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The use of artistic journalism in fostering environmental responsibility among students

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Abstract. The aim of this study was to determine how the use of journalistic texts in the educational process influences the development of students' conscious and responsible attitudes towards the natural environment. The research methodology comprised theoretical analysis and a pedagogical experiment combining questionnaires and expert evaluation, involving 120 students and 10 lecturers from Jusup Balasagyn Kyrgyz National University and Osh State University, to assess the impact of journalistic texts on the formation of environmental responsibility. It was found that at the beginning of the study, only 11.7% of students in the experimental group demonstrated an awareness of the importance of environmental preservation influenced by journalistic texts. After the intervention, this figure rose to 51.7%, indicating a significant increase in ecological awareness. It was shown that the influence of literary journalism on students' sense of personal responsibility for the environment in the experimental group rose from 10% to 48.3%, while in the control group it remained at 30%, highlighting the effectiveness of the materials used. Notably, motivation to participate in environmental initiatives in the experimental group increased from 8.3% to 40%, reflecting a growth in intrinsic motivation. After the experiment, 55% of students in the experimental group acknowledged the impact of the texts on their understanding of the interconnection between culture and nature, compared to 18.3% in the control group, indicating the development of a more holistic environmental worldview. It was also found that positive assessments of the journalistic texts' narrative style increased from 21.7% to 68.3% in the experimental group, demonstrating the influence of the emotional and analytical components of such texts on information perception. Changes in environmentally responsible daily habits were observed in 36.7% of students in the experimental group, compared to 11.7% in the control group, highlighting the practical assimilation of the content. The practical significance of the study lies in its potential application by lecturers, methodologists, and curriculum developers to implement journalistic texts as an effective tool for fostering environmental awareness and active civic engagement among students

Keywords: environmental conservation; educational process; attitudes towards nature; natural resources; cultural and ethnic dimension

■ INTRODUCTION

The relevance of this study stems from the need to foster a new form of ecological consciousness based on responsible attitudes towards nature and integrating both rational and emotional-value components. The issue lies in the underutilisation of the educational potential of literary journalism within ecological education, which limits the formation of deep, morally motivated attitudes towards the environment. This necessitates the search for effective pedagogical tools that can shape ecological consciousness not

only through information but also through emotional and value-based engagement. In scholarly discourse, environmental education for students is regarded as a key aspect of nurturing environmentally responsible citizens. M. Al-Azab Ali Ismail & M. Abdellatif (2024) emphasised the significant role of ecological education in cultivating students' social responsibility, showing that sustained engagement with environmental themes in academic settings fosters not only awareness but also adoption of sustainable practices.

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A similar focus on media influence was demonstrated by A. Banjo & M. Obun-Andy (2023), who explored the role of mass media in raising ecological awareness among residents of Ogun State. They found that consistent media coverage of environmental issues, combined with educational outreach, enhances public environmental responsibility. In the Pakistani context, A. Begum *et al.* (2021) highlighted that ecological education, when paired with religious values – particularly Islamic ethics – significantly fosters environmentally friendly behaviour among students. Environmental responsibility, as shown in their research, emerges as an internal moral imperative. Additionally, N. Ayhan & E. Akman (2020) view literary journalism as an emotional catalyst that, through imagery, philosophical reflections, and local environmental narratives, fosters students' conscious and value-driven attitudes towards nature. Its inclusion in the educational process supports the development of ecological awareness, critical thinking, and personal responsibility for the environment. L. Blaique *et al.* (2023) analysed students' awareness of social responsibility as a broader phenomenon encompassing environmental components. The authors stressed the importance of systematically cultivating civic responsibility through the inclusion of environmental topics in educational programmes. C. Chen *et al.* (2025) examined the influence of institutional practices on students' adoption of "green" habits, demonstrating that university sustainability policies, supported by educational engagement, nurture lasting ecological orientations among students. M. Cernicova-Buca *et al.* (2023) focused on everyday student behaviour on campus as an indicator of ecological awareness. Data collected in Romania revealed that awareness does not always translate into action in the absence of motivation or infrastructural support.

International attitudes towards environmental responsibility were explored by E. Hui (2025), who found that pupils in international schools often shift the burden of climate change onto governments and corporations, underscoring the need for pedagogy to emphasise individual accountability. In the context of organisational ecological performance, Q. Huynh (2020) argued that environmental responsibility within institutions is closely linked to overall organisational effectiveness, reinforcing the importance of instilling ecological responsibility during professional training. Further, J. Jaiswal & S. Bihari (2020) showed that a stronger emotional connection to nature corresponds with more responsible consumption behaviour, highlighting the potential of literary journalism to shape emotionally charged value-based attitudes towards nature.

The studies reviewed point to the importance of educational strategies that do more than inform – they transform worldviews through media, literature, value education, and institutional support. However, current research gives insufficient attention to the role of literary journalism in shaping environmental responsibility among students. Existing studies tend to focus on general ecological education, institutional policy, or religious-moral aspects, while the

emotional-value potential of journalistic texts remains underexplored. Moreover, there is a lack of empirical data on the impact of literary journalistic works on youth environmental behaviour. This study therefore aimed to examine the influence of literary journalistic texts on the development of environmental responsibility among students. To achieve this, the following objectives were set: to conduct a theoretical analysis of literary journalistic texts and determine their role in environmental education; to assess their impact on students' ecological awareness and responsibility during the learning process; to develop recommendations for the effective integration of such materials into educational practice to enhance students' motivation and engagement.

■ MATERIALS AND METHODS

The research was based on articles from the newspaper Kyrghyz Tuusu (Green Climate Fund..., 2025; Measures strengthened against..., 2025), as well as pieces from Akipress (About 2,000 Tien Shan..., 2025; During a raid..., 2025), addressing issues such as pasture degradation, water pollution, and deforestation. These journalistic texts were selected for their emotional depth and thematic relevance to pressing environmental challenges in Kyrgyzstan. They blend analysis with cultural values and are capable of fostering a sense of personal responsibility in students.

