
Interactive Methods for Developing Environmental and Legal Awareness in Children

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Annotation: This article focuses on modern and effective approaches to developing environmental and legal awareness in children. It analyzes the advantages of using interactive methods, including game-based technologies, problem-solving activities, role-playing games, training sessions, and eco-practical projects. The article also provides a scientific explanation of the importance of interactive learning in increasing children's sense of responsibility toward the environment and their understanding of their rights and duties. The research presents findings based on pedagogical experience, observations, and interviews, demonstrating that interactive methods are highly effective in fostering environmental and legal culture. The article concludes with practical recommendations aimed at further strengthening environmental and legal awareness among children. Special attention is given to the effectiveness of these methods in shaping children's ecological thinking, ethical attitudes, and understanding of their rights and obligations within society. The article provides a scientific justification for the role of interactive learning in strengthening children's sense of responsibility toward nature, supporting sustainable behavior, and fostering respect for legal norms. Moreover, it discusses how interactive approaches encourage critical thinking, cooperation, communication skills, and independent decision-making—key competencies for raising environmentally conscious and legally literate future citizens.

Keywords: environmental awareness, legal awareness, interactive methods, child education, environmental education, legal education, role-playing games, game technologies, practical projects, responsibility, social activity, pedagogical approaches.

INTRODUCTION

In the current process of globalization, one of the most important factors for societal progress, human potential, and sustainable development is raising the ecological and legal awareness of the younger generation [1]. This is because the protection of the environment, the wise use of natural resources, and an individual's understanding of their rights and responsibilities directly impact the moral and social stability of the future society. Therefore, imparting ecological and legal knowledge to children, and fostering in them a sense of responsibility, social activism, and a conscious attitude, is considered one of the most pressing tasks in the educational process.

Modern pedagogical approaches show that traditional lecture and explanation methods cannot fully engage children's interest and activity [2]. Conversely, interactive methods—such as game technologies, role-playing exercises, problem-based scenarios, training sessions, and practical projects—directly engage students in the subject, encouraging independent thinking and creative exploration. These very

methods are emerging as the most important means for effectively developing ecological and legal awareness in children [3].

This study analyzes the advantages of interactive education, its practical application mechanisms, as well as its impact on children's consciousness. Pedagogical experiments and observations in this area demonstrate that shaping ecological and legal culture through interactive methods is more effective.

The research findings provide a scientific and practical basis for enhancing the quality of education in this area, fostering a responsible life stance in children, and preparing them for active civic life [4].

LITERATURE REVIEW

The issue of developing ecological and legal awareness in children has been studied by many domestic and foreign researchers, and a rich scientific and pedagogical base has been formed in this area. A review of the literature shows that most scholars emphasize the necessity of beginning environmental and legal education in childhood. Local researchers in ecological education, such as A. Jalolov, M. Nurmatov, and N. Tursunov, note the superiority of playful and practical activities in forming ecological culture [5]. According to them, forming in children a love for nature, ecological responsibility, and concepts of ecological safety is most effective through direct interactive approaches. In foreign literature, scientific works on environmental education by authors such as D. Tilbury, J. Palmer, and F. Stevenson substantiate that children's environmental literacy can be enhanced through interactive lessons, project-based learning, and observations. Research conducted in legal education also shows the high effectiveness of interactive methods. Uzbek scientists — S. Otajonov, M. Yusupov and R. Kholmiraev particularly emphasize the importance of role-playing games, problem-solving exercises, and activities that bring students closer to real-life situations in developing legal consciousness. In international pedagogical literature, L. Kohlberg's theory of moral-legal thinking, J. Dewey's concept of experiential learning and P. Freire's interactive approach demonstrate the advantages of practical exercises and dialogue-based education in shaping legal consciousness. Scientific sources on interactive teaching methods (N. Sayfullayeva, Sh. Sharipova, J. Brown, R. Mayer, and others) scientifically substantiate that game technologies, group work, case studies, discussions, and training methods increase cognitive activity in the learning process [6]. These studies demonstrate that interactive methods contribute to the development of students independent thinking, problem-solving skills, social engagement, and responsibility.

A literature review shows that the formation of ecological and legal consciousness is an interrelated process, and that using interactive pedagogical technologies is the most effective approach to increasing their effectiveness. Available scientific sources confirm the priority of practical approaches in this area and establish the theoretical and methodological foundation for the research.

RESEARCH METHODOLOGY

The purpose of this study is to determine the effectiveness of interactive methods in shaping ecological and legal awareness in children and to investigate the mechanisms for their application in the practical pedagogical process. The research is aimed at accomplishing the following main tasks:

1. To identify the pedagogical conditions that influence the development of ecological and legal awareness in children;
2. To assess the effectiveness of interactive methods (game technologies, role-playing, problem-solving, training sessions, practical projects);
3. Analyzing the practical results of interactive methods by observing children's ecological and legal knowledge, skills, and behavior.

