




**RS Global**  
Journals

**Scholarly Publisher**  
**RS Global Sp. z O.O.**  
ISNI: 0000 0004 8495 2390

Dolna 17, Warsaw, Poland 00-773  
Tel: +48 226 0 227 03  
Email: editorial\_office@rsglobal.pl

<b>JOURNAL</b>	International Journal of Innovative Technologies in Social Science
<b>p-ISSN</b>	2544-9338
<b>e-ISSN</b>	2544-9435
<b>PUBLISHER</b>	RS Global Sp. z O.O., Poland
<b>ARTICLE TITLE</b>	THEORETICAL ASPECTS OF THE FORMATION OF ENVIRONMENTAL CULTURE OF YOUNG SCHOOLCHILDREN IN EXTRACURRICULAR ACTIVITIES
<b>AUTHOR(S)</b>	Sevinj Valiyeva Tofig
<b>ARTICLE INFO</b>	Sevinj Valiyeva Tofig. (2023) Theoretical Aspects of the Formation of Environmental Culture of Young Schoolchildren in Extracurricular Activities. <i>International Journal of Innovative Technologies in Social Science</i> . 3(39). doi: 10.31435/rsglobal_ijitss/30092023/8050
<b>DOI</b>	<a href="https://doi.org/10.31435/rsglobal_ijitss/30092023/8050">https://doi.org/10.31435/rsglobal_ijitss/30092023/8050</a>
<b>RECEIVED</b>	27 August 2023
<b>ACCEPTED</b>	29 September 2023
<b>PUBLISHED</b>	30 September 2023
<b>LICENSE</b>	 This work is licensed under a <b>Creative Commons Attribution 4.0 International License</b> .

© The author(s) 2023. This publication is an open access article.

# THEORETICAL ASPECTS OF THE FORMATION OF ENVIRONMENTAL CULTURE OF YOUNG SCHOOLCHILDREN IN EXTRACURRICULAR ACTIVITIES

*Sevinj Valiyeva Tofig*

*Head of the Department of Pedagogy and Psychology of the Nakhchivan Teachers' Institute*

*ORCID ID: 0009-0000-0710-6324*

**DOI:** [https://doi.org/10.31435/rsglobal\\_ijitss/30092023/8050](https://doi.org/10.31435/rsglobal_ijitss/30092023/8050)

---

## ARTICLE INFO

**Received** 27 August 2023

**Accepted** 29 September 2023

**Published** 30 September 2023

---

## KEYWORDS

Education, Nurture, Ecological Education, Ecological Culture, Elementary School, Forms of Education.

---

## ABSTRACT

The article emphasizes the characteristic features of the process of formation of environmental culture among young students in extracurricular activities. Elementary school is the most favorable period for environmental education, and the ways of forming a positive and correct attitude towards nature in the majority of children at the elementary school age are analyzed. In extracurricular activities, the tasks of forming the environmental culture of elementary school students are indicated.

The main components of the ecological culture formation system are determined. The basic conditions for the successful formation of ecological culture are described. The theoretical aspects of the formation of a protective, careful and responsible attitude towards inanimate and living nature objects in students are analyzed. It is during the elementary school age that the child has an emotional impression of nature, the formation of ideas about the various forms of life on the Earth, and as a result, directions for the formation of fundamental principles of ecological consciousness, thinking, and culture are shown. The main content of the effectiveness of extracurricular activities in the formation of environmental culture of young students is analyzed.

---

**Citation:** Sevinj Valiyeva Tofig. (2023) Theoretical Aspects of the Formation of Environmental Culture of Young Schoolchildren in Extracurricular Activities. *International Journal of Innovative Technologies in Social Science*. 3(39). doi: 10.31435/rsglobal\_ijitss/30092023/8050

---

**Copyright:** © 2023 Sevinj Valiyeva Tofig. This is an open-access article distributed under the terms of the **Creative Commons Attribution License (CC BY)**. The use, distribution or reproduction in other forums is permitted, provided the original author(s) or licensor are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.

