

ISSUES OF FORMING ECOLOGICAL CULTURE IN TEACHING THE
SUBJECT " HIGH AND LABOR RESOURCES" IN GEOGRAPHY LESSONS

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Abstract: *This article examines the integration of ecological culture in the context of Population and Food Resources in geography lessons. At a time of increasing global demand for sustainable practices and environmental awareness, the article explores the importance of instilling environmental values in students by examining the complex relationship between population dynamics and food resources. The article presents practical strategies for introducing environmental principles into geography education, contributing to the formation of environmentally conscious individuals, based on literature reviews, qualitative analyzes and teachers' feedback.*

Key words : *Ecological culture , geography education , population and food resources , stability , environment about awareness , environmental values , geography classes , population dynamics , food resources use , environmental education*

INTRODUCTION

In the context of increasing environmental problems, the need to educate environmental awareness and responsibility has come to the fore in the educational discourse. As we navigate the complex dynamics of a rapidly changing world, the role of education goes beyond imparting knowledge; it should include the cultivation of a deep environmental culture. Geography emerges as a key field for inculcating this ecological ethic with a holistic lens that includes the interconnectedness of human societies and their environments. In this article, special attention is paid to teaching "Population and labor resources" in geography classes, and the imperative and methodology of forming ecological culture is considered.

The intersection of population dynamics and labor resources is a crucial link between human activity and the natural environment. Understanding this symbiosis is important not only for understanding the functioning of societies,



but also for raising a generation that appreciates the delicate balance necessary for a sustainable future. As we embark on this discovery, geography as a scientific discipline must transcend the boundaries of traditional education to produce conscientious individuals capable of managing the complex web of population growth, labor use, and environmental impact. It is clear that it offers a unique advantage.

In the following sections, we review the existing literature, outline the current landscape of environmental education and its integration into geography curricula. After that, we will study the methods of inculcating ecological culture in the teaching of "Population and labor resources". Our findings reveal the potential outcomes of this integration, which shed light on the effects of change on students' perspectives. The discussion examines pedagogical nuances, solves problems and suggests strategies for effective implementation. Ultimately, this article seeks not only to promote the formation of an environmental culture, but also to provide teachers with concrete concepts and approaches to enrich their geography lessons with a strong environmental ethic.

LITERATURE ANALYSIS

The study of environmental culture in the context of Population and Labor in Geography Education is situated within a broader discourse on the intersection of environmental awareness, education and sustainable development. A comprehensive literature review reveals key themes, trends, and gaps that shape current understanding of this important compound.

1. Environmental education and sustainability:

Many studies highlight the important role of environmental education in promoting sustainability. Authors such as Rickinson (2001) argue that incorporating environmental awareness into the education system can help develop environmentally literate citizens. The literature consistently advocates a multidisciplinary approach consistent with the holistic nature of geography to inculcate a sense of environmental responsibility in students (Jickling & Spork, 1998).

2. Geography as a nexus for understanding the environment:

The unique interdisciplinary nature of geography makes it an ideal tool for integrating environmental culture into education. Scholars such as Lambert (2006) argue that geography is a platform for studying the interrelationships between human societies and their environments. The study of Population and Labor Resources is particularly important in geography classes because it



provides a detailed examination of the effects of demographic and labor trends on the environment (Catling, 2004).

3. Pedagogical approaches and strategies:

Research by Palmer and Neal (1994) emphasizes the importance of experiential and inquiry-based learning in environmental education. This is reflected in the teaching context of Population and Labor Resources, where teachers can use real-life examples and interactive activities to engage in critical thinking about population dynamics and the environmental impact of labor use (Sterling, 2001).

4. Challenges and opportunities:

Although the literature supports the integration of environmental culture in geography education, challenges remain. Ware and Scott (2007) highlight the need for teacher training and the inclusion of environmental principles in teaching materials. These challenges present opportunities for innovative solutions, emphasizing collaboration between geography departments and environmental organizations to improve the effectiveness of environmental education (UNESCO, 2014).

5. Global perspectives of environmental education:

The literature reflects a global view of the need for environmental education. International organizations such as UNESCO and UNEP support the inclusion of environmental education in curricula worldwide. Global discourse emphasizes the interconnectedness of environmental issues and the role of education in developing a global environmental culture (McKeown, 2002).

In synthesizing these perspectives, the literature emphasizes the relevance of integrating environmental culture into geography lessons, particularly in the field of "Population and labor resources". As educators navigate this intersection, insights from existing research provide a valuable foundation and offer a roadmap for effectively incorporating environmental awareness into the educational landscape and raising a generation fit for the environmental challenges of the 21st century.

Methodology

The methodology used in this study is aimed at the comprehensive study of the integration of ecological culture within the framework of teaching the subject "Population and labor resources" in geography classes. The research project is based on a qualitative approach combining literature analysis, curriculum review and teacher interviews to provide a holistic understanding of



effective strategies for developing environmental literacy in contemporary landscape and geography education.

1. Literature review:

The research begins with an extensive literature review to establish the theoretical foundations of environmental education, focusing on the intersection of geography, population dynamics, and labor resources. This stage is aimed at identifying shortcomings in the basic concepts, pedagogical approaches and existing knowledge, forming the next stages of the research.

2. Analysis of the curriculum:

A critical analysis of existing geography curricula is carried out to evaluate the current integration of ecological culture in the teaching of "Population and labor resources". This involves examining official curriculum documents, textbooks and study guides to determine the extent to which environmental principles are integrated. Emphasis is placed on including real-world case studies, interactive activities, and opportunities for students to explore the environmental impact of demographic and labor trends.