Research Methods

The following methods were used in the research process:

Theoretical methods: analysis of literature, pedagogical experiments, and scientific sources;

Empirical methods:

- Observation — observing children's ecological and legal activities during practical activities;
- Conversation and interview — collecting information through conversations with children, teachers, and parents;
- Tests and questionnaires — to determine the level of children's ecological and legal knowledge;
- Experimental method — conducting a pedagogical experiment by applying interactive methods.

Research object and subject

- Object: The process of developing children's ecological and legal awareness;
- Subject: The formation of ecological and legal awareness in children through interactive pedagogical methods.

Research Stages

1. Theoretical stage — studying literature and advanced pedagogical experiences;
2. Diagnostic stage — determining the children's initial ecological and legal knowledge;
3. Experimental stage — practical application of interactive methods and monitoring the results;
4. Analytical stage — analyzing the obtained results using statistical and comparative methods;
5. Conclusions and recommendations – Evaluation of the effectiveness of interactive methods and development of practical recommendations. **Methodological foundations**

The research methodology was developed on the basis of ecological and legal education theories, interactive educational technologies, and child psychology. The study uses a combination of qualitative and quantitative methods, with the experimental and observational results being analyzed together.

DISCUSSION

Research findings indicate that interactive methods are highly effective in developing children's environmental and legal awareness. During sessions with the experimental groups, children's activity, interest, and engagement with the topic increased significantly [7]. Through game technologies, role-playing, and problem-solving, students had the opportunity to strengthen their skills in free expression, decision-making, and teamwork. Observation's have shown that interactive methods not only impart knowledge but also help develop children's personal and social skills [8]. For example, working on environmental projects strengthened children's sense of responsibility toward nature, while legal training helped them better understand their rights and obligations and become more actively involved in social activities.

Additionally, the study found that interactive methods are effective in enhancing children's critical thinking and problem-solving skills. This is particularly important for ensuring that children act consciously and responsibly when making environmental decisions. At the same time, it was also found that the effectiveness of the methods depends on the organization of the learning process, the teacher's qualifications, and an individual approach to the children. Compared with the literature, the research findings confirm the views of international and local scholars: as D. Tilbury, J. Palmer, and L. Kohlberg have emphasized, interactive and practical approaches are among the most effective means of fostering ecological and legal culture in children [9]. At the same time, certain shortcomings identified during the research process—time constraints, resource shortages, and some educators' inability to adequately employ interactive methods—highlight the need to develop more refined methodologies in the future [10].

The results showed that the regular and systematic use of interactive methods leads to significant positive changes in developing children's environmental and legal awareness, helping to raise them as

responsible, active, and conscious individuals.

ANALYSIS OF THE RESULTS

The results of the experiments and observations conducted during the research process showed that interactive methods are effective in developing ecological and legal awareness in children [11]. The results of the experimental and control groups were compared, and the following key conclusions were drawn:

Development of ecological consciousness: Children in the experimental group significantly increased their responsible attitude toward the environment through interactive methods (ecological games, practical projects, problem-solving situations). Test and observation results showed that while only 42% of the children had ecological knowledge and skills before the experiment, this figure reached 78% by the end of the experiment

Development of legal awareness: Role-playing games, training sessions, and problem-based scenarios increased children's understanding of their rights and responsibilities [12]. In the experimental group, the level of legal knowledge increased from 40% to 75%, while no significant change was observed in the control group. This confirms the high effectiveness of these interactive methods in shaping legal awareness.

Activity and independent thinking: Interactive activities developed children's skills in independent thinking, decision-making, and social cooperation. Games and problem-solving situations actively engaged the children and encouraged their creative approaches [13].

- **Social Engagement and Responsibility:** Children in the experimental group actively participated in environmental and legal projects, learning to take responsibility. This had a positive impact on their personal and social development.
- **Effectiveness of the methods:** The research results showed that interactive methods have a significant advantage over traditional lecture methods in developing children's environmental and legal awareness [14]. At the same time, the success of the methods depends on the teacher's qualifications, the effective organization of the educational process, and an individual approach to the children. The analysis of the results shows that interactive methods contribute not only to imparting knowledge but also to developing children's social and personal skills in forming an ecological and legal culture [15]. This, in turn, creates opportunities to raise children as responsible, active, and conscious citizens.

CONCLUSION

The research results show that interactive pedagogical methods effectively contribute to the development of ecological and legal awareness in children. Game technologies, role-playing, problem-solving, training sessions, and practical projects actively engage children in the topic, fostering independent thinking and social skills.

Experimental results showed that:

- Environmental knowledge and skills increased significantly in the experimental group (from 42% to 78%);
- Legal knowledge and awareness grew from 40% to 75%;
- Children developed the ability to make responsible, active, and conscious decisions on environmental and legal matters.

At the same time, the effectiveness of interactive methods depends on the teacher's qualifications, the organization of the learning process, and an individual approach. The research results show that interactive methods not only provide knowledge but also positively influence children's personal and social development in forming their environmental and legal awareness.

As a result, it is recommended to systematically and regularly use interactive pedagogical technologies in raising children as individuals with an ecological and legal culture. This will contribute to raising the next generation as responsible, active, and conscious citizens.

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