---

## Introduction.

In modern times, the content of environmental education has a complex multifaceted structure, which requires not only responsible preparation for work in the classroom, but also the development of serious extracurricular activities for the formation of environmental education. Extracurricular activity involves the creation of conditions for the manifestation and development of children's interests based on free choice, as well as the formation of the foundations of schoolchildren's ecological culture and understanding of moral values. The relevance of the problem of forming the ecological culture of young schoolchildren is that the ecological situation that has developed in our country and in the world as a whole in recent years has placed an important task before humanity in order to achieve sustainable development. This, in turn, implies not only the rational use of natural resources, but also the formation of an appropriate worldview in relation to environmental problems, and the education of a person who is able to live in harmony with the natural world. The process of formation of ecological culture includes ecological education and upbringing. It is important to start this training at an early school age, because the knowledge acquired at this age can become a strong belief in the future. Children who receive such upbringing will be more attentive to nature, which may have a positive effect on the ecological situation in the country and the world in the future.

**Methods of the paper.** Analysis, synthesis, induction, deduction, comparative analysis methods were used while writing the article.

**Analysis of recent studies and publications.**

During the research, sources in different languages were used. The Law on Culture of the Republic of Azerbaijan, H.H. Ahmadov Pedagogy, V.N. Ismayilov "Knowledge of Life", M.H. Nazarov "General basics of culture and education", M.H. Nazarov "Socio-cultural basics of education. Monograph", F.B. Sadigov "Ethno-pedagogical basics of environmental education", F.B. Sadigov "Pedagogy", S.T. Valiyeva "Ways to form a sensitive and caring attitude towards nature in young schoolchildren in extracurricular activities", Erdakov, E.N. "Features of continuous environmental education", Ushinsky, K.D. "Collected Works", Nazarov, M.H. "Sociocultural Fundamentals of Education" works were used.

Discussion: Features of the formation of environmental culture of young schoolchildren in extracurricular activities.

Elementary school students have an active, purposeful process for the formation of knowledge, experiences, feelings, as well as the development of children's abilities and interests. The most important characteristics of students at this age are sensitivity to nature and caring. Interaction with nature evokes an emotional response in students, because nature affects all of the students' senses with its brightness and diversity. Children are actively interested in the world around them. Most schoolchildren tend to associate the characteristics of human behavior with living nature. At the same time, their active interest, the desire to get closer to themselves, to think, learn, and understand arises.

In elementary school, children need to acquire solid knowledge, and the combination of lessons with extracurricular activities, as a rule, makes it possible to do this in a better, more complete and varied way. Since extracurricular activities are considered a part of the general educational work at school, they should be directed to the main goal of education - the student's acquisition of social experience necessary for life in society and the formation of a certain system.

Through extracurricular activities, children learn generally accepted norms of behavior in the surrounding world, acquire moral concepts, and the moral-emotional and voluntary components of children's outlook are actively formed. Extracurricular activities stimulate the development of cognitive curiosity in young students. Continuity of extracurricular activities is reflected, because properly organized extracurricular activities are directly related to educational work in the classroom and are aimed at increasing the efficiency of the educational process. In the process of extracurricular activities, the development of children's cognitive interest on the one hand "works" in the educational process, and on the other hand, it increases the educational effect on the child.

Global environmental problems present the modern school with the task of educating the young generation, or rather, responsible and careful attitude to nature, efficient use of natural resources. In order for such students to become a norm of behavior for all, it is necessary to purposefully instill a sense of responsibility for the state of the environment from an early age.

**Ecology** is derived from the Greek words **Oikos** - home, residence, farm and **logos** - science, meaning science about our country. That is, it is a science that studies the interaction of living and non-living nature. Ecology is the study of the Earth, our only and common home.

The term "**Ecology**" was first used in scientific literature in 1866 by the German evolutionary biologist Ernest Haeckel (1834-1919) in his work "The General Morphology of Organisms". He proposed to call the section of biology that studies the interactions between the organism and the environment with the concept of ecology. According to E. Haeckel, ecology is studying the economy of organisms, their relationship with other animals and plants they come in contact with, and their relationship with both inorganic and organic environment. Ecology is the science of the relationships of living organisms with each other and their habitat. (Ekologiya tarixi/vikipediya).