The pedagogical experiment was conducted directly within the educational process between April and May 2025. The study involved 120 Biology students from two institutions – Jusup Balasagyn Kyrghyz National University and Osh State University. Inclusion criteria were: aged 18-22, enrolled at one of the aforementioned universities, and active participation in the learning process. Exclusion criteria included irregular class attendance or refusal to participate. Students were divided into two groups: an experimental group (60 students) and a control group (60 students), based on their academic performance and interest in environmental topics. The experimental group comprised students with a strong interest in environmental issues and an academic average of no less than 85. The control group consisted of students with lower performance and less expressed interest.

In the experimental group, sessions were conducted within a special course titled Ecological Culture and during extracurricular educational activities, featuring selected journalistic texts by Kyrghyz authors. The control group followed the standard curriculum without emphasis on such materials. Before and after the experiment, both groups completed a questionnaire aimed at determining their level of environmental responsibility, attitudes towards nature, motivation to engage in ecological initiatives, and readiness for environmental actions. The questionnaire was developed specifically for this study, using simple and clear wording to allow participants to accurately reflect their attitudes and changes. A pilot version was tested on a small group (n = 10) to assess clarity, logic, and phrasing. Based on the results, minor editorial adjustments were made to improve response clarity. The reliability of the

questionnaire was ensured through internal consistency of the questions, covering key aspects of ecological awareness: motivation, behavioural readiness, emotional engagement, knowledge, and attitude. Its validity was ensured by alignment with the content of the journalistic texts used in teaching. Statistical analysis of the responses allowed the identification of consistent trends in students' evolving ecological orientations. The study adhered to the Code of Ethics of the American Sociological Association (1997). All data were processed in compliance with principles of anonymity and voluntary participation. The questionnaire included the following eight closed-ended questions:

1. Have the literary-journalistic texts you worked with influenced your understanding of the importance of nature conservation?

- a. significantly improved my understanding;
- b. helped me somewhat to grasp the issue;
- c. had no impact;
- d. difficult to say.

2. Following your exposure to journalistic texts, to what extent has your attitude towards personal responsibility for the environment changed?

- a. I have started to treat the environment more responsibly;
- b. my sense of responsibility has slightly increased;
- c. my attitude has remained unchanged;
- d. I feel it is not my concern.

3. Have journalistic texts inspired you to participate in practical environmental activities (volunteering, clean-up efforts, awareness campaigns)?

- a. yes, I actively took part;
- b. I intend to get involved in the future;
- c. no, I do not plan to;
- d. no, I do not consider it necessary.

4. Which elements of the journalistic texts most influenced your attitude?

- a. themes of moral responsibility towards nature;
- b. descriptions of real environmental problems in the region;
- c. examples of positive behaviour and initiatives;
- d. cultural and ecological traditions of the people;
- e. other (please specify) _____.

5. Did the journalistic texts help you better understand the link between culture and nature in the context of environmental protection?

- a. yes, they helped a lot;
- b. helped to some extent;
- c. no, the connection did not become clearer to me;
- d. I hadn't thought about it.

6. How would you evaluate the writing style of the journalistic texts (a combination of analysis and literary imagery) in terms of its impact on you?

- a. it makes the information more understandable and emotionally meaningful;
- b. it is interesting but does not influence my attitude;
- c. the style does not matter to me;
- d. difficult to evaluate.

7. Do you feel that reading journalistic texts has personally motivated you to change your daily habits in order to protect nature?

- a. yes, I have already started making changes;
- b. I am currently only considering it;
- c. no, it has not affected my habits;
- d. difficult to answer.

8. Do you believe that including such journalistic texts in the curriculum contributes to a better development of students' environmental awareness?

- a. yes, it is very effective;
- b. possibly useful, but not essential;
- c. no, it has little impact;
- d. cannot say.

Quantitative analysis of the collected data involved statistical methods, particularly the calculation of means and comparative analysis using Student's t-test. This allowed for an objective assessment of the effectiveness of literary journalism in shaping environmental awareness. Statistical processing was performed using IBM SPSS Statistics software. A threshold of statistical significance was set at $p < 0.05$.

In addition to the questionnaire, within the framework of the pedagogical experiment, observations were made of student engagement during discussions of the texts, as well as their initiative in organising and participating in environmental activities. The observations and assessments of the learning outcomes were conducted by lecturers from the aforementioned universities, who recorded behavioural, motivational, and engagement changes among students throughout the course of the experiment. Assessments were carried out twice – at the beginning and after the completion of the pedagogical intervention. A standardised observation protocol was used to record the proportion of students demonstrating each of the defined criteria. These included: active participation in group discussions, initiative in environmental activities, ability to reflect on the texts, expression of ecological viewpoints during presentations, regular involvement in extracurricular initiatives, emotional engagement with the topic, creativity in solving environmental cases, and the overall dynamics of attitude change towards nature. The indicators were expressed as percentages reflecting the number of students whose behaviour exhibited the relevant traits. To enhance reliability, a preliminary harmonisation of the interpretation of each criterion was conducted among all observers, including the discussion of manifestation examples and typical situations related to the respective characteristics. This ensured intersubjective consistency, minimised subjective bias, and standardised the lecturers' approaches to recording manifestations of environmental responsibility among students. The group of lecturers comprised ten individuals aged between 42 and 55. Inclusion criteria required at least five years of teaching experience. Those who declined participation were excluded. Ethical standards were upheld throughout the experiment: participation of both students and lecturers was voluntary, and all participants were fully

informed about the purpose and methods of the study, with the option to withdraw at any stage without consequences. The lecturers conducting the experiment were instructed to adhere to ethical norms and appropriate interaction with students, based on the Code of Ethics of the American Sociological Association (1997). Anonymity was preserved, and participants gave informed consent for the processing of personal data during the study. As a result of the research, a clear algorithm for incorporating literary-journalistic texts into the educational process was developed. Based on the data obtained, specific recommendations for lecturers were formulated.

