

THEORETICAL ASPECTS OF FORMING THE ECOLOGICAL CULTURE OF FUTURE TEACHERS

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Abstract

In this work, theoretical aspects of development of ecological culture of students of pedagogical college are considered.

Keywords: ecological culture, education, future teacher, atrophic environment, ecological education.

The process of formation of ecological culture of the future teacher is manifested by professional training as an integral feature of the individual. Preparation includes:

- civil and professional responsibility for state and environment protection
- belief in the need to provide environmental education to schoolchildren;
- initiative, activity, creative approach in solving pedagogical problems in forming environmental culture of schoolchildren;
- possession of the theoretical foundations of knowledge about nature.

The formation of this integral personality quality should appear in students in the course of extracurricular activities at the pedagogical college.

The considered composition of students' readiness for environmental education of schoolchildren should be filled.

The most important quality that expresses the student's readiness for the process of forming ecological culture is his relationship with students, colleagues, as well as his own attitude, which should meet the requirements of the teacher's ecological cultural personality. In addition, it is necessary to include the readiness of pedagogical college students for environmental education;

- knowledge system of the theory and methodology of ecological culture formation;
- belief in the necessity of environmental protection;
- the ability to choose an optimal situational decision;
- the ability to actively influence the environment, to exclude dangerous situations;
- self-defense activity.

Even well-thought-out systematic education relies on tested experience, traditions and knowledge, is built taking into account genetic information and is carried out in a certain environment, under certain conditions, ecological education should be taken into account when modeling this system. The interaction of these components determines the final result - the formation of an ecological type of personality.

Any intervention from the outside can be represented by a set of events, a combination, and causes specific situations. Personal perception depends on the level of adaptation to them. All diversity of such interaction can be expressed as a process in which the implementation of certain actions leads to a certain result. Actions in their variety can have positive and negative characteristics. The corresponding result can be presented as positive or negative.

The goals of environmental education do not directly and immediately affect the individual. They are rejected by various social institutions, thanks to which the self-realization of the individual is realized. The leading role in this process belongs to the development itself.

Modeling of the personality structure includes the following components: the ability to demonstrate analytical and predictive skills to understand the nature of environmental hazards, and experience, knowledge, skills, habits, skills manifested in the possession of environmental information. strategies to prevent them; The nature of motivation is related to the priority of desire and willingness to solve environmental problems over other needs of the individual. Thus, strong positive motives are the driving forces of a person's ecological activity; a block of personal qualities that develop in solving environmental problems: responsible behavior, activity, determination, perseverance combined with communicative and leadership qualities; development of the objectivity of wrong judgments about oneself, people, one's importance in nature-changing activities, a rational attitude towards the natural environment; to believe in the integrity, harmony, interdependence and interdependence of the components of the surrounding world and the high role and uniqueness of each person in it; feelings and emotions, love for nature and people, respect and goodwill for dissidents and not like you. The feeling of joy and satisfaction from achieving positive results in environmental protection activities is stable.

However, the structure of an ecologically informed personality of a student of a pedagogical college may have the following additions:

- extensive knowledge of students with the object of their activity, age, psychophysiological characteristics, needs and capabilities;
- knowledge about the social environment of students, the direction of family influence;
- the ability to rationally manage students' activities and needs and prevent negative effects of the environment;
- the ability and ability to convey to students their attitude to environmental values;
- activation of interest in environmental activities based on belief in responsibility towards nature and people;
- the motivation of their environmental activities and the motivation to teach their students the correctness of their activities;
- the need to increase their self-esteem by performing environmentally friendly actions and actions and involving their students in these actions;

- increased interest of the teacher in the sections of the taught subject that create the necessary motivation for the child, increase his level of education, adaptive abilities and defense mechanisms;

- active study and implementation of pedagogical technologies of environmental activities of schoolchildren not only within school hours, but also during extracurricular activities;

- use of health technologies that form responsibility for the health of children and adolescents. Activity is considered as the activity state of the subject. The primary psychological causes of a person's activity are internal conflicts between the achieved and the necessary level of development, he experiences various life conditions and motivates him to work on himself.

However, in addition to the influence of external factors, there are also internal mechanisms of self-regulation. These include the process of collecting and resolving internal conflicts.

This is a conflict between the social need for the formation of ecological culture in everyone and the lack of principles of this culture in the majority, as well as the social demand for a responsible attitude towards nature and the consumer attitude towards the use of natural resources. really dominates among many people.

Another group of contradictions can be noted between the enormous potential of social institutions in forming the ecological culture of a person and the real, often unsatisfactory state of their activity in environmental education.

There are conflicts between the diversity of organizational and pedagogical forms and methods of ecological education and the homogeneity of extracurricular and research work existing in pedagogical practice. There is a conflict between the foundations of scientific and ecological knowledge and practical experience received at school and college.