When we talk about the nature of culture, we emphasize its general meaning. The world of culture is created by manifestations that are not in nature. Although the Latin word cultura (culture in Latin - cultivation, processing, improvement of the land) in its original meaning meant "to cultivate", "to work" and, above all, to belong to the land, it showed the effort of man to subjugate it to serve his needs. (Mədəniyyət/vikipediya).

Although it is possible to find many such definitions of culture in the scientific literature, a more complete definition of culture is given in the "Law of the Republic of Azerbaijan on Culture":

**Culture** is a set of characteristics, including literature and art, that determine the material, spiritual, intellectual and emotional characteristics of society or social groups, including the way of life of people, the rules of cohabitation, and the system of moral values. (Ahmadov, 2016, p.3).

From the point of view of understanding the historical process, the main method of culture formation and development consists of human activity in all fields. Creative activity forms and develops human culture in the process of material and moral change of the world. The culture created by human society is the only key to the worldview and wisdom of peoples. (Nazarov, 2017, p.8).

The successful formation of ecological culture depends on the properly organized process of environmental education at school, which in turn depends on various work forms and methods, as well as their correct combination.

**Ecological culture** is a collection of cultural values, knowledge and experience about the ecological safety of the population and the country, human interaction with the environment, collected by the human generation during a long historical period. It is a dynamic and open system focused on the restoration and development of natural and social resources. It is an important guarantor of cultural development that can regulate this work by determining whether social activity is suitable for the activity of the natural environment. Ecological culture organically includes the necessary ecological knowledge, their application skills, ecologically thought out technologies. Ecological culture implies a harmonious, unified attitude to the area where a person lives, to his social environment, to himself as an integral part of nature. Accordingly, ecological culture defines the interactions of society with the natural, historical and social environment. (Nazarov, 2016, p.110).

The task of ecological culture is to instill in man his true position and duty, and it should be passed on to future generations as human living nature, i.e. preserving all the beauty and diversity. Its task is also to change the attitude of a person towards himself and the world as a whole.

**Ecological ethics** is a teaching about the ethical relations of man with nature. Here, it is assumed that nature is a member of the moral community, considered as a moral partner (subject), that all living beings have equal rights and equal value, and that the rights and needs of people are limited. (Nazarov, 2016, p.111).

As the education level of the population rises, the opportunities for people to realize that the step-by-step solution of environmental protection problems is an important element of the transition to sustainable development, which should be reflected in the process of forming an environmental culture.

**Ecological education** - involves the formation of a system of scientific knowledge, views and ideas aimed at the protection of the natural environment and efficient use of resources, based on the assimilation of scientific knowledge about the interaction of nature and society and knowledge about the objective laws of the development of nature. Environmental education is not limited to mastering environmental subjects. It combines the personality's character, outlook, political-legal, moral-aesthetic and other aspects. Because it is intended to hear natural phenomena, then to perceive them in their original form, then to store those natural phenomena in memory, and ultimately to pass them through the filter of thinking and imagination and express them through speech. Ecological ideas are formed in the classroom, as well as in the process of extracurricular activities for environmental education and upbringing of young students. Education and training based on the disclosure of special ecological relations helps students to master the rules and norms of behavior in nature, which can become a conscious and meaningful belief of every child in the future. Thus, ecological culture is understood as the result of environmental education and upbringing of schoolchildren.

In the process of forming the environmental culture of elementary school students, it is appropriate to perform the following tasks:

1. Formation of a unified view of the natural and social environment of a person as his/her environment of life, work and recreation;
2. Development of cognitive interest, as well as the ability to understand the surrounding world through all senses;
3. Cultivation of a person's aesthetic and moral attitude to the environment, the ability to act in accordance with universally accepted moral norms and principles.

With the problem of environmental education and upbringing of the young generation, K.D. Ushinsky wrote in his works about the influence of nature on the formation of the child's personal qualities: "Aren't space, nature, the most beautiful surroundings of the city and these fragrant ravines and fiery steppes, pink spring and golden autumn our teachers. Call me a barbarian in pedagogy, but I

understood from my impressions that a beautiful scene has such a great educational value in the development of a young soul that it is difficult to compete with the influence of a teacher. To teach a student to feel beauty, the teacher must first feel it himself/herself. (Ушинский, 2020, p.127).