■ RESULTS

Analysis of literary-journalistic texts by Kyrgyz authors as a tool for developing environmental awareness

The newspapers Kyrgyz Tuusu and Akipress predominantly feature an analytical writing style. They address concrete environmental challenges faced by different regions of Kyrgyzstan. Commonly discussed topics include pasture degradation – a critical issue for agrarian communities – water pollution, particularly affecting Lake Issyk-Kul and the Naryn River, deforestation in mountainous areas, and the destruction of natural ecosystems due to unsustainable use of natural resources. Journalists not only reported on these facts but also expressed concern over the lack of effective environmental oversight by authorities and the passivity of local communities. This contributed to shaping the notion of collective responsibility for the environment. For instance, the article in Kyrgyz Tuusu outlines an official cooperation programme between Kyrgyzstan and the Green Climate Fund, approved until 2027 (Green Climate Fund..., 2025). The article details climate adaptation measures and environmental improvements supported by international funding. Emphasising long-term planning, resource mobilisation, and coordinated action, the text conveys to readers

the importance of sustainable development and the shared responsibility of both the state and society in preserving the environment. Another article from Kyrgyz Tuusu, addresses the issue of illegal fishing, which threatens aquatic ecosystems (Measures strengthened against..., 2025). It describes increased law enforcement efforts, including patrols and controls aimed at protecting water resources. This reinforces the significance of legality in the use of natural resources, fostering a sense of accountability for ecosystem preservation. The article published in Akipress, reports on the introduction of a new tree-watering technology in the capital, which reduces water usage and enhances irrigation efficiency in urban areas (During a raid..., 2025). The use of special capsules for slow water release contributes to the conservation of green spaces and combats drought. The article promotes environmental awareness through the example of resource-efficient technologies and urban ecological care. Another article in Akipress covers a set of initiatives aimed at conserving Lake Issyk-Kul, including clean-up operations, pollution control, and the involvement of organisations in protecting this natural asset (About 2,000 Tien Shan..., 2025). Emphasising collective action and shared responsibility among state bodies and communities, the piece cultivates an ecological stance centred on the preservation of unique natural ecosystems.

These journalistic texts contribute not only to raising awareness but also to developing critical thinking. The analysis of literary texts fostered empathy and critical thinking among students – particularly awareness of ecological crises, the search for solutions, and the rethinking of consumer culture. This transformed environmental education from a theoretical subject into an effective tool for shaping civic engagement. Table 1 summarises the environmental topics and issues addressed in texts by Kyrgyz authors, with a focus on their influence on the development of environmental awareness.

Table 1. Examples and issues of ecology in contemporary Kyrgyz journalism

Source/author	Article title	Environmental theme	Issue addressed
Newspaper "Kyrgyz Tuusu"	Green Climate Fund cooperation program approved until 2027	Climate change, international cooperation	Implementation of climate change adaptation programmes, ensuring sustainable development
Newspaper "Kyrgyz Tuusu"	Measures strengthened against illegal fishing	Protection of water resources	Intensified fight against illegal fishing, threat to the preservation of aquatic ecosystems
Newspaper "Akipress"	About 2,000 Tien Shan spruce saplings planted on the Bishkek-Naryn-Torugart highway in Kemin district	Urban greening, water conservation	Introduction of new irrigation technologies to preserve trees in urban conditions
Newspaper "Akipress"	During a raid in the waters of Issyk-Kul, 1,000 metres of fishing nets were seized and destroyed	Protection of lake ecosystems	Active measures to clean and preserve the ecological condition of Lake Issyk-Kul

Source: compiled by the author based on an analysis of articles in Kyrgyz Tuusu (Green Climate Fund..., 2025; Measures strengthened against..., 2025), Akipress (During a raid..., 2025; About 2,000 Tien Shan..., 2025)

In particular, the research findings indicate the high effectiveness of journalistic texts as an educational resource for fostering environmental awareness among young people. These texts combine emotional impact, cultural depth,

and factual specificity, making them a versatile tool both for teaching and for shaping personal attitudes towards nature. It is recommended that the use of such texts be expanded in school and university education, particularly

within environmental education programmes, as this will contribute to the development of sustainable ecological consciousness in future generations.

Assessing the impact of literary journalism on students' environmental responsibility education

Literary journalism can significantly influence the development of environmental responsibility among students by engaging their emotions, imagination, and critical thinking through vivid, figurative portrayals of environmental issues. Unlike purely scientific or statistical information, literary-journalistic texts present environmental matters

in a personalised and emotionally charged form – through narratives, metaphors, and moral appeals – which makes abstract or distant problems more immediate and meaningful for the reader. This approach fosters empathy towards nature, encourages reflection on human-environment relationships, and motivates behavioural change by forming an emotional connection to environmental themes. As a result, students are more likely to internalise ecological values and develop a sense of personal responsibility for environmental preservation. Table 2 presents the data from the initial student survey regarding the influence of journalistic texts on environmental education.

