

## Foreign Experience In Developing Environmental Culture In The Family

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### ABSTRACT

The article analyzes foreign experience in developing environmental culture within the family. It highlights approaches aimed at fostering environmental values and ecological education of children in the family environment.

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### KEYWORDS:

environmental culture, environmental education, family, foreign experience, ecological values, environmental awareness.

**Аннотация:** В статье анализируется зарубежный опыт развития экологической культуры в семье. Рассматриваются подходы, направленные на формирование экологических ценностей и экологическое воспитание детей в семейной среде.

**Ключевые слова:** экологическая культура, экологическое воспитание, семья, зарубежный опыт, экологическое образование, экологическое сознание.

**Annotatsiya:** Maqolada oilada ekologik madaniyatni rivojlantirishning xorijiy tajribalari tahlil qilinadi. Turli mamlakatlarda ekologik tarbiyani oiladan boshlash va ekologik qadriyatlarni shakllantirishga qaratilgan yondashuvlar yoritiladi.

**Kalit soʻzlar:** ekologik madaniyat, ekologik tarbiya, oila, xorijiy tajriba, ekologik taʼlim, ekologik ong.

Developing environmental culture in the family is considered one of the key factors in ensuring ecological sustainability of society. Environmental culture includes a person's conscious and responsible attitude toward nature, as well as knowledge, skills, and values aimed at protecting the environment. The initial stage of this process is formed within the family. Parents' environmental literacy, their daily habits of environmental protection, and the personal example they set for their children play an important role in developing ecological awareness and responsibility in children.

Foreign experience shows that starting environmental education in the family leads to effective results. For example, in Germany and Finland, waste sorting, energy saving, and family participation in environmental activities are widely promoted. In Japan, children are taught from an early age to treat nature with care and to use resources wisely. These experiences demonstrate that it is possible to raise an environmentally responsible generation by developing environmental culture within the family.

№	Country	Environmental education in the family	Practical examples and facts	Result

1	Germany	Waste sorting and resource conservation	In families, waste is separated into categories (plastic, paper, organic waste, etc.). Children are taught the “recycling” system from kindergarten and school. Families practice daily control of energy and water consumption.	High level of environmental awareness is formed, and efficient use of resources becomes a habit.
2	Japan	Respect for nature and cleanliness culture	In Japanese families, children are taught from an early age to clean their home and school. The concept of “Mottainai” (avoiding waste) is widely practiced. Family trips and environmental protection activities are common.	A high level of discipline and respectful attitude toward nature is developed.

Forming an environmental culture in the family is of great importance in today’s globalization process. This is because a person’s attitude toward nature, ecological awareness, and responsibility are primarily formed within the family. Foreign experience shows that when environmental education begins systematically in the family, strong and sustainable ecological values are developed in children. In particular, the experiences of Germany and Japan are especially noteworthy in this regard.

In Germany, environmental culture is highly developed, and the family plays a key role in this process. From an early age, children are taught to properly sort waste. Plastic, paper, glass, and organic waste are placed in separate containers. This practice has become a part of daily life.

In addition, great attention is paid to saving energy and water in families. For example, children are taught habits such as turning off unnecessary lights, not wasting water, and using electrical appliances carefully. Many families prefer environmentally friendly products and use recyclable materials.

In Germany, environmental education is carried out in close cooperation between schools and families. Children learn the “recycling” system in kindergarten and school and apply it at home. As a result, children develop a strong understanding that natural resources are limited and must be protected.

In Japan, environmental education is closely connected with national culture and traditions. In Japanese families, children are taught from an early age the principle of “Mottainai.” This concept means “not wasting” and is considered a fundamental philosophy of environmental culture.

In Japanese families, children are taught to clean their rooms, schools, and shared living spaces. This habit develops not only cleanliness but also responsibility and discipline. In addition, children are taught not to waste food, to take care of their belongings, and to use them for a long time.

Families in Japan also frequently take their children into nature. Activities such as planting trees, caring for gardens, and participating in environmental events are common. This helps strengthen children’s love for nature and their ecological awareness.

The experiences of Germany and Japan show that the role of the family in developing environmental culture is invaluable. In Germany, the main focus is on waste management and resource conservation, while in Japan, respect for nature, avoiding waste, and practical education are prioritized. The experience of both countries confirms that environmental culture is primarily formed in the family and then spreads widely throughout society.

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