Ecological culture is the confirmation of the principles of using nature in human consciousness and activity, acquiring the skills to solve socio-economic problems without harming the environment, people's lives and health.

The following main components can be identified as the basis of the ecological culture formation system:

1. Scientific and educational - consists of material that reveals the main properties of objects and phenomena, their diversity and the relationships between them.

2. Value - aims to instill in schoolchildren the importance of learned objects in the life of a person and society.

3. Normative - regulates the norms, rules, prohibitions and instructions of human behavior and activity in the natural and social environment.

4. Practical activity - occupies an equally important place in the process of environmental education of schoolchildren. Since practical activity is the final result of relationships, it is the criterion for the development of consciousness and feelings. However, young students cannot always be involved in environmental protection activities due to their limited physical capabilities.

### **The main components and principles of the process of formation of ecological culture of young schoolchildren.**

Currently, the requirements of environmental education and culture are becoming inseparable qualities of the general culture of personality. More and more attention is paid to environmental education, in the process of forming environmental awareness and culture in students. Ecological culture is interpreted as a complex result of ecological upbringing and education based on a system of values and personal qualities, characterized by the development of ecological consciousness, ecological competence, ecologically oriented practical activity. When evaluating the results of ecological education and upbringing, the main components should first of all be the understanding of ecological culture as a result of comprehensive work on ecological education and upbringing.

From this point of view, ecological culture is a human quality, its main components are:

1. active interest in nature and its protection problems;
2. knowledge about nature and the main methods of its protection;
3. spiritual and aesthetic attitude to nature;
4. ecologically literate activity in relation to the environment;
5. motives that determine human activity and behavior in the natural environment

Thus, the formation of environmental culture of young students is an important and integral part of the entire educational process.

An exceptional role in this process belongs to primary school, where children receive basic knowledge about the surrounding world and human activity. The work on the formation of the ecological culture of young schoolchildren is based on the theoretical knowledge acquired by students in the classroom, in extracurricular activities, as well as in the process of self-education.

The process of formation of environmental culture of young schoolchildren includes the following areas:

1. To master the main ideas, concepts and scientific facts that determine the optimal impact of man on nature;

2. To understand the value of nature as a source of material and moral values of society;

3. To acquire knowledge, practical skills and habits on the rational use of nature, to assess the state of the environment, to consciously make the right decisions for its improvement, to predict the possible consequences of one's actions and to develop the ability to prevent negative effects on nature in all types of activities;

4. The development of the need for interaction with nature, the desire to know the surrounding world, assimilation of behavioral norms;

5. Strengthening of environmental protection and improvement activities, critical attitude towards people who harm nature, promotion of ecological ideas and principles.



6. Development of schoolchildren's need for interaction with nature, as well as interest and desire for knowledge about the environment;

One of the main places in the education of a responsible attitude towards nature is the more detailed familiarization of primary school students with the outside world. This will allow children to systematize the process of acquiring knowledge about nature and its relationships, to become more familiar with the nature of the natural features of their native land and country, as well as environmental protection activities.

Therefore, well-organized, purposeful extracurricular work allows using multifaceted additional materials, expands the outlook of schoolchildren, and makes their knowledge concrete. In the process of participation in extracurricular activities, children not only learn theoretical material, but also have direct contact with nature, as well as get the opportunity to participate in socially useful activities. Students' observation and analysis of everyday life in the process of working outside the classroom does not allow them to draw conclusions about the state of the environment, to formulate concrete programs for its improvement, to regulate the goals of their activities and their behavior in the environment.

At the primary school age, a significant qualitative leap occurs, which precedes the process of the development of ecological culture, and is expressed in the formation of a conscious and caring attitude towards the world around younger students. At this age, schoolchildren actively develop an emotional and valuable attitude to the environment, gather experience of interaction with it, which leads to the formation of a stable, unified picture of the world, which determines the further development of ecological culture.

Extracurricular work in all its manifestations is aimed at developing the interest of young students in studying the surrounding world, nature, applying the acquired knowledge in practice, and laying the foundations of professional work. Various ecologically oriented activities give students the opportunity to gain knowledge about the relationship between man and nature, to see environmental problems in everyday life and draw conclusions about their causes, to acquire the simplest skills in protecting nature, and to be psychologically ready to communicate.