Table 2. Initial questionnaire: Distribution of responses in the control and experimental groups

Questions	Answer options	Control group		Experimental group	
		Percentage (%)	Number of students (n)	Percentage (%)	Number of students (n)
1. Did the artistic and journalistic texts you worked with influence your understanding of the importance of nature conservation?	a) Significantly improved understanding	10	6	11.7	7
	b) Helped to realise the problem a little	20	12	25	15
	c) Had no effect	50	30	48.3	29
	d) Difficult to say	20	12	15	9
2. After reading the journalistic works, how much has your attitude towards personal responsibility for the environment changed?	a) Became more responsible	8.3	5	10	6
	b) My sense of responsibility has increased slightly	21.7	13	28.3	17
	c) Remained unchanged	50	30	45	27
	d) I feel that this is not my concern	20	12	16.7	10
3. Did the journalistic texts inspire you to participate in practical environmental activities (volunteering, cleaning, educational activities)?	a) Yes, I have actively participated	5	3	8.3	5
	b) I intend to participate	15	9	20	12
	c) No, I do not plan to participate at this time	55	33	50	30
	d) No, I don't think it's necessary	25	15	21.7	13
4. Which elements of the journalistic works had the greatest impact on your attitude?	a) Moral responsibility	15	9	18.3	11
	b) Real environmental problems	30	18	31.7	19
	c) Examples of positive behaviour	10	6	11.7	7
	d) Cultural and environmental traditions	10	6	10	6
	e) Other (emotional images, descriptions of my native region, quotes from journalistic works)	35	21	28.3	17
5. Did the journalistic texts help you better understand the connection between culture and nature in the context of environmental protection?	a) Yes, they helped a lot	11.7	7	13.3	8
	b) They helped a little	25	15	28.3	17
	c) No, the connection did not become clearer	45	27	40	24
	d) I did not think about it	18.3	11	18.3	11
6. How would you rate the style of the journalistic works (combination of analytics and artistic images) in terms of their impact on you?	a) The information is clear and emotional	20	12	21.7	13
	b) It is interesting, but it does not influence me	15	9	18.3	11
	c) The style does not matter	50	30	45	27
	d) It is difficult to assess	15	9	15	9
7. Do you feel that reading journalistic works has motivated you personally to change your daily habits for the sake of nature conservation?	a) Yes, I am already making changes	10	6	11.7	7
	b) I am just thinking about it	20	12	25	15
	c) It did not affect my habits	50	30	45	27
	d) Difficult to answer	20	12	18.3	11

Table 2. Continued

Questions	Answer options	Control group		Experimental group	
		Percentage (%)	Number of students (n)	Percentage (%)	Number of students (n)
8. Do you think that including such journalistic texts in educational programmes contributes to the better formation of environmental awareness among students?	a) Yes, very effective	25	15	28.3	17
	b) Useful, but not essential	30	18	31.7	19
	c) Does not have a significant impact	30	18	25	15
	d) I cannot say	15	9	15	9

Source: compiled by the author

In the initial questionnaire, the results of both groups were generally similar; however, the experimental group demonstrated higher environmental sensitivity and motivation for action. For instance, in response to the question about the influence of the texts on understanding the importance of nature conservation, 48.3% of students in the experimental group stated that the texts had no impact – only 1.7% less than in the control group (50%). However, the proportion of those who indicated increased awareness of the problem was higher in the experimental group – 25% compared to 20%. This suggested a slightly deeper engagement with the content. In the question regarding personal responsibility for the state of the environment, the experimental group again showed higher figures: 28.3% compared to 21.7% in the control group (students who reported a strengthened sense of responsibility). A similar trend was observed in the question about willingness to participate in environmental activities, where 20% of the experimental group expressed an intention to get involved in the future, compared to 15% in the control group. Although the difference was modest, it reflected a higher potential for practical environmental engagement in the experimental group.

When identifying which aspects of the texts influenced them, 35% of respondents in the control group chose their own options (emotive imagery of nature, descriptions of their native region, quotations from the texts), while in the experimental group, references to real regional environmental problems predominated (31.7%), indicating a greater focus on specific content and examples. With regard to the impact of journalistic texts on understanding the link between culture and nature, the difference

between the groups was moderate. However, respondents in the experimental group (28.3%) more frequently demonstrated awareness of the cultural context of environmental issues compared to those in the control group (25%). When assessing the writing style (the combination of analytical approach and literary devices), the differences were minimal – 18.3% in the experimental group versus 15% in the control – indicating slightly greater engagement with text analysis. The experimental group also showed a higher willingness to change their daily ecological habits: 25% of respondents said they were considering specific actions, compared to 20% in the control group. This distribution of responses was influenced by differences in teaching methods: the control group followed a traditional programme without a specific focus on environmental journalism, whereas the experimental group engaged in targeted work with eco-themed literary-journalistic texts, integrated into learning tasks, discussions, and reflective exercises. This differentiation in educational approaches most likely contributed to the development of a higher level of environmental awareness in the experimental group.

As shown by the results of the follow-up questionnaire, after undergoing the respective teaching methods in each group, it was students in the experimental group who demonstrated significant positive changes: there was an increase in awareness of the importance of nature conservation, personal responsibility for the environment, inspiration to participate in environmental activities, and positive shifts in daily habits (Table 3). This confirms the effectiveness of integrating literary journalism as a means of environmental education, whereas in the control group, changes were minimal and largely statistically insignificant.

