

## PROVIDING ENVIRONMENTAL EDUCATION IN THE COURSE "SAFETY OF LIFE ACTIVITIES"

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**ABSTRACT:** Environmental education is crucial in shaping students' awareness of ecological issues and their role in promoting sustainability. This article explores the integration of environmental education into the course "Safety of Life Activities" (SLA), emphasizing the importance of fostering ecological literacy and promoting responsible behavior toward the environment. The study discusses various pedagogical approaches and methods to effectively incorporate environmental education into the curriculum, focusing on the development of students' understanding of environmental risks, safety practices, and sustainable living. The article also highlights the role of interdisciplinary teaching in enhancing students' comprehension of the interrelationship between human activities and the environment. The findings suggest that integrating environmental topics into SLA courses significantly enhances students' environmental awareness and contributes to a more informed and responsible attitude toward global environmental challenges.

**KEYWORDS:** Environmental education, Safety of Life Activities (SLA), ecological literacy, sustainability, environmental risks, interdisciplinary teaching, curriculum integration, environmental awareness.

### INTRODUCTION

Environmental education includes thoughts, worldviews, teachings and concepts related to ecology. For centuries, the issues of preserving nature, using its resources without allowing wastage, ensuring human health and appealing to nature's unbiased help in this process have been the focus of advanced people of society, especially scholars. Therefore, ecological education of a person appears as a form of pedagogical activity that has gone through a long historical process.

The formation of qualities of care and dedication to the environment in students begins in preschool education. World-renowned pedagogues expressed their opinion on this issue in their works. In particular, the famous pedagogue Y. A. Komensky in his work known as "Expressing tangible things in pictures" directed the young generation to love nature, to help them get acquainted with its life and structure.

Ideas such as protection of nature, a humane approach to it, humanistic goals, that is, kindness and care for people, occupy an important place in the works of great scientists.

Abu Rayhan Beruni's work "Relics of Ancient Peoples" contains ideas about preserving nature's gifts and using them sparingly. Alloma brings valuable ideas about the formation of a system of scientific knowledge, the development of attitudes and beliefs that ensure the formation of a responsible attitude towards nature and mother earth in the education of young people. According to the thinker, teaching the young generation to be aware of the environment and nature in all their activities, forming feelings of love for nature in them is compatible with the goals of education and upbringing. Emphasizing the virtues of wisdom and prudence in the management of nature are virtues inherent in any intelligent person.

In his contemporary, the great encyclopedist Abu Ali Ibn Sina, "The Laws of Medicine", "Kitab al-Shifa", "Treatise on Medicinal Plants", "Donishnama" and other works, the relationship between nature and man, the importance of medicinal herbs, their use in the treatment of various diseases he explained his recommendations in a scientific way.

In the works of Abu Nasr Farabi, "Philosophy of Aristotle", "City of Virtuous People", "On the Origin of Sciences", along with issues of society, state, social structures, education of a perfect person, problems of relations between man and nature are also studied.

According to Farabi, every human being by nature "strives to reach a higher level of maturity", and such maturity can only be achieved through the urban community. He stated that a cultural society and a cultural city (or country) will be such that "every person in this country is free in his profession, everyone is equal, there is no difference between people, everyone is engaged in the profession that he wants or chooses." People truly live free."

According to the thinker, a perfect person is a "Muslim person who has received a good education and has grown up enjoying its pure and pure sources, who tries to benefit all people in society and ward off harm from them. Because he was brought up on the basis of ethics such as truth, goodness, and virtue, and he understands well that doing good to people leads to the happiness of both worlds."

According to Farabi, perfection is a set of many original human qualities and virtues, such as kindness, justice, correctness, conscience, honor, will, entrepreneurship, fortitude. A person living in the city of virtuous people should be educated, have good morals, spiritual maturity, as well as the ability to realize independence and protect these values. According to the ideas of the thinker, the concept of a perfect person is connected with the responsibility of being a selfless child of the motherland, preserving its nature, and protecting it from various dangers. So, it should be noted that the idea of educating a perfect person lies at the heart of all the noble ideas formed in the history of pedagogical teachings.

Muhammad al-Khorazmi's book "Kitab suratil al-ard" contains information about the world's oceans, land continents, poles, equators, flowers, mountains, rivers and seas, lakes, forests, flora and fauna, as well as other natural resources.

Formation of a system of elementary scientific knowledge that they can understand in the education of the young generation in the teachings of Khorezmi; development of cognitive interest in the natural world; formation of basic skills and habits of healthy and safe behavior in all respects for nature and man; emphasizes the importance of nurturing a competent, emotionally positive, careful, caring attitude to the natural world and the world as a whole.

In Alisher Navoi's writings, while noting the issue of an enlightened and just society and community, he advocated compliance with humanitarian ideals as the main criterion for achieving spiritual height.

Muqimi, Furqat, Zavqi, Ahmad Donish, Avaz O'tar, Kamil Khorazmi and others, representatives of the democratic enlightenment movement that appeared in the second half of the 10th century, put forward the idea that in order to civilize the people, they should be encouraged to acquire knowledge. According to Furqat, science is a torch that should illuminate the path of happiness for mankind.

The Enlightenment did not completely deny the divine ideas in the creation of the world and man, but affirmed that the universe is created according to constant and fixed laws. With the help of perception, people can understand these laws and apply them in the formation of their society, and they can improve the hereafter as a guarantee for finding happiness on earth. Man is considered a naturally intelligent being that develops in accordance with the laws of nature and is not only at the center of the material world, but also the basis of the object of artistic understanding and representation.

The representatives of the Jadidism movement that arose in Turkestan at the end of the 10th century and the beginning of the 20th century, Munavvarqori Abdurashidkhan son, Mahmudhoja Behbudi, Abdulla Avloni, Abdurauf Fitrat, Sadridin Ainiy and others made an important contribution to the development of culture with their enlightening work. They published various newspapers and magazines, established publishing houses and printing houses, opened libraries, theaters, new-style schools, promoted our past culture and history, and encouraged deep acquisition of worldly knowledge. They published the following books: Nature, Geography, Reading First, Reading Second, Muntakhabi General Geography, Brief General Geography (1903), Kitab-ul-Atfol, and Children's Book (1904). As a result of the widespread spread of enlightenment, the general culture of the people grew. It should be noted that the works of thinkers show the importance of forming the norms of young people's behavior towards nature, the skills of rational use of natural resources in everyday life, and the formation of elementary skills to foresee the consequences of their actions in relation to the environment.

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