

MECHANISMS FOR IMPROVING ENVIRONMENTAL COMPETENCE

Sirojiddin Barakayevich Qorayev
Teacher of Chirchik State Pedagogical University

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.

EKOLOGIK KOMPETENTLIKNI TAKOMILLASHTIRISH MEXANIZMLARI

Sirojiddin Barakaevich Qoraev
Chirchiq davlat pedagogika universiteti o'qituvchisi

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 yetishmasligi, 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.

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.

Introduction

By the 21st century, human civilization has reached such a level in its historical and economic development that the human being is looking for answers to the questions of how he should live in the future, how his lifestyle and dynamics should be. It is necessary. Now humanity is required to be able to scientifically predict the factors of development a hundred years in advance, to determine the threats that may endanger human life, and to be ready for them from today. Today, man's attitude towards the environment has reached a state of ecological crisis, in which the crisis cannot be restored only by economic, technical and administrative measures. The scientific and technical development of the society, which considers man as the ruler over nature and the manager of nature, created the imagination of his unlimited power. Negative processes occurring in nature began to affect the quality of human life. The "pedagogical" rather than the "technological" method of solving environmental problems became clear, which consists in the formation of an ecologically sound young generation capable of managing a sustainable nature. [7].

It is a vital need for a teacher who has high ecological competence, professional mobility, independence, constantly improves his professional skills and abilities, and has the ability to improve his professional and creative growth. This gives the society the task of educating a student - a future teacher, who can take responsibility for his own knowledge and become a subject of improving his qualifications.

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

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

From the point of view of competence-based approach, the future teacher should not only have broad and deep knowledge, skills and competences in various fields of ecology, psychology and pedagogy, he wants to improve his knowledge and apply them in the educational process. It should take. It helps students not only to form a system of ideas about the world around them, the relations in the "man-nature" system, to teach the technologies of rational management of the environment, but also to develop rational and ecological aspirations and skills, to develop natural skills in the field of using nature. must explain the safe use of resources[3]. This idea about the nature of the competency-based approach to the environmental training of the future teacher is complicated by a number of contradictions:

- — Between society's need for environmentally sound teachers who are capable of effective environmental education and the sufficient efficiency of forming an ecologically sound personality of the 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 ecologically sound personality of the future teacher;
- — between the distribution of the new socio-ecological function of the teacher and the absence of a mechanism for correcting ecological pedagogical activity in terms of a competence-based approach to the system of career orientation and training of future specialists in higher education.

The identified contradiction between the need to form environmental skills of future teachers and the lack of professional environmental skills development is focused on the problem of finding ways to improve the effectiveness of environmental training of future teachers.

One of the possible methods of scientific research is to study the structure of the environmental competence of the future teacher, to develop its conceptual and prognostic model, and to search for the mechanisms of its development in the future specialist.

In recent years, a number of studies have been conducted on various aspects of the problem of the formation of a specialist's personality and 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 the professional competence of future teachers, it is related to the development of a unique model of the formation of the ecological competence of future teachers. there are problems.

The model of formation of environmental competence of future teachers should meet the purpose of their pedagogical education. Analysis of existing scientific concepts of teacher training allows us to comment on orientation:

- a description of the knowledge and skills that a graduate of a higher educational institution should acquire;
- abilities and skills (constructive, organizational, communicative, informational, educational, organizational, mobilization, research, self-improvement);
- taking into account the modern requirements of the society and the individual, describing the characteristics and characteristics of the person representing his moral, ideological and civil positions;
- requirements for the qualifications and skills of a specialist who must organize a system necessary and sufficient to organize a holistic process of forming a student's personality.

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

Therefore, a multi-component model consisting of professional activity structures, personal qualities and individual characteristics was used as a basis for building the structure of professional competence of a future teacher [4].

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



a person, his attitudes, characteristics, qualities, views, beliefs, behavior based on the interaction of teachers and students in various activities. [6].

Competency approach allows to identify important professional characteristics and qualities of a teacher: mental neoplasms combined with a system of personal qualities that help to form the environmental skills of a future teacher. These include:

- professional knowledge, skills, qualifications are combined with techniques and technologies of professional activity; important professional qualities; ecological and pedagogical thinking (intellectual sphere);
- needs for professional work; value trends in professional activity, motivation for environmental education and practical activity (motivational field);
- conscious ecological education is a series of control of the feelings of creating a comfortable mood of the entire pedagogical process (emotional sphere);
- goals, activity tasks and their conscious implementation; voluntary regulation; ethical and voluntary aspirations in the implementation of environmental education and practical activities (voluntary sector);
- mastering ecological-pedagogical strategies and technologies of professional activity, professional behavior that meets pedagogical requirements and ecological standards (subject-practical field);
- determination of success criteria; get information about the results; decision on correction; the legality of choosing environmental education and practical activities and its regulation (the sphere of self-regulation);
- professional pedagogical position; the system of relationships closely related to the content of professional activity, professional identity, the existence of a positive concept of "teacher - ecology" (existential sphere).
- We consider the environmental competence of the teacher as a specific type of professional competence, as one of the components that make up a part of the general competence of the teacher. The teacher's ecological competence develops interrelatedly with the teacher's ecological, communicative, psychological, pedagogical, social and methodological competences and represents their synthesis and inseparable unity [5].

We present as a whole the reference content indicators of the ecological component of personal and personal qualities of students, which form the ecological core of the person - the basis of the formation of environmental competences of future teachers