Table 3. Results of students' responses in the final questionnaire

Questions	Answer options	Control group		Experimental group	
		Percentage (%)	Number of students (n)	Percentage (%)	Number of students (n)
1. Did the artistic and journalistic texts you worked with influence your understanding of the importance of nature conservation?	a) Significantly improved understanding	15	9	51.7	31
	b) Helped to realise the problem a little	25	15	40	24
	c) Had no effect	40	24	6.7	4
	d) Difficult to say	20	12	1.7	1

Table 3. Continued

Questions	Answer options	Control group		Experimental group	
		Percentage (%)	Number of students (n)	Percentage (%)	Number of students (n)
2. After reading the journalistic works, how much has your attitude towards personal responsibility for the environment changed?	a) Became more responsible	10	6	48.3	29
	b) My sense of responsibility has increased slightly	30	18	41.7	25
	c) Remained unchanged	45	27	6.7	4
	d) I feel that this is not my concern	15	9	3.3	2
3. Did the journalistic texts inspire you to participate in practical environmental activities (volunteering, cleaning, educational activities)?	a) Yes, I have actively participated	6.7	4	40	24
	b) I intend to participate	18.3	11	38.3	23
	c) No, I do not plan to participate at this time	50	30	15	9
	d) No, I don't think it's necessary	25	15	6.7	4
4. Which elements of the journalistic works had the greatest impact on your attitude?	a) Moral responsibility	18.3	11	30	18
	b) Real environmental problems	35	21	41.7	25
	c) Examples of positive behaviour	11.7	7	18.3	11
	d) Cultural and environmental traditions	8.3	5	6.7	4
	e) Other (emotional images, descriptions of my native region, quotes from journalistic works)	26.7	16	3.3	2
5. Did the journalistic texts help you better understand the connection between culture and nature in the context of environmental protection?	a) Yes, they helped a lot	18.3	11	55	33
	b) They helped a little	28.3	17	35	21
	c) No, the connection did not become clearer	40	24	8.3	5
	d) I did not think about it	13.3	8	1.7	1
6. How would you rate the style of the journalistic works (combination of analytics and artistic images) in terms of their impact on you?	a) The information is clear and emotional	21.7	13	68.3	41
	b) It is interesting, but it does not influence me	18.3	11	21.7	13
	c) The style does not matter	45	27	8.3	5
	d) It is difficult to assess	15	9	1.7	1
7. Do you feel that reading journalistic works has motivated you personally to change your daily habits for the sake of nature conservation?	a) Yes, I am already making changes	11.7	7	36.7	22
	b) I am just thinking about it	25	15	41.7	25
	c) It did not affect my habits	48.3	29	15	9
	d) Difficult to answer	15	9	6.7	4
8. Do you think that including such journalistic texts in educational programmes contributes to the better formation of environmental awareness among students?	a) Yes, very effective	28.3	17	75	45
	b) Useful, but not essential	31.7	19	18.3	11
	c) Does not have a significant impact	25	15	5	3
	d) I cannot say	15	9	1.7	1

Source: compiled by the author

The results of the final questionnaire revealed significant changes in students' perceptions of environmental issues in both groups, though the most notable positive shifts were recorded in the experimental group. In response to the question about the influence of the texts on understanding the importance of nature conservation, 51.7% of students in the experimental group stated that their understanding had significantly improved, whereas in the control group, this figure was only 15%. Only 6.7% of the experimental group indicated that the texts had not influenced their understanding, compared to 40% in the control group.

Regarding attitudes towards personal responsibility for the environment, 48.3% of students in the experimental group reported adopting a more responsible stance – substantially higher than the 10% in the control group. An additional 41.7% of the experimental group experienced an increased sense of responsibility, compared to 30% in the control group, indicating a rise in environmental self-awareness. When asked about inspiration to participate in environmental initiatives, 40% of the experimental group had already become actively involved, whereas only 6.7% of the control group had done so. A further 38.3% of the

experimental group planned to get involved in the future – well above the 18.3% in the control group – indicating a greater willingness for practical environmental engagement. The question concerning the most influential elements of the texts also showed a shift in emphasis: 41.7% of the experimental group highlighted the influence of real environmental issues (compared to 35% in the control group), while 30% mentioned moral responsibility as a motivator – considerably higher than the 18.3% in the control group.

Students in the experimental group clearly acknowledged that journalistic texts helped them better understand the connection between culture and nature: 55% stated that it was very helpful, which is 36.7% higher than the 18.3% recorded in the control group. A similar trend was observed regarding the assessment of the writing style: 68.3% of the experimental group found the information both clear and emotionally engaging, while only 21.7% of the control group shared this view. As for changes in everyday habits, 36.7% of the experimental group had already begun to implement changes – three times higher than the 11.7% in the control group. Additionally, 41.7% of the experimental group reported they were considering specific actions, compared to 25% in the control group.

Concerning the inclusion of journalistic texts in educational programmes, 75% of the experimental group fully supported this idea, whereas support in the control group was significantly lower – only 28.3%. These results clearly indicate the effectiveness of using literary-journalistic texts in fostering ecological awareness and motivation for practical action among students in the experimental group. Thus, under the influence of a specially designed approach involving eco-themed literary-journalistic texts, the experimental group experienced a substantial increase in environmental literacy, self-awareness, motivation for action, and emotional engagement, while changes in the control group remained minimal or moderate.

The evaluation by lecturers is a key component in the comprehensive assessment of the pedagogical experiment's effectiveness. As professionals with expertise and experience, they are well-positioned to objectively assess the quality of teaching materials, instructional methods, and the extent to which students have absorbed environmental knowledge and values. Their expert evaluation, as presented in Table 4, provides insight into the dynamics of change in both groups and serves to confirm or refine the conclusions drawn from student surveys.