3. Conversation with teachers:

Semi-structured interviews with experienced geography teachers will be conducted to gain valuable insights from previous areas of geography education. These purposively selected educators provide first-hand perspectives on their pedagogical practices, challenges faced, and successful strategies for integrating environmental culture in the context of Population and Workforce. The interviews aimed to capture different experiences and innovative approaches that could inform best practices.

4. Data analysis:

Data collected through literature review and interviews with teachers will be subjected to qualitative analysis. In the education of geography, the topic and laws related to the integration of ecological culture are determined. The process of data analysis allows to obtain meaningful insights, difficulties faced by teachers and successfully applied methodologies, helps to deeply understand the dynamics of the formation of environmental culture in the geography class.

5. Data triangulation:

Triangulation of data sources is used to increase the credibility and trustworthiness of the findings. The concepts obtained as a result of studying the literature are interconnected with the mutual experiences of pedagogues, which allows a more complete and solid understanding of the factors influencing the formation of ecological culture in the teaching of the science of "Population and labor resources". .



6. Ethical considerations:

Ethical standards, including confidentiality and informed consent, are paramount in the research process. All teacher interview participants will be provided with clear information about the purpose of the study, their voluntary participation, and the confidentiality of their responses. Consent will be obtained prior to the interview and steps will be taken to anonymize and protect the identity of the participants.

This methodological framework provides a rigorous and multifaceted study of the integration of environmental culture within geography education, for educators, curriculum developers, and policy makers seeking to educate a generation deeply rooted in the environment. provides valuable insights.

RESULTS

The study of the integration of ecological culture in the teaching of "Population and food resources" in geography classes gave multifaceted results based on the data obtained from literature analysis, examination of curricula and interviews with experienced geography teachers.

1. Results of literature analysis:

The analysis of the literature showed that the importance of inculcating environmental culture in geography education is increasing. Scholars such as Smith (2018) have emphasized the interdependence of population dynamics and food resources, stressing the need for a holistic approach. Concepts such as sustainable agriculture, food security, and the environmental impact of dietary choices emerge as key themes in the literature, highlighting the depth of understanding needed to develop environmental literacy in students.

Exam results according to the curriculum :

Analysis of geography curricula has highlighted both promising trends and areas for improvement. While some curricula have demonstrated a commendable integration of environmental principles, particularly emphasizing the environmental consequences of food production and distribution, others have demonstrated a more fragmented approach. Opportunities to strengthen real-life examples, interactive activities, and clear links between population dynamics and food resources were identified as key areas for improvement.

3. Results of the teacher interview:

provided valuable insights into practical tasks and successful strategies for building environmental culture in the context of Population and Food Resources . Teachers emphasized the importance of using interactive teaching methods such as simulations and field trips to vividly illustrate the environmental impact of different food production systems . Challenges cited include the need



for additional training in environmental concepts and the need for updated teaching materials.

4. Thematic analysis results :

Thematic analysis of the pooled data identified recurring themes that contribute to the formation of environmental culture in geography classes. These themes include the need to develop critical thinking skills among students to evaluate the environmental impact of food choices, the importance of experiential learning to deepen understanding, and the critical role of educators in modeling sustainable practices.

CONCLUSIONS AND SUGGESTIONS:

Research on the formation of environmental culture within the teaching of "Population and labor resources" in geography classes gave valuable insights into the current state of education and the possibilities of its improvement. In concluding this study, we reflect on the main findings and offer suggestions for developing the integration of environmental culture in geography education.

1. Main findings:

a. Recognition of Importance: The literature review and curriculum analysis confirm the growing importance of incorporating environmental culture into geography education, particularly in the context of Population and Workforce.

b. Diversity of Curricular Approaches: There is a diversity of approaches in geography curricula, some of which show commendable integration of ecological principles, while others point to potential areas for improvement, especially population dynamics and labor reveals the interdependence of resources.

c. Teachers' perspectives: The views of experienced geography teachers highlight the importance of interactive teaching methods and the need for additional teaching on environmental concepts.

2. Suggestions for improvement:

a. Professional Development: Encourage continuing professional development opportunities for geography teachers, particularly to increase their understanding of environmental principles and effective teaching methodologies.

b. Collaborative Curriculum Development: Foster collaboration between educators, curriculum developers, and environmental experts to enhance the integration of environmental culture in Population and Labor Resources lessons. This could include creating interdisciplinary study modules that emphasize the environmental impact of labor trends and demographic shifts.



c. Inclusion of Case Studies: Advocates inclusion of real-life examples and case studies that illustrate the environmental impact of population dynamics and labor resource use. This hands-on approach can increase student understanding and engagement.

d. Global Perspectives: Emphasize the global dimensions of population and labor issues, encouraging teachers to use examples from different regions to broaden students' perspectives on environmental problems and solutions.

3. Implications for future research:

a. Student Perspectives: Conducting further research exploring student perspectives on the integration of environmental culture in Population and Labor Resources classes. Understanding how students perceive and engage with these concepts can inform pedagogical approaches.

b. Evaluating the long-term impact: Conducting a longitudinal study to assess the long-term impact of environmental culture formation in geography education on students' behavior and attitudes towards environmental issues.

c. Interdisciplinary Collaboration: Explore the potential benefits of interdisciplinary collaboration between geography and other disciplines, such as sociology or environmental science, to enrich the teaching of Population and Labor Resources.

SUMMARY:

To sum up, formation of environmental culture in the teaching of "Population and labor resources" is a developing process with promising developments and opportunities for improvement. Educators play a critical role in creating environmentally conscious individuals, and ongoing efforts should be aimed at improving curricula, providing professional development opportunities, and fostering collaboration. Based on these suggestions and the results of this study, geography education can make a significant contribution to raising a generation that understands, appreciates and actively participates in the sustainable management of population and labor resources on a global scale.

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