

**THE ROLE OF THE TEACHER'S PERSONAL EXAMPLE IN INSTILLING
ENVIRONMENTAL VALUES IN SCHOOL EDUCATION**

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Annotation: This article explores the role of the teacher's personal example in instilling environmental values within the school education system of Uzbekistan. The study emphasizes that teachers serve not only as transmitters of ecological knowledge but also as role models whose personal behavior shapes students' environmental attitudes and habits. Theoretical foundations such as value-oriented education, ecological pedagogy, and social learning theory are discussed to explain how teachers' actions influence the moral and ecological development of learners. The paper also examines Uzbekistan's legal and policy frameworks — including the Law “On Education” (2020), the Law “On Environmental Protection” (1992, amended 2019), and the National Strategy for Environmental Protection (2019–2030) — that support environmental education. The conclusion highlights the necessity of strengthening teachers' ecological competence and personal responsibility to ensure the formation of an environmentally conscious young generation.

Keywords: environmental education, ecological values, teacher's example, ecological culture, Uzbekistan education system, sustainable development, value-oriented education

In the modern era of sustainable development, fostering environmental awareness and values among young generations has become one of the key priorities of national education systems. In Uzbekistan, this issue is recognized as a vital component of moral and civic upbringing. The role of the teacher's personal example in instilling environmental values is particularly emphasized, as educators serve not only as transmitters of knowledge but also as models of environmentally responsible behavior.

The **Law of the Republic of Uzbekistan “On Education” (2020)** highlights that education must aim to nurture harmoniously developed individuals with a responsible attitude toward society and nature. Furthermore, the **Law “On Environmental Protection” (1992, amended in 2019)** establishes that every citizen must take part in protecting the natural environment, and educational institutions bear a special responsibility for forming ecological culture among youth. In addition, the **National Strategy for Environmental Protection of the Republic of Uzbekistan (2019–2030)** outlines the integration of environmental education into all levels of the educational process and stresses the importance of teachers' active participation in shaping ecological consciousness. The **Presidential Decree No. PF-5863 (2019)** “On Measures to Radically Improve the System of Environmental Protection and Environmental Safety” also underlines the necessity of enhancing teachers' environmental competence and promoting their exemplary behavior in this field.

Therefore, in the context of these legal and policy foundations, the teacher's personal example becomes a decisive factor in the process of nurturing students' environmental values. Through their actions, lifestyle, and daily practices, teachers influence students' attitudes toward nature, encourage sustainable habits, and contribute to the development of an environmentally conscious generation in Uzbekistan.

The formation of environmental values in school education is grounded in the theory of **value-oriented education**, which emphasizes the development of students' moral and ethical relations with nature. According to this theory, education should not only provide knowledge about the

environment but also cultivate emotional, behavioral, and practical attitudes that reflect care, respect, and responsibility toward the natural world.

From a **pedagogical perspective**, the teacher's personal example plays a central role in shaping these values, as children tend to internalize behaviors through **social learning** and **modeling** processes (Bandura, 1977). Teachers' consistent demonstration of eco-friendly habits—such as energy conservation, recycling, and participation in environmental initiatives—creates a powerful behavioral model for students. Through observation and imitation, learners form a conscious understanding that environmental protection is not an abstract duty but a moral and civic responsibility.

The **humanistic approach** in education (Rogers, Maslow) also highlights the importance of the teacher's personality and authenticity in moral education. When a teacher genuinely practices what they teach—such as avoiding waste, planting trees, or advocating for clean surroundings—students perceive these actions as sincere, which fosters trust and emotional engagement. Consequently, the teacher's behavior becomes a form of **hidden curriculum**, influencing students' environmental awareness beyond formal lessons.

Within the framework of **ecological pedagogy**, the educational process is viewed as an integral system aimed at developing an ecological worldview. In this system, the teacher functions as both a **mediator and role model** in forming ecological thinking. Scholars such as S.N. Glazachev and V.A. Yasvin argue that environmental education should combine cognitive, emotional, and behavioral components. The teacher's personal ecological culture, attitudes, and daily practices serve as a living example of how these components can harmoniously coexist.

Furthermore, **socio-constructivist theory** (Vygotsky) supports the idea that learning occurs through interaction within a social context. The teacher's environmentally conscious actions create a social environment that encourages collective responsibility and shared ecological values among students. This environment fosters **ecological competence**, which includes knowledge, motivation, and skills for sustainable living.

In the context of Uzbekistan's educational system, these theoretical foundations align with national priorities in environmental education and sustainable development. The integration of ecological values through the teacher's personal example thus serves as both a **pedagogical strategy** and a **moral imperative**, ensuring that students not only understand the importance of protecting nature but also embody it in their daily lives.

In conclusion, the teacher's personal example plays a decisive and irreplaceable role in shaping environmental values among school students. While educational programs and curricular reforms are essential for developing ecological literacy, it is the teacher's daily behavior, attitudes, and personal commitment to environmental responsibility that give these ideas real meaning and influence. Through their example, teachers transform abstract ecological principles into lived experiences, motivating students to adopt sustainable habits and respectful attitudes toward nature.

The legislative and strategic frameworks of Uzbekistan — including the *Law "On Education" (2020)*, the *Law "On Environmental Protection" (1992, amended in 2019)*, and the *National Strategy for Environmental Protection (2019–2030)* — emphasize the necessity of integrating environmental values into the education system. However, these goals can only be effectively realized when teachers themselves embody ecological culture and serve as moral exemplars for younger generations.

Therefore, the development of teachers' ecological competence and personal responsibility must be a central focus of modern pedagogical practice. By demonstrating environmental care in their professional and personal lives, teachers not only fulfill their educational duty but also contribute to building a sustainable and environmentally conscious society in Uzbekistan.

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