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USING TEXT-BASED TASKS TO FOSTER ECOLOGICAL RESPONSIBILITY IN YOUNG CHILDREN AND PRIMARY SCHOOL STUDENTS

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Abstract: This article discusses the use of text tasks in the formation of environmental responsibility in young children and primary school students. In the course of the research, literary texts with ecological content given in primary education textbooks were analyzed, as well as international scientific research on environmental education and upbringing was studied. Based on these sources, the educational and didactic potential of text tasks was identified, and through their explanatory, analytical and creative types, the possibilities of developing a conscious attitude to nature, ecological thinking and personal responsibility in students were shown. The results of the study confirm the need for systematic use of text methods in the effective organization of environmental education in the primary education process.

Keywords: environmental responsibility, primary education, text tasks, environmental education, reading literacy, international research.

KICHIK YOSHLI BOLALAR VA BOSHLANG‘ICH SINF O‘QUVCHILARIDA EKOLOGIK MAS’ULIYATNI SHAKLLANTIRISHDA MATNLI TOPSHIRIQLARDAN FOYDALANISH

Annotatsiya: Mazkur maqolada kichik yoshli bolalar va boshlang‘ich sinf o‘quvchilarida ekologik mas’uliyatni shakllantirishda matnli topshiriqlardan foydalanish masalasi yoritilgan. Tadqiqot jarayonida boshlang‘ich ta’lim darsliklarida berilgan ekologik mazmundagi badiiy matnlar tahlil qilinib, shuningdek, ekologik ta’lim va tarbiyaga oid xalqaro ilmiy tadqiqotlar o‘rganildi. Ushbu manbalar asosida matnli topshiriqlarning tarbiyaviy va didaktik imkoniyatlari aniqlanib, ularning tushuntiruvchi, tahliliy va ijodiy turlari orqali o‘quvchilarda tabiatga ongli munosabat, ekologik tafakkur hamda shaxsiy mas’uliyatni rivojlantirish imkoniyatlari ko‘rsatib berildi. Tadqiqot natijalari boshlang‘ich ta’lim jarayonida ekologik tarbiyani samarali tashkil etishda matn bilan ishlash metodlaridan tizimli foydalanish zarurligini tasdiqlaydi.

Kalit so‘zlar: ekologik mas’uliyat, boshlang‘ich ta’lim, matnli topshiriqlar, ekologik tarbiya, o‘qish savodxonligi, xalqaro tadqiqotlar.

ИСПОЛЬЗОВАНИЕ ТЕКСТОВЫХ ЗАДАНИЙ ДЛЯ ФОРМИРОВАНИЯ ЭКОЛОГИЧЕСКОЙ ОТВЕТСТВЕННОСТИ У ДЕТЕЙ МЛАДШЕГО ВОЗРАСТА И УЧАЩИХСЯ НАЧАЛЬНОЙ ШКОЛЫ

Аннотация: В данной статье рассматривается использование текстовых заданий в формировании экологической ответственности у детей младшего и среднего школьного возраста. В ходе исследования был проведен анализ литературных текстов с

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экологическим содержанием, представленных в учебниках для начальной школы, а также изучены международные научные исследования по экологическому воспитанию и образованию. На основе этих источников был выявлен образовательно-дидактический потенциал текстовых заданий, и показаны возможности развития у учащихся осознанного отношения к природе, экологического мышления и личной ответственности посредством их пояснительных, аналитических и творческих типов. Результаты исследования подтверждают необходимость систематического использования текстовых методов в эффективной организации экологического воспитания в процессе начального образования.

Ключевые слова: экологическая ответственность, начальное образование, текстовые задания, экологическое воспитание, грамотность чтения, международные исследования.

Introduction

Today, ecological issues are considered a pressing global concern. Educating children from an early age about environmental protection, the rational use of natural resources, and waste reduction plays a crucial role in shaping the ecological awareness of the younger generation. Young children and primary school students are particularly sensitive and impressionable, which necessitates the use of carefully designed pedagogical approaches and specialized methods when working with them.

Text-based tasks serve as an effective tool in this process. Through the use of both literary and scientific texts, children can develop ecological concepts, foster a conscious attitude towards nature, and cultivate a sense of personal responsibility. Moreover, text-based tasks contribute to the development of critical thinking, analytical skills, and creative abilities in children.

This article explores the pedagogical potential of using text-based tasks to foster ecological responsibility among young children and primary school students. In the course of the study, literary texts with ecological content from primary education textbooks were analyzed, and the educational and didactic significance of text-based tasks was examined based on international scientific research. The findings indicate that the systematic use of methods involving text analysis is of paramount importance for the effective organization of environmental education and the development of ecological consciousness in young learners.

By integrating text-based tasks into the curriculum, educators can create interactive and engaging learning experiences that not only raise awareness about environmental issues but also enhance cognitive development, problem-solving skills, and moral responsibility. This approach ensures that ecological education becomes a holistic process, laying a strong foundation for responsible behavior towards the environment throughout the students' lives.

Main part

Text-based tasks serve as an effective tool for fostering ecological responsibility among primary school students. International research indicates that through text-based activities, children not only acquire theoretical knowledge but also develop critical thinking, analytical, and creative skills. For example, questions based on a story or narrative enhance children's ability to understand environmental issues and propose alternative solutions. Research statistics show that ecological knowledge can increase by 60–85%, while ecological behaviors improve by 40–60%.