Table 4. Results of observation and assessment of the effectiveness of student learning by lectures

Assessment criteria	Control group	Experimental group
Active participation in group discussions	30%	85%
Level of initiative in environmental protection activities	21.7%	75%
Ability to reflect on what has been read	25%	80%
Demonstration of an environmental stance in speeches	18.3%	78.3%
Regular participation in extracurricular initiatives	11.7%	70%
Emotional engagement with the subject matter	35%	90%
Creativity in solving environmental cases	20%	73.3%
Overall dynamics of change in attitude towards nature	Slow	Obvious and persistent

Source: compiled by the author

Lecturers noted significantly higher levels of activity and engagement among students in the experimental group compared to the control group. Specifically, participation in group discussions in the experimental group reached 85%, compared to only 30% in the control group, while the level of initiative in environmental protection activities was 75% versus 21.7%. The capacity for reflection after reading was markedly better in the experimental group – 80% compared to 25% – indicating a deeper understanding of the material. An ecological stance was also evident in 78.3% of speeches by students in the experimental group, whereas only 18.3% of the control group demonstrated this. Regular participation in extracurricular initiatives was 70% in the experimental group versus 11.7% in the control, reflecting greater motivation for active involvement. Emotional engagement with the subject matter was at its highest level – 90% in the experimental group against 35% in the control group – and creativity in solving environmental case studies reached 73.3% versus 20%. Overall, lecturers characterised the shift in attitude towards nature as slow in the control group and clear and

sustained in the experimental group. These results testify to the effectiveness of using artistic-journalistic texts in fostering an active, conscious ecological stance and motivation among students.

Algorithm for integrating artistic-journalistic texts in developing students' environmental awareness: Experience, approaches, recommendations

The study developed a clear algorithm for using artistic-journalistic texts to cultivate environmental awareness in students. The algorithm comprises four sequential stages: selecting relevant texts addressing environmental issues; thematic study with emphasis on local challenges; organising discussions, reflections, and role-plays; and involving students in practical conservation initiatives. This approach ensures not only cognitive but also emotional and value-based comprehension of environmental topics. The first stage involves analysing artistic-journalistic works, including publications in local media that raise moral and ecological themes. The second stage covers working with thematic blocks highlighting regional problems such as

pasture depletion or water pollution. At the third stage, lecturers organise discussions and group projects to develop critical thinking. The final, fourth stage entails students' participation in real conservation actions, fostering a responsible attitude towards the environment through personal involvement. A vital component of the algorithm is systematic assessment of learning outcomes, conducted before and after the course to track changes.

Based on the results, recommendations were formulated for lecturers on the effective use of journalistic materials. It is advised to incorporate such texts into specialised courses, such as "Environmental Culture," and to use them in extracurricular activities to support and deepen ecological knowledge. Employing diverse active learning methods – text analysis, group discussions, creative assignments, and reflections – is key to forming a conscious ecological stance. Moreover, regular monitoring of shifts in student attitudes is essential to adjust teaching strategies and enhance their effectiveness. It is recommended to introduce artistic-journalistic works addressing environmental issues not only within specialised courses but also integrated into interdisciplinary programmes across humanities and natural sciences. This allows environmental problems to be viewed through ethical, philosophical, historical, and cultural lenses, deepening students' understanding of the ecological crisis and fostering more sustainable motivation for nature conservation. It is also important to regularly update the selection of texts, focusing on current regional issues, contemporary trends in environmental journalism, and feedback from students themselves, thereby increasing interest and engagement.

In addition to reading and analysing journalistic materials, it is advisable to organise creative tasks – writing essays, designing environmental posters, filming short videos or podcasts based on the readings. Such activities stimulate critical thinking and emotional processing of the material, while also developing skills to communicate ecological themes to a wider audience. Extracurricular work should include discussions with experts, meetings with local eco-activists, and excursions to conservation sites. This reinforces a personal ecological position and fosters a lasting value-based attitude towards nature as a common good. Thus, the developed algorithm and recommendations provide a holistic approach to fostering environmental awareness, combining cultural-historical context with contemporary ecological challenges. The use of artistic-journalistic works makes learning more emotionally engaging, motivates students to active ecological participation, and promotes a responsible attitude to nature as an integral part of their lives and national identity.

■ DISCUSSION

The study's results demonstrated the significant potential of artistic journalism in shaping environmental responsibility among students. It was found that engaging with journalistic texts on ecological themes notably enhanced students' ability to critically reflect on environmental issues,

increased empathy towards nature, and fostered elements of ecological consciousness. These findings confirmed the importance of literary-journalistic materials in informal environmental education, aligning with the conclusions of S. Singer *et al.* (2023), who emphasised the effectiveness of combining artistic and factual texts in climate change education. Engagement with journalistic texts contributed not only to forming environmental concepts but also to activating personal attitudes towards environmental problems. This trend resonated with the findings of H. Nourmoradi *et al.* (2021), who demonstrated the efficacy of educational programmes in cultivating responsible environmental attitudes in developing countries. Many students exhibited moral reflection on environmental issues during text analysis, indicating deep personal involvement.

A similar pattern was noted by M. Jamaludin *et al.* (2023), who highlighted the importance of emotional components in youth environmental education. Content analysis of student responses revealed that artistic-journalistic texts had a greater impact compared to traditional teaching materials, in agreement with M. Subires-Mancera & J.J. Delgado-Peña (2022), who underscored the power of environmental journalism and documentary filmmaking as tools for informal environmental education. This informational strategy enabled not only knowledge acquisition but also the development of motivational and value-based guidelines for nature protection. The study found that students who regularly engaged with artistic-journalistic materials showed higher readiness for eco-activism. This supported findings by Z. Virant *et al.* (2024), who noted that environmental responsibility correlated directly with awareness and participation in communication practices. Likewise, A. Uzorka *et al.* (2024) emphasised the importance of involving young people in sustainable initiatives through meaningful communication, which fosters a sense of belonging to change processes. Significant positive shifts were observed in the experimental group students, including increased awareness of nature conservation importance, personal environmental responsibility, inspiration to participate in ecological activities, and positive changes in daily habits. Similar trends were described by H. Sah *et al.* (2023), who documented the influence of perceived environmental responsibility on ecological behaviour with positive dynamics. The use of artistic journalism stimulated engagement in environmental discussions within the student community, aligning with N. Khasana *et al.* (2023), who stressed that strategically incorporating moral dilemmas in educational materials aids environmental problem comprehension. Notably, students' behavioural intentions changed, with increased willingness to sort waste, conserve resources, and take part in environmental campaigns after interacting with the texts. Comparable behavioural transformations were reported by K. Karyati (2022), who studied environmental behaviour among students in Pakistan, considering responsibility and value factors. Institutional influence on developing environmental responsibility in universities was also confirmed: faculties with

well-developed ecological communication showed more pronounced positive dynamics. This concurs with E. Korhonen (2023), who established a link between institutional practices and policies and students' ecological behaviour formation. The importance of systematic approaches to ecological culture formation in higher education is further supported by R. Babkovich (2023), who emphasised that ecological culture represents a complex personal characteristic requiring interdisciplinary integration of knowledge from philosophy, ecology, cultural studies, sociology, and psychology for effective development amongst university students. Analysis of discourse practices within the student body showed artistic journalism acted as a "trigger" factor shifting passive knowledge into active stance. These findings echoed Y. Yang (2024), who highlighted the importance of transmitting "green" knowledge for cultivating ecological entrepreneurship. Texts relating to local contexts or familiar realities held special importance in forming environmental responsibility. This matches observations by Q. Wang & G. Li (2024), who stressed localisation strategies in corporate sustainability narratives.

Results also revealed that artistic-journalistic texts effectively engaged even students previously inactive in environmental matters. Similar observations appear in D. Murray *et al.* (2023), who proposed environmental responsibility as a meta-framework for researching conscious actions in sustainable development contexts. The study recorded a correlation between studying artistic journalism and the development of reflective thinking, consistent with M. Kolahi & R. Azimi Segin Sara (2023), who demonstrated the connection between critical thinking and socio-ecological responsibility in higher education. The influence of the texts' value component should be separately noted: materials appealing to ethics, moral beliefs, and responsibility elicited stronger emotional responses. This corresponds with results by E. Mashaba *et al.* (2022) and S. Parry & E. Metzger (2023), who studied the role of social responsibility in students' environmental education. The research also confirmed heightened student interest in visual journalism – environmental essays and illustrated reports. This aligned with A. Mohd Effendi & W. Tun Ismail (2025), who found positive impacts of visual content on student wellbeing and engagement with environmental responsibility topics. The study demonstrated that artistic-journalistic works successfully engaged youth with environmental themes, confirmed by M. Torroba Diaz *et al.* (2023), who emphasised the media's role in shaping environmental consciousness.

An interdisciplinary approach, combining sociology, literary studies, ecology, and journalism, proved important. This approach was supported by V. Yarnykh (2022), noting environmental journalism's ability to transform public consciousness, especially in Global South countries. Analysis showed that students with a strong personal connection to environmental issues exhibited more positive changes in ecological responsibility, matching A. Vartanian (2024), who studied climate change responsibility perceptions

among international school students. Furthermore, discussion of artistic-journalistic texts not only fostered ecological awareness but also social cohesion around sustainable development values, aligning with Y. Wang *et al.* (2023), who highlighted the link between nature connectedness and pro-environmental behaviour.

In conclusion, the study's results demonstrated that artistic journalism can be an effective tool for environmental education by combining informational, emotional, and ethical components. The observed dynamics in views, attitudes, and behavioural intentions confirmed the importance of literary-journalistic practices as resources for cultivating responsible attitudes towards the environment. The findings aligned with previous research while emphasising the need for further development of tools to deepen youth engagement with environmental topics through mass communication, education, and cultural practices.

■ CONCLUSIONS

Artistic-journalistic works play a vital role in shaping environmental responsibility, as they not only inform but also emotionally engage students, fostering a deeper understanding of ecological issues through imagery, ethical, and cultural reflections. The analysis focused on artistic-journalistic texts that reflected environmental problems and moral values related to humanity's responsibility towards nature. The examined articles illustrated the spiritual crisis of society, environmental degradation, and the loss of traditional respectful attitudes towards nature. This analysis demonstrated that such texts contribute to the formation of ecological consciousness by emphasising the ethical foundations of environmental protection and the importance of preserving cultural and ecological heritage.

The conducted pedagogical experiment confirmed changes in the levels of environmental awareness, responsibility, and motivation among students, particularly in the experimental group who studied using artistic-journalistic texts. A comparison of the initial and final survey results shows that at the start of the study both groups had roughly similar indicators (11.7% of students in the experimental group versus 10% in the control group felt the influence of artistic-journalistic literature on their understanding of the importance of nature conservation). By the end, this figure had risen to 51.7% in the experimental group, whereas it was only 15% in the control group. A similar trend was observed regarding the texts' influence on attitudes towards personal environmental responsibility – 48.3% in the experimental group versus 10% in the control group. In terms of inspiration to participate in environmental activities, 40% of students in the experimental group actively engaged, while the figure for the control group was only 6.7%. Comparable differences were observed across other survey criteria, indicating a significant impact of using artistic-journalistic texts on shaping students' ecological awareness.

Lecturers' assessments corroborate these findings; according to their observations, participation in group discussions reached 85% in the experimental group compared

to 30% in the control group; the level of initiative in environmental protection activities was 75% versus 20%; and reflective capacity was 80% compared to 25%. Emotional involvement with the subject matter was at its highest – 90% in the experimental group, nearly three times that of the control group. The overall dynamic in changing attitudes towards nature was evaluated by lecturers as clear and stable in the experimental group, whereas in the control group it was slow and insignificant. This disparity underscores the importance of integrating artistic journalism into the educational process. It is recommended to engage students in creative assignments such as essay writing, creating eco-posters or video content, as well as organising meetings with experts and excursions to conservation sites

to cultivate a personally meaningful ecological awareness. A promising direction for future research is to study the impact of artistic-journalistic texts on fostering environmental responsibility among different age groups and within remote and blended learning contexts.

