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ECOLOGICAL KNOWLEDGE, ECOLOGICAL LITERACY, ECOLOGICAL COMPETENCE AND ECOLOGICAL CULTURE

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Abstract

The article is aimed at educating students in the field of environmental education, positively changing their attitude towards the environment and nature, preserving nature, mitigating current global environmental problems and their negative consequences, including water shortages, global climate change and its regional impact on climate and nature. In addition, students, future teachers talk about environmental competence, environmental protection.

Keywords: Environmental safety, environmental competence, nature, humanity, problem, science and technology, health, healthy lifestyle, culture, education, environment.

Introduction

EKOLOGIK BILIM, EKOLOGIK SAVODXONLIK, EKOLOGIK KOMPETENTLIK VA EKOLOGIK MADANIYAT

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Annotatsiya:

Maqolada talabalarga ekologik ta'lim va tarbiya berish, ularni atrof muhitga hamda ona tabiatga bo'lgan munosabatini ijobiy tomonga o'zgartirish, ona tabiatni asrab-avaylash, bugungi kunda kuzatilayotgan global ekologik muammolar va ularning salbiy oqibatlarini yumshatish, jumladan suv resurslarining etishmasligi, global iqlim o'zgarishlari va uning tabiatiga ta'siri to'g'risida fikr yuritiladi. Bundan tashqari talabalarda, bulajak o'qituvchilarda ekologik kompetentlik haqida haqida so'z yuritiladi.

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Kalit so‘zlar: ekologik xavfsizlik, ekologik kompetentlik, tabiat, insoniyat, muammo, fan-texnika, salomatlik, sog‘lom turmush tarzi, madaniyat, tarbiya, atrof muhit.

Аннотация:

Статья направлена на воспитание студентов в области экологического образования, позитивного изменения их отношения к окружающей среде и природе, сохранения природы, смягчения текущих глобальных экологических проблем и их негативных последствий, в том числе нехватки воды, глобального изменения климата и его регионального воздействия на климат и природу. Кроме того, студенты, будущие преподаватели рассказывают об экологической компетентности, защите окружающей среды.

Ключевые слова: экологическая безопасность, экологическая компетентность, природа, человечество, проблема, наука и техника, здоровье, здоровый образ жизни, культура, образование, окружающая среда.

As a result of the reforms implemented in the higher education system in recent years, modern pedagogical theories and approaches based on a new paradigm of education are widely developing. These include strategies aimed at humanizing and socializing education, optimizing the educational process, establishing the principles of continuous education, developing pedagogical cooperation, organizing an integrated pedagogical process, implementing developmental and person-oriented educational concepts, as well as supporting the personal development of the learner.

However, despite the significant results achieved in the creation and improvement of modern pedagogical technologies in the higher education system, the level of their widespread implementation in practice is still insufficient. One of the main reasons for this can be the fact that some professors and teachers give priority to reproductive teaching methods in the educational

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process, that is, they limit students' activities mainly to the assimilation of ready-made knowledge.

In this regard, in order to adapt higher education to international standards and train competitive specialists who meet the needs of society, it is important to form students' skills of independent thinking, self-development, creative approach, effective decision-making, search for innovative ideas and technologies and test them in practice. In this regard, the effective use of information and communication technologies, the creation of electronic educational resources and the application of innovative pedagogical technologies in educational practice are among the priority tasks.

Today, human relations with the environment have reached a state of ecological crisis, in which the crisis cannot be restored only by economic, technical and administrative measures. The scientific and technological progress of a society that considers man to be the ruler and manager of nature has created ideas about its unlimited power. Negative processes occurring in nature have begun to qualitatively affect human lifestyles. It has also become clear that the "pedagogical" rather than "technological" method of solving environmental problems is to form an ecologically sound, environmentally aware young generation capable of managing nature sustainably.

One of the ways to solve this problem is to form the professional ecological competence of a future teacher.

The improvement of professional ecological competence is hampered by current university practice and the effectiveness of ecological and pedagogical education, which is based on "authority", expressed in the main emphasis on the "knowledge" component (mastery of knowledge and information about environmental disasters).

