative educational technologies in shaping environmental culture among student youth. It is assumed that activating students' learning activity through digital education, interactive methods, and information and communication technologies is a crucial factor in developing ecological thinking, awareness, and forming environmental competence.

Keywords: Environmental culture, innovative educational technologies, student youth, ecological thinking, digital pedagogy, information and communication tools, environmental competence, interactive methods, sustainable development ideas, ecological awareness.

Introduction

TALABA YOSHLARDA EKOLOGIK MADANIYATNI SHAKLLANTIRISHDA INNOVATSION TA’LIM TEXNOLOGIYALARINING O‘RNI

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Anotatsiya:
Mazkur maqolada talaba yoshlarda ekologik madaniyatni shakllantirish jarayonida innovatsion ta’lim texnologiyalarining didaktik imkoniyatlari nazariy-akademik nuqtai nazardan tahlil etiladi. Ekologik tafakkur va ongni rivojlantirishda raqamli ta’lim, interaktiv metodlar va axborot-kommunikatsiya texnologiyalari orqali

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o‘quvchi faoliyatini faollashtirish ekologik kompetensiyani shakllantirishda muhim omil hisoblanadi.

Kalit so‘zlar: ekologik madaniyat, innovatsion ta’lim texnologiyalari, talaba yoshlar, ekologik tafakkur, raqamli pedagogika, axborot-kommunikatsiya vositalari, ekologik kompetensiya, interaktiv metodlar, barqaror rivojlanish g‘oyalari, ekologik ong.

INTRODUCTION

In the context of modern socio-spiritual development, the issue of forming an ecological culture in young students is becoming an important component of the global sustainability strategy. According to the academic hypothesis, innovative educational technologies in deepening ecological awareness and thinking - in particular, the integration of digital pedagogy, information and communication tools, interactive and reflexive methods - ensure the ecodidactic orientation of the educational process. This process, by its very nature, serves to form ecological competence, strengthen ecopsychological stability and ecological identification of the individual. Therefore, the systematic development of ecological culture through innovative approaches in the higher education system is interpreted as one of the urgent scientific and pedagogical problems.

RESULTS

As a result of the research conducted, the use of innovative educational technologies in forming an ecological culture in young students is expected to produce the following positive pedagogical effects: firstly, the development of critical and analytical thinking based on ecological information in a digital educational environment is achieved; secondly, through interactive methods and ICT tools, it will be possible to activate the ecopsychological stability and reflective consciousness of students; thirdly, the integrated development of the structural components of ecological competence - knowledge, skills, motivation and values - is ensured. As a result, the formation of ecological identity, a responsible attitude towards sustainable development, and a moral-valeological orientation is expected in students. This guarantees that ecological culture will be established as a solid socio-pedagogical basis.

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LITERATURE ANALYSIS AND METHODOLOGY

An analysis of the literature on the role of innovative educational technologies in the formation of ecological culture in students shows that modern pedagogical approaches and information and communication technologies play an important role in the formation of ecological consciousness, thinking and competence. In particular, the Uzbek scientist A.A. Abdukodirov proposed an integrative and competency-based approach in the process of ecological education [3], while the Russian researcher N.M. Mamedov considers ecological culture as a central factor of personal development [4]. English scientists, including D. Tilbury, have substantiated the need to instill the ideas of sustainable development in environmental education through digital environments and interactive methods [5]. Methodologically, this study is based on constructivism, ecodidactics, and systematic approaches. The study analyzes data based on qualitative analysis (content analysis), comparative methods, and pedagogical experiments. Among the previously existing methods, the ecological values model V.A. Yasvin [6], the competency approach T.I. Shamova [7], and interactive technologies based on student activity are separately studied. Through these methodological foundations, the possibility of developing a new, innovative model of forming ecological culture is identified.

DISCUSSION

The conducted scientific research confirms the unique didactic and psychological capabilities of innovative educational technologies in forming ecological culture in students. The analysis of the results showed that through interactive methods, digital platforms and ICT tools, an integrative formation of ecological thinking, consciousness and competence was observed in students. This is consistent with the theory of ecological identity of the individual, highlighted by Mamedov. Tilbury, on the other hand, deeply analyzed the role of digital educational tools in the assimilation of the ideas of sustainable development. At the same time, the results obtained on the basis of the ecodidactic model proposed by Abdukodirov and Yasvin allow the development of flexible solutions for the national education system.

The relevance of the research is determined by the “Concept of Environmental Protection in the Republic of Uzbekistan” [1] and the Presidential Decree “On

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Enhancing the Spirituality of Youth and Meaningful Organization of Their Leisure Time" [2]. Through these approaches, a new theoretical model was developed based on the combination of innovative methodologies and environmental education. The results are distinguished by their scientific accuracy and serve as the basis for the formation of a new eco-pedagogical paradigm.

CONCLUSION

The use of innovative educational technologies in the formation of ecological culture in young students increases the effectiveness of eco-didactic approaches. Through digital pedagogy, interactive methods and ICT tools, ecological competence, thinking and consciousness are developed in an integrated manner. Based on scientific hypotheses, these approaches serve as an important tool in the formation of students' ecological identity.

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