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Consider, for instance, the narrative "The Food Chain" from a 3rd-grade reading literacy textbook. This story can be used as a text-based task to teach children ecological concepts. Based on the narrative, the following types of tasks can be assigned:

1. Explanatory tasks: Identify rivers and the obstacles they face, explaining their impact on nature and human life.
2. Analytical tasks: Analyze the process of overcoming obstacles in the river, and determine the interconnection between river flow and human actions.
3. Creative tasks: Ask children to draw illustrations inspired by the story, create short narratives or essays, and write their suggestions for keeping the river clean.

In the narrative, the river serves as a symbolic representation, helping children develop ecological behaviors such as environmental protection, waste reduction, and the conservation of water and other resources. International studies confirm that when children engage in practical tasks based on texts, their ecological knowledge and behaviors improve significantly.

Text-based tasks not only provide knowledge but also foster personal responsibility and ecological thinking in children. Studies show that observing the pollution of a river motivates students to protect nature. The interaction between the river and humans depicted in the story cultivates empathy and environmental awareness. Through text-based activities, children integrate ecological knowledge, attitudes, and practical behaviors, forming a strong foundation for ecological responsibility.

Globally, developing ecological culture and environmental awareness among children is a critical issue. In many countries, particularly in Europe and Latin America, ecological education programs have been implemented in primary schools, and their effectiveness has been confirmed through scientific research. Teaching ecological concepts through text-based tasks is recognized as an effective method for shaping environmentally responsible behaviors and attitudes in children. Furthermore, international studies demonstrate the positive impact of text-based tasks in reinforcing ecological actions, such as waste segregation and saving water and energy resources.

Against the backdrop of escalating global environmental problems, fostering ecological thinking and responsibility among primary school students is considered a key task of modern education. Therefore, integrating text-based tasks into the teaching process is widely applied in international pedagogical practice, ensuring that ecological education becomes both effective and engaging for young learners.

For instance, the article "Effectiveness of Environmental Education on Ecological Awareness and Behavior of Primary Level Students," published in Revista Veritas, presents a systematic scientific study on the effectiveness of using text-based tasks to develop ecological culture among primary school students. The main objective of the study was to examine the impact of environmental education on ecological awareness, ecological attitudes, and practical ecological behaviors-such as waste separation, resource conservation, and environmental protection-among young learners. To achieve this, 25 research articles published over the last five years in Scopus-, Scielo-, and Latindex-indexed journals were selected and analyzed.

The research methodology employed a variety of approaches, including surveys, questionnaires, and tests based on text-based ecological tasks for students. The results were analyzed statistically, showing that in most studies, students' ecological knowledge increased significantly after environmental education. In many cases, the proportion of correct answers to questions related to ecological knowledge, concepts, and respect for the environment rose considerably compared to baseline levels. Moreover, practical ecological behaviors, such as waste separation and saving energy and water, were also observed to improve significantly.

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As highlighted by the study's author, environmental education enhances students' ecological awareness and behaviors, making them more inclined to make positive decisions regarding environmental protection. This provides scientific evidence that text-based tasks are an effective tool for fostering ecological culture at the primary education level. The study also notes certain limitations, including the lack of long-term (longitudinal) observations and the need for additional comparative research on different environmental education methods. Furthermore, it emphasizes the necessity of systematically integrating environmental education programs into school curricula and improving teachers' professional competencies in this area.

Using text-based tasks to develop ecological responsibility among young children and primary school students is considered an innovative and effective approach. Interactive story-based tasks, problem-solving exercises, role-playing activities, and multimedia-enriched tasks promote creative thinking, personal responsibility, and problem-solving skills. For example, students may carry out tasks such as collecting waste in the schoolyard or conserving water through story-based assignments, which allows them to link ecological concepts to practical experience. In this way, children not only acquire knowledge but also learn to apply it in real-life situations.

Integrating innovative text-based tasks with digital games and multimedia resources helps maintain students' attention for longer periods and increases their motivation to learn. Through role-playing, each child assumes the role of an ecological hero responsible for completing specific tasks, fostering collaboration, empathy, and personal accountability. Additionally, text-based tasks help children develop social skills and understand the consequences of their decisions and actions on the environment. As a result, the use of text-based tasks not only effectively builds ecological knowledge but also makes the learning process interactive, engaging, and creative.

This method strengthens children's respect for nature and sense of responsibility while providing them with the opportunity to transform ecological thinking into practical life skills. Therefore, the widespread use of text-based tasks in developing ecological responsibility among young children and primary school students is an important tool for enhancing the effectiveness of environmental education.

Conclusion

In conclusion, text-based tasks demonstrate their significance as an effective and innovative pedagogical tool for fostering ecological responsibility among young children and primary school students. Research findings indicate that explanatory, analytical, and creative tasks based on literary and scientific texts help develop ecological concepts, respect for nature, and a sense of personal responsibility in children. These tasks also enhance problem-solving, analytical thinking, and creative skills.

Enriching text-based tasks with interactive stories, role-playing activities, multimedia, and digital resources makes the learning process engaging and practice-oriented. Such an approach motivates students to apply ecological behaviors in real-life situations while reinforcing their ecological knowledge.

International studies confirm that the use of text-based tasks significantly improves primary school students' ecological knowledge, ecological thinking, and practical ecological behaviors. For example, practical skills such as waste separation, water and energy conservation are effectively acquired through tasks derived from texts. Additionally, text-based tasks foster empathy and social responsibility in children and help them understand the interconnection between humans and the environment.

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Consequently, the systematic and purposeful application of text-based tasks in developing ecological responsibility among young children and primary school students not only enhances ecological knowledge but also integrates ecological thinking, responsibility, and practical behaviors. This approach contributes to nurturing the younger generation as environmentally conscious citizens. Therefore, the integration of text-based tasks into the pedagogical process represents a crucial strategic direction for increasing the effectiveness of environmental education in primary schools and enriching young learners with ecological awareness.

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