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Окуучуларды экологиялык жоопкерчиликке тарбиялоодо көркөм публицистиканы колдонуу

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Аннотация. Бул изилдөөнүн максаты публицистикалык тексттерди окуу процессинде колдонуу окуучулардын жаратылышка болгон аң-сезимдүү жана жоопкерчиликтүү мамилесин калыптандырууга кандай таасирин тийгизерин аныктоо болгон. Изилдөөнүн методологиясына журналисттик тексттердин экологиялык жоопкерчиликти калыптандырууга тийгизген таасирин баалоо максатында Жусуп Баласагын атындагы Кыргыз улуттук университетинин жана ОшМУнун 120 студентинин жана 10 окутуучусунун катышуусунда анкета менен эксперттик баалоону айкалыштырган теориялык талдоо жана педагогикалык эксперимент камтылган. Изилдөөнүн башында эксперименталдык топтун студенттеринин 11,7 %ы гана публицистикалык тексттердин таасири астында айлана-чөйрөнү сактоонун маанилүүлүгүн түшүнөөрү аныкталган. Интервенциядан кийин бул көрсөткүч 51,7 %га чейин өстү, бул экологиялык маалымдуулуктун олуттуу жогорулагандыгын айгинелейт. Студенттердин айлана-чөйрөгө болгон жеке жоопкерчилигин сезүүсүнө адабий публицистиканын таасири эксперименталдык топто 10 %дан 48,3 %ке чейин жогорулаганы, ал эми көзөмөл тобунда 30 %га чейин сакталып калгандыгы көрсөтүлгөн, бул колдонулган материалдардын натыйжалуулугун баса белгилейт. Баса, экологиялык демилгелерге катышууга болгон мотивация эксперименталдык топто 8,3 %дан 40 %га чейин өстү, бул ички мотивациянын өсүшүн чагылдырат. Эксперименттен кийин эксперименталдык топтун студенттеринин 55 %ы тексттердин маданият менен табияттын ортосундагы байланышты түшүнүүсүнө тийгизген таасирин моюнга алышты, ал эми контролдук топтогу 18,3 %га салыштырмалуу экологиялык дүйнө таанымдын бир бүтүндүгү өнүгүп жатканын көрсөттү. Ошондой эле публицистикалык тексттердин баяндоо стилине оң баа берүү эксперименталдык топто 21,7 %дан 68,3 %га чейин өскөндүгү аныкталып, мындай тексттердин эмоционалдык жана аналитикалык компоненттеринин маалыматты кабыл алууга тийгизген таасирин көрсөткөн. Экологиялык жоопкерчиликтүү күнүмдүк адаттардагы өзгөрүүлөр эксперименталдык топтун окуучуларынын 36,7 %да байкалган, ал эми контролдук топтогу 11,7 %, бул мазмундун практикалык сиңимдүүлүгүн баса белгилейт. Изилдөөнүн практикалык мааниси окуучулардын экологиялык аң-сезимин жана жигердүү жарандыкты өнүктүрүүнүн эффективдүү куралы катары журналисттик тексттерди киргизүү үчүн аны мугалимдер, методисттер жана окуу планын иштеп чыгуучулар тарабынан потенциалдуу колдонууда.

Негизги сөздөр: айлана-чөйрөнү коргоо; билим берүү процесси; жаратылышка мамиле; жаратылыш ресурстары; маданий-этникалык аспект

Использование художественной журналистики в воспитании экологической ответственности у учащихся

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Аннотация. Целью данного исследования было определить, как использование журналистских текстов в образовательном процессе влияет на формирование у студентов сознательного и ответственного отношения к природной среде. Методология исследования включала теоретический анализ и педагогический эксперимент, сочетающий анкетирование и экспертную оценку, с участием 120 студентов и 10 преподавателей Кыргызского национального университета имени Жусупа Баласагына и Ошского государственного университета, с целью оценки влияния журналистских текстов на формирование экологической ответственности. Было установлено, что в начале исследования только 11,7 % студентов экспериментальной группы продемонстрировали осознание важности сохранения окружающей среды под влиянием журналистских текстов. После вмешательства этот показатель вырос до 51,7 %, что свидетельствует о значительном повышении экологической сознательности. Было показано, что влияние литературной журналистики на чувство личной ответственности студентов за окружающую среду в экспериментальной группе выросло с 10 % до 48,3 %, в то время как в контрольной группе оно осталось на уровне 30 %, что подчеркивает эффективность использованных материалов. Примечательно, что мотивация к участию в экологических инициативах в экспериментальной группе выросла с 8,3 % до 40 %, что отражает рост внутренней мотивации. После эксперимента 55 % студентов экспериментальной группы признали влияние текстов на их понимание взаимосвязи между культурой и природой, по сравнению с 18,3 % в контрольной группе, что указывает на развитие более целостного экологического мировоззрения. Также было обнаружено, что положительные оценки стиля повествования журналистских текстов выросли с 21,7 % до 68,3 % в экспериментальной группе, что демонстрирует влияние эмоциональной и аналитической составляющих таких текстов на восприятие информации. Изменения в экологически ответственных повседневных привычках были отмечены у 36,7 % студентов экспериментальной группы по сравнению с 11,7 % в контрольной группе, что подчеркивает практическую усвояемость содержания. Практическая значимость исследования заключается в его потенциальном применении преподавателями, методистами и разработчиками учебных программ для внедрения журналистских текстов в качестве эффективного инструмента формирования экологического сознания и активной гражданской позиции у студентов.

Ключевые слова: охрана окружающей среды; образовательный процесс; отношение к природе; природные ресурсы; культурный и этнический аспект