In addition, it is necessary to take into account the objective inconsistency between the actual level of achievement aimed at creating the goal of environmental education. And the task is not to bypass the conflicts that arise in the student's mind, but to sharpen them and thus stimulate the driving forces of personality development.

Therefore, in the pedagogical process, pedagogical conditions should be created for the competent resolution of the above conflicts. They should become an important factor in the formation and development of a responsible attitude towards nature and oneself.

The content of environmental education of students of Pedagogical College is changing.

There are three main approaches to the problem of creating an ecological culture. The first approach is aimed at the formation of theoretical knowledge in the field of ecology. The second approach is aimed at forming a responsible attitude towards nature. In this case, students should be involved in such activities and pedagogical situations that have the greatest impact on human perception of the values of nature, acceptance of natural objects as a complete subject, and interaction of partners with a person. ecological suitability, absence of conflicts between man and nature.

A third approach involves incorporating the individual into practice. In doing so, it is necessary to solve the regional environmental problems on which human health and well-being depend. The content of ecological education of students of pedagogical college is influenced by the initial level of ecological culture determined by the social law of society and environmental education of a specialist.

The initial level of the ecological culture of the students of the pedagogical college is related to the implementation of the principle of continuity and continuity, starting from early childhood and continuing throughout life. All educational, educational and cultural spheres of activity should be in harmony with environmental problems. Environmental protection cannot be considered autonomously. The global nature and interconnectedness of environmental problems is breaking down the boundaries between some academic subjects. This implies the synthesis of all natural-social and all-science knowledge in all areas and levels of education.

Continuity of environmental education is related to environmental education and continuity of education. Ecological education and the continuity of education include the implementation of a coherent set of ecological knowledge, conscious qualities, beliefs, norms of behavior that reflect a person's attitude to the surrounding world, and the connection between different stages and stages. from preschool age and throughout life.

In this way, the process of formation of ecological culture implies a change in the relationship of man and society with the environment.

In order to consider the process of formation of ecological culture among the students of the pedagogical college, the ideas of the cultural-historical concept, which is the basis for modeling the ecological education of the students of the pedagogical college, were used.

1. Environmental education and training are urgent socio-economic and psychological-pedagogical problems, which require a comprehensive approach to solve them both in educational and non-academic activities.

2. Psychological and pedagogical research shows complementary methodological approaches: personal, active, systematic, etc.

3. The process of forming an ecological culture is related to the development of knowledge, views, beliefs, morals, responsible attitudes towards nature and the individual.

4. The process of formation of environmental responsibility of students towards the environment and themselves is related to the accumulation and development of conflicts between the actual level of their relationship to the natural environment and their "I" and the level that defines them. process of formation of ecological culture.

5. Formation of a responsible attitude to the natural environment is possible only with consistent multilateral effects.

The process of forming an ecological culture should include a number of interrelated elements:

- a) goals and objectives of the process of formation of ecological culture;
- b) supporting ideas;

- c) subjects of the educational process that implement goals and tasks;
- g) principles of activity that turn a person into an ecological species;
- d) formation of space; e) expected result. (Scheme 1).

The implementation of environmental education tasks within the framework of the formation of environmental knowledge, skills and qualifications in students requires the fulfillment of a number of conditions:

- the priority direction of environmental education should be the formation of moral qualities of attitude to nature;
- compliance with the unity and interdependence of global, national and regional approaches;
- emotional and sensitive perception of the environment;
- maintaining a traditionally relevant ecologically healthy lifestyle;
- the definition of goals should include quantitative indicators, the time required to achieve the goal;
- differentiation and initial achievement of the main goal;
- short-term goals mobilize internal reserves;

Teachers and students are subjects in the process of forming ecological culture. Modeling of ecological education requires clear determination of the initial level of ecological culture, specific characteristics of students' real attitude to themselves and the environment, and the main criteria for determining the level of ecological culture.

In the course of the work carried out, the attitude of students to environmental problems was established, and the initial level of their environmental culture was determined. The study of the formation and formation of the environmental culture of a person includes the consideration of environmental protection measures, environmental improvement measures determined by the needs, interests, requests and motives of a person.

Personal characteristics should also be taken into account, such as:

- a high appreciation of the role of nature in human life and diversity of forms and levels of life in the system of personal views and values of students of the pedagogical college. Personal perception of environmental problems through an emotional factor, concern about them;
- a conscious demand to make a personal contribution to the preservation of various types of plants, animals, microorganisms, the human environment and the environment for future generations to live in;
- to know the ecological signs of the development and functioning of ecosystems;
- to know and use the rules of behavior in nature and environment;
- formation of safety culture in emergency situations;
- formation of a healthy lifestyle culture for the formation of a healthy mindset and behavior.

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