

MAIN TRENDS OF CONTENT AND TECHNOLOGY UPDATE OF ECOLOGICAL TRAINING OF STUDENTS

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Abstract:

The article covers the philosophical and pedagogical justification of the problem of forming the ecological culture of the individual and society in the conditions of degradation of the Aral Sea and the Aral Sea region, the content of ecological training of students and the main trends in updating technologies.

Keywords: Aral, sea, degradation, individual, society ecology, culture, formation, problem, philosophical, pedagogical, students, content, technology, trend.

TALABA YOSHLARNI EKOLOGIK TAYYORLASH MAZMUNI VA TEXNOLOGIYALARNI YANGILASHNING ASOSIY TENDENSIYALARI

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Annotatsiya:

Maqolada Orol dengizi va Orolbo'yi degradatsiyasi sharoitida shaxs va jamiyat ekologik madaniyatini shakllantirish muammosining falsafiy-pedagogik asoslanishi, talaba yoshlarni ekologik tayyorlash mazmuni va texnologiyalarni yangilashning asosiy tendensiyalari yoritilgan.

Kalit so'zlar: Orol, dengiz, degradatsiya, shaxs, jamiyat ekologiya, madaniyat, shakllantirish, muammo, falsafiy, pedagogik, talaba yoshlar, mazmuni, texnologiya, tendensiya.

Introduction

The violation of the ecological balance of nature in the relationship between man and the environment remains an urgent problem of the present time. Sustainable development cannot be solved without forming ecological consciousness and ecological culture, without harmonizing the relationship between man and nature. Education must be integrated into sustainable development. The ESD concept is conducting research on improving the content and results of education to solve the growing environmental problems facing our planet.



The world view of ecology, the interaction of ecosystems, national and universal values, and the aesthetic attitude of man to nature as an integral link between ecological consciousness and social culture allows for methodological approaches. Therefore, continuous environmental education and training of environmental specialists for the economy, the interaction of man with the environment and the nature surrounding him are the main environmental problems, especially today, as a result of the rapid growth of the population on Earth, the number of industrial enterprises is constantly increasing, natural resources are being used more and more, and the number and types of transport are increasing. As a result, the scope of anthropogenic changes in nature is expanding as a result of the cruel impact of man on the environment. In building a new Uzbekistan, the concept of environmental protection “Improving the ecological culture of the population, increasing the level of transparency of the activities of state bodies in the field of environmental protection, and strengthening the role of civil society are of great importance. In this regard, the development and adoption of the National Action Plan for the implementation of the Paris Agreement on Climate Change in Uzbekistan, the strategies for the transition of Uzbekistan to a “green” economy in 2019–2030, the formation of a new state management system in the field of environmental protection in order to achieve ambitious goals such as the prevention of environmental disasters in the field of sustainable development in the period up to 2030, and the need to improve the formation of ecological culture in students serving this goal.

As President Sh.M. Mirziyoyev noted at the 75th session of the UN General Assembly, “We propose to adopt a special resolution of the UN General Assembly on declaring the Aral Sea region a zone of ecological innovation and technology. It would be appropriate to introduce and implement the date of approval of this important document as the “International Day for the Protection and Restoration of Ecological Systems”.[4]. The implementation of regulatory and legal acts such as the Law No. 1563-IV dated 25.11.2021 “On measures to carry out effective parliamentary control over the implementation of tasks set within the framework of the national project “green space” in our country” serves as the main factor in the formation of environmental culture among students. The formation of an ecological culture among students of the Republic of Karakalpakstan is recognized by the international environmental movement as one of the important directions of pedagogical research and improvement of the education system, as well as general knowledge, skills, abilities and qualifications about the Aral Sea tragedy, which determines the relevance of developing the idea of forming an ecological culture among students of the Republic of Karakalpakstan.

The increasing tension between nature and man increases the need of the population, especially the younger generation, for theoretical and practical knowledge about ecology and environmental protection.

In fact, ecological culture is an integral product, a resultant aspect of ecological education, upbringing and development. A person who has reached this level is not only able to see or appreciate the beauties of our mother nature, but also tries to improve it with his practical activities, to change it again without damaging the natural balance for the prosperity of our nation.



However, an analysis of the practice of higher educational institutions in the Republic of Karakalpakstan shows that the level of ecological culture of most students remains low, and the eco-pedagogical training of professors and teachers does not meet today's requirements. As a result, attitudes of indifference and irresponsibility towards the environment still prevail.