There are three main directions of connection between the classroom and extracurricular activities. They are: cognition, value and action. Cognitive interaction is related to the unity of the content of environmental education and upbringing. The knowledge acquired in the classroom becomes concrete by observing the environment in extracurricular activities, reading fiction, watching various television programs and movies. Students' self-evaluation is formed in the process of knowledge development. In extracurricular activities, schoolchildren acquire knowledge about the ecological situation of their native land, its ecosystems, communities, which allows them to form and generalize knowledge about the ecological situation as a whole. When preparing various essays, reports, in the process of game activities, the value approach in ecological education and upbringing is implemented in the interaction of students' natural science knowledge and social aspects of ecology. One of the main features of the value approach is the consideration of environmental protection problems in relation to people (Valiyeva, 2019).

Specially organized, purposeful activity of schoolchildren related to learning a subject outside of class is understood. Such work is built on the basis of general didactic principles that determine its direction, content and methods, for example: scientific character, connection with life, activity and experience.

The effectiveness of extracurricular activities in the formation of the ecological culture of young students mainly depends on the connection of its content with the teaching material of the Azerbaijani language and Life science subjects in elementary grades and other subjects. The presence of such a connection eliminates the element of chance in the choice of subjects for extracurricular activities, and gives a scientific basis to the activity.

This knowledge creates prerequisites for engaging schoolchildren in various types of environmental protection and restoration activities, but it is difficult and often impossible to implement such activities directly in the classroom. In extra lessons and other forms of extracurricular work, the teacher has the opportunity to engage students in practical activities to learn about environmental problems, to protect animals, plants and various resources. Thus, the third activity direction of interaction between lessons and extracurricular work is realized. Its application in the practice of environmental education and upbringing of schoolchildren is of particular importance, because the most obvious manifestation of the attitude of students to nature is their practical activity, which understands

their moral, ethical and value ideals, aesthetic feelings, and the scientific basis of interaction between society and the living world. Therefore, great attention should be paid to the process of organizing students' practical environmental activities both during classes and extracurricular activities.

It claims that the material used in the preparation and holding of extracurricular activities in the field of fine arts and technology can have an environmental focus, and can also contribute to the formation of the environmental culture of schoolchildren. Purposefulness of extracurricular work implies setting specific goals during each lesson, solving certain educational tasks, and this, in turn, requires the content, methods, and continuity of the work from the teacher. (Sadiqov, 2007).

The connection of training sessions with extracurricular activities consists of combining the efforts of teachers to form values, develop moral attitudes of students, introduce them to the experience of making scientifically based decisions in the field of nature use and environmental protection. Meeting various human needs in daily activities can be both positive and negative for nature. The knowledge that young students get while studying the program material includes information about the impact of human economic activity on nature, the changes that occur in it as a result of human influence, the consequences of such changes, and their impact on life and health.

In the process of formation of ecological culture, the example of a teacher who actively influences the consciousness and behavior of schoolchildren and their attitude towards nature is of great importance. It is very important for the teacher to build extracurricular activities on the basis of local studies, which help children to get acquainted with the secrets of nature, to get to know their land, its natural resources more closely. The success of forming the ecological culture of small schoolchildren depends not only on how the teacher understands his goals, tasks, methods and methods, but also on creating the necessary conditions for the involvement of students in the educational process. The basic conditions for the successful formation of ecological culture are as follows:

1. to take into account the age and psychological characteristics of students' perception and knowledge of nature;
2. strengthening of interdisciplinary relations;
3. implementation of the local historical approach;
4. close connection with human life and activity;
5. the relationship between education and extracurricular activities;
6. using examples of positive attitudes of the older generation towards nature;
7. formation of knowledge about the relationships between the components of nature.

The formation of ecological culture in primary school should be carried out on the basis of the following principles: individual approach, humanism, attention to the comprehensive development of the individual taking into account the age and individual characteristics of students, learning through life, the principle of action and consciousness.

Thus, for the formation of the ecological culture of young students, extracurricular activities allow the use of many different forms of work, methods and tools. In environmental education, various types of extracurricular activities complement each other and enrich the process of education and upbringing of young students.