From the point of view of the competency-based approach, a future teacher should not only have broad and deep knowledge, skills and qualifications in various areas of ecology, psychology and pedagogy, want to improve his knowledge and be able to apply them in the educational process. He should not only form in students a system of ideas about the world around him, relationships in the "man-nature" system, teach technologies for rational environmental

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management, but also develop rational and ecological aspirations and skills in the field of nature use, explain the safe use of natural resources. This idea of the essence of a competency-based approach to the ecological training of a future teacher is complicated by a number of contradictions:

- — Between the need of society for ecologically competent teachers capable of effective ecological educational activities and the sufficient effectiveness of the formation of an ecologically competent personality of a future teacher.;
- — Between the original conceptual scheme of the ecological-humanitarian education paradigm and its full implementation in the field of designing technologies for the formation of an ecologically sound personality of a future teacher;
- — Between the distribution of the new socio-ecological function of the teacher and the lack of a mechanism for correcting ecological pedagogical activity from the point of view of a competency-based approach to the system of orientation and training of future specialists in higher education.

The identified contradiction between the need to form the ecological competences of future teachers and the lack of formation of their professional ecological competences is aimed at the problem of finding ways to increase the effectiveness of the ecological training of future teachers.

In recent years, a number of studies have been conducted on various aspects of the problem of the formation of a specialist personality, his professional training. At the same time, the analysis of scientific literature showed that, despite the existence of a number of studies devoted to the formation of professional competence of future teachers, there are problems associated with the development of a specific model of the formation of ecological competence of future teachers.

- a description of the knowledge and skills that a graduate of a higher educational institution should possess;
- abilities and skills (constructive, organizational, communicative, information, educational, organizational, mobilization, research, self-improvement);

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- a description of the characteristics and characteristics of a person, expressing his moral, ideological and civic positions, taking into account the modern requirements of society and the individual;
- requirements for the qualifications and skills of a specialist who must form a system necessary and sufficient to organize a holistic process of forming the student's personality.

The established scientific approaches to the development of the teacher training model, the pursuit of integrity and consistency of the consideration of this model, do not pay primary attention to the aspect of developing the individuality of the future teacher as the most important goal of the humanistic concept of modern education.

Personality development is understood as the development of complex areas: intellectual, motivational, emotional, volitional, subject-practical, existential and self-regulation; at the same time, education is considered as a process of purposeful influence on the development of the individual, his attitudes, characteristics, qualities, views, beliefs, behavior based on the interaction of teachers and students in various activities.

The competency approach allows us to identify the professionally important characteristics and qualities of a teacher: mental neoplasms in combination with a system of personal qualities that contribute to the formation of the ecological competence of a future teacher. These include:

- professional knowledge, skills, qualifications combined with the techniques and technologies of professional activity; professionally important qualities; ecological and pedagogical thinking (intellectual sphere);
- needs for professional work; value orientations in professional activity, motivation for environmental education and practical activity (motivational sphere);
- conscious environmental education is a series of emotions that create a favorable mood throughout the pedagogical process (emotional sphere);
- professional pedagogical position; a system of relationships closely related to the content of professional activity, professional identity, the presence of a positive concept of "teacher - ecology" (existential sphere).

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• We consider the ecological competence of a teacher as a specific type of professional competence, as one of the components that make up the general competence of a teacher. The ecological competence of a teacher develops in connection with the ecological, communicative, psychological, pedagogical, social and methodological competences of a teacher and represents their synthesis and indissoluble unity.

We present in a single whole the reference content indicators of the ecological component of the personal and personal qualities of students, which form the basis for the formation of the ecological core of the personality of future teachers.

As is known, the intellectual sphere consists of the qualities of the mind, cognitive processes, mental operations, cognitive abilities, educational skills, knowledge and methods of action. In the intellectual sphere, the indicators of ecological competence are: basic values, laws of the environment, concepts and ideas about the place of man in the natural world, the duty to protect and preserve nature, ecological responsibility not only for oneself, but also for all living beings, developed cognitive abilities, flexibility of mind (humanity, moderation, understanding). Value-semantic formations embody the ecological significance of social natural phenomena, behavioral and relational norms in the "society - nature" system, and serve as the basis for ecological and moral assessments. Thanks to them, the behavior and activities of the individual are regulated and organized. Such qualities as intelligence and flexibility of mind are very important for solving problems of sustainable development in the "society - nature" system, as they contribute to the ability and desire to express and self-disclose, to assume environmental responsibility.

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