A number of scientific studies have been carried out in the field of pedagogy on the topic of ecological education and upbringing, and teaching and methodological manuals have been published. In short, although the theory of ecological education and upbringing has its place, the essence of the problem of forming students' ecological culture in higher educational institutions of the Republic of Karakalpakstan is not being fully explained as an independent system. In this regard, it is necessary to emphasize the mutual misunderstanding, various scientific and pedagogical misconceptions and interpretations that have arisen among some pedagogical scientists and practicing teachers specializing in this field. This situation indicates that the issue of forming ecological culture in university students is being implemented ineffectively, with shortcomings and shortcomings in pedagogical theory and in the system of universities.

The content of the formation of ecological culture among students of the Republic of Karakalpakstan is not considered as a separate ecological educational system (a combination of ecological education, upbringing and development), but the components of the management of this system, that is, planning of ecological educational processes, preparation for its implementation, implementation, control and methodological service of the process, are still not revealed.

Most importantly, work in this area is being carried out without a system, without relying on a historical-pedagogical analysis of the issue, that is, without an objective assessment of the emergence, pace of development and prospects of the problem. This prevents its purposeful implementation as an order of the individual, society and the state, and the correct determination of future development directions. After all, without identifying the historical roots of the issue, without a comprehensive systematic assessment of its current state, it is impossible to adequately determine its development trends. The purpose of historical pedagogical research is to identify such patterns that would allow not only to study the recent and distant history, but also to determine the current state of the issue, and, more importantly, the future.

While the Soviet government considered the destruction of the Aral Sea to be the main culprit of this natural and anthropogenic disaster, the idea of using the Aral Sea and developing agricultural production belonged to pre-revolutionary scientists. In particular, A.I. Voeykov (1908) argued that the economic benefits of the Aral Sea with rational management of the economy are completely unjustified, since the income from it (fishing, sea transport) is much less than the benefits from the development of the economy and especially irrigated lands. The same idea was expressed in 1913 by Prince V.I. Masalsky, who was not a scientist, but the former head of the Water Management Department of Tsarist Russia, director of the Main Directorate for the Development of Russia. In his opinion, the main goal was to create a new Turkestan using all the water resources of the region and to develop tens of millions of hectares



of new land and supply raw cotton necessary for Russian industry. On November 14, 1872, von Kaufman wrote to Alexander II, saying that the time had come to demonstrate the power of the tsarist troops by launching a campaign against Kheva and capturing the capital of the khanate by crushing its troops. Kaufman also said, "We must think about the Aral Sea. We must ensure that the waters of the Amu Darya and Syr Darya do not reach the Aral Sea. These waters should be used for cotton. And water should be brought to the Aral Sea from Siberia. Only then will we be able to maintain Turkestan as a colony," and predicted the colonization of all of Turkestan through the drying up of the Aral Sea one hundred and forty years ago.

One of the aspects of the formation of the system of ecological and ecological competencies is the joint work of teachers and students in natural conditions on the study of local biocenoses of the Republic of Karakalpakstan. The Red Book, protected species, conservation status, biodiversity, protection of biocenoses, economic and environmental activity are defined as a priority block of basic ecological knowledge and ecological concepts.

As a result of the work done, the following ecological competencies are formed in students:

- the presence of ecologically sound behavior: responsibility for the results of their social and ecological activities;
 - research and exploration skills;
 - the ability to introduce the experience of past generations into the process of using natural conditions and resources;
 - the ability to identify and classify natural conditions and resources;
 - the ability to study, use, protect, and reproduce natural conditions and resources at the local level;
 - the desire and readiness for ecological self-education;
 - skills for rational management of nature in the system of the concept of sustainable development;
 - the ability to involve the problems of the social environment in local and regional research.
- Thus, environmentally friendly design and a healthy developing educational environment open up new opportunities and resources for ensuring the effectiveness of environmental education and creative self-development of students' personalities.

Students understand the importance of ecological culture for a person (from simple ideas to formal ideas, and in some cases to the implementation of values). They realize the contradiction to society of environmental violations that lead to imbalances in natural ecosystems, disrupt the harmony of the "nature - man - society" system. A rich stock of environmental knowledge allowed students to take creative initiatives in disseminating environmental information in the social environment.

Students who actively interact with the socio-natural environment aesthetically perceive the natural environment, experience, enjoy communicating with them, are interested in artistic examples reflecting the world of wildlife; acquire new ideas about the place where they live.



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