

Social Service of a Teacher as a Factor in the Ecologization of Public Consciousness

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Abstract. *This article investigates the role of a teacher's social service in the greening of public relations and consciousness. The central thesis is that a teacher's perception of their work as a cultural mission and vocation is a key mechanism for fostering environmental awareness among students. The study employs a theoretical methodology, analyzing the intersection of pedagogical activity and social service through the lens of motivation theories (e.g., Maslow, McClelland) and educational concepts. The mechanisms through which the pedagogical process interacts with the socio-cultural environment to promote ecological values are examined. The case of Uzbekistan is used to illustrate the integration of social service concepts into national policy and educational reform aimed at sustainable development. The conclusion posits that a teacher's internal motivation, framed as a calling, is crucial for effective ecological education and, consequently, for the ecologization of public consciousness. The research contributes to understanding the motivational foundations of pedagogical professionalism in the context of global environmental challenges.*

Key words: *social service, teacher motivation, teacher's calling, ecologization of consciousness, environmental education, prosocial behavior, sustainable development.*

Introduction

The contemporary global context, marked by escalating environmental crises, necessitates a profound transformation of public consciousness towards ecological sustainability. Education is widely recognized as a primary vehicle for this transformation. This article posits that the effectiveness of environmental education is intrinsically linked to the teacher's personal and professional orientation, particularly their engagement in social service. Social service, understood as voluntary, prosocial activity aimed at societal benefit, extends beyond formal job duties. When internalized by a teacher as part of their professional identity or "calling," it becomes a powerful factor in shaping the ecological values of students. This study aims to analyze the motives for social service within pedagogical activity and to demonstrate how this orientation facilitates the greening of public consciousness.

Literature Review

The concept of social service has evolved from its historical association with religious charity to a broader secular understanding of voluntary, altruistic contribution to society (Rešetnikov, 2005). In psychology, motivation for such service is often explained through the hierarchy of needs (Maslow, 2008), the theory of achievement motivation (McClelland, 2007), and the need for power understood as a positive influence (Murray, 1938). In pedagogy, the works of Russian scholars (e.g., Slavenin, 1997; Zimnyaya, 2004; Aminov, 1997) have explored the value-based and personality-oriented aspects of teaching, highlighting the importance of a teacher's moral character and sense of vocation. The integration of ecological issues into education is a central tenet of Education for Sustainable

Development (ESD), which emphasizes the development of values, skills, and knowledge for responsible environmental citizenship.

Methodology

This research is based on a theoretical analysis and synthesis of philosophical, psychological, and pedagogical literature. The methodological approach is interdisciplinary, combining concepts from social psychology (motivation theories), pedagogy (theories of professional activity), and social ecology. A desk-based review of scholarly publications and policy documents (using the case of Uzbekistan) was conducted to identify the key motives for a teacher's social service and to trace its connection to ecological education outcomes.

Results and Discussion

1. Teacher's Social Service as a Vocation

Pedagogical activity inherently contains elements of social service. Its core goal—the formation of a harmonious, socially responsible personality—aligns with the altruistic ethos of service. Key criteria linking teaching to social service include: leadership and mentorship, work in the social sphere, a professional ethics based on duty and selflessness, the necessity for continuous self-improvement, and an underlying sense of vocation and sacrifice (Slastenin, 1997). A teacher who views their profession as a calling transcends the mere transmission of knowledge, becoming a role model and a conductor of societal values, including environmental stewardship.

2. Motives for Social Service in Pedagogy

The motivation for social service is multifaceted, combining internal (intrinsic) and external (extrinsic) drivers. Based on an analysis of relevant literature, primary motives can be categorized:

Altruistic and Value-Based Motives: Self-realization through helping others, expression of personal civic stance (e.g., concern for the environment), fulfillment of a social or ethical duty, and the desire to contribute to the common good.

Professional and Personal Development Motives: Self-expression, acquisition of social and communicative skills, gaining leadership experience, and professional orientation.

Social Motives: The need for social recognition, belonging, and organizing meaningful leisure.

For teachers, the dominance of certain motivational complexes influences their pedagogical style. Research by Baimetov (n.d.) suggests that teachers with a strong "duty" motive may lean towards an authoritarian style, while those prioritizing communication ("love for children") may adopt a liberal style. A balanced, democratic style is often associated with a multifaceted motivation. Crucially, for pedagogical success, the "need for power" (Murray, 1938), understood as a desire to positively influence and guide others, must be oriented towards the benefit of the student—"help through knowledge" (Aminov, 1997).

3. The Link to Ecologization of Consciousness

A teacher motivated by social service is naturally inclined to integrate ecological issues into the educational process. This goes beyond teaching facts about ecology; it involves fostering emotional connection, critical thinking, and a sense of personal responsibility towards nature. By creating an atmosphere of trust and openness, such a teacher encourages students to discuss complex environmental issues, leading to the formation of deep-seated ecological values. The teacher's personal example—demonstrating concern through actions—serves as a powerful motivator for students. This process directly contributes to the ecologization of public consciousness, shaping a generation ready to participate in solving environmental problems.

4. Case Illustration: Integration in Uzbekistan's Policy

The Republic of Uzbekistan provides a relevant example of state-level integration of these concepts. National policies link educational reform, social service initiatives, and sustainable development goals. The declaration of 2025 as the "Year of Environmental Protection and Green Economy"

underscores this commitment. Educational reforms aim to improve quality and accessibility while introducing programs that prepare specialists for a green economy, thereby operationalizing the link between pedagogy, social service, and ecological development.

Conclusion

This study concludes that a teacher's social service orientation, rooted in the perception of their profession as a vocation, is a significant factor in the ecologization of public consciousness. The internal, value-driven motives of a teacher directly influence the educational environment, making the integration of ecological values more authentic and effective. The research highlights the need to support and foster such motivation in teachers through professional development programs, mentorship systems, and recognition that aligns with both intrinsic and extrinsic motivational factors. Future empirical research is needed to quantitatively measure the correlation between teachers' motivation for social service and the actual ecological attitudes and behaviors of their students. Understanding this nexus is vital for developing educational strategies that can effectively address the pressing environmental challenges of our time.

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