Based on the analysis of the problem of formation of ecological culture of young people, we came to the conclusion that this is one of the priority areas in school work, taking into account age, psychological and physical capabilities. Ecological culture is considered to be the culture of unity of man with nature, the unity of the normal existence and development of the environment and the needs of people. At this time, students actively develop an emotional and valuable attitude to the environment, gain experience in interaction with the outside world, which leads to the formation of a strong visual-figurative picture of the world, which determines the development process of ecological culture.

Effective formation of the ecological culture of young schoolchildren is possible only if different types and forms of extracurricular activities are interconnected. Such events give schoolchildren the opportunity to gain deeper knowledge about the relationship between man and nature, to see environmental problems in everyday life, and to acquire the simplest habits of protecting nature. It is extremely diverse in terms of its content, form of organization, methods of conducting extracurricular activities: individual, group work, mass events.

### **Conclusion.**

Formation of ecological culture of young schoolchildren is one of the most important tasks of modern pedagogy. An exceptional role in this process belongs to the primary school, where students receive basic knowledge about nature and its relationships. It is during the primary school age that the most active process of forming students' knowledge, feelings, evaluation, experience, and developing their abilities and interests takes place. Sensitivity and caring are the most important characteristics of schoolchildren at this age. In primary school, children receive the basics of systematic knowledge; here their character, will, and moral character traits are formed and developed. Correct environmental education and upbringing will allow preventing many environmental problems of humanity in the future, and at the same time will contribute to the education of environmentally literate, socially active schoolchildren who are responsible for the state of the environment, care for the resources of the environment.

### **REFERENCES**

1. Azərbaycan Respublikasının Mədəniyyət haqqında Qanunu. Bakı, 2013. (in Azerbaijani).
2. Əhmədov, H.H. Pedaqogika / H.Əhmədov. - Bakı: Elm və Təhsil, - 2016, - 455 s. (in Azerbaijani).
3. İsmayılov, V.N. Həyat bilgisi./ V.N.İsmayılov, N.R.Zeyniyev, T.Ə Tağıyeva, Ü.İ.Quliyeva – Bakı: Nərgiz, - 2014. - 264 s. (in Azerbaijani).
4. Nəzərov, M.H. Mədəniyyət və təhsilin ümumi əsasları. Dərs vəsaiti. / M.H Nəzərov, A.R. Babayeva, - Bakı: Mütərcim - 2016, - 200 s. (in Azerbaijani).
5. Nəzərov M.H. Təhsilin sosiomədəni əsasları. Monoqrafiya. Bakı, “Elm və təhsil”, 2017, 256 s. (in Azerbaijani).
6. Nazarov, M.H. Sociocultural Fundamentals of Education. /LAP LAMBERT Academic Publishing. 2020. 240 p (in English).
7. Sadıqov, F.B. Ekoloji tərbiyənin etnopedaqoji əsasları. / F.B.Sadıqov, G.Q. Əliyeva, M.Ə.Abbasov – Bakı: Nurlan, - 2007. - 184 s. (in Azerbaijani).
8. Sadıqov, F.B. Tərbiyəşünaslıq / F.B.Sadıqov, O.Q.Həsənlı, - Bakı: Elm və təhsil, - 2016. - 359 s. (in Azerbaijani).
9. Vəliyeva S.T. Dərsdən və məktəbdənkənar tədbirlərdə kiçikyaşlı məktəblilərə təbiətə həssas və qayğıkeş münasibət formalaşdırmağın yolları // - Bakı: Pedaqogika, - 2019. №3, - s. 158-164. (in Azerbaijani).
10. “Ekologiya”, <https://az.wikipedia.org/wiki/Ekologiya> (in Azerbaijani).
11. “Mədəniyyət”,<https://az.wikipedia.org/wiki/M%C9%99d%C9%99niyy%C9%99t> (in Azerbaijani).
12. Ердаков, Е.Н. Особенности непрерывного экологического образования / Е.Н. Ердаков // Начальная школа. - 2006. - №7. - С. 61-67. (in Russian).
13. Ушинский, К.Д. Собрание сочинений: в 11 т. / под ред. Е.Н. Медынский, В.Я. Струминский. - Москва: Академия педагогических наук РСФСР, 1948 - 1952. -614 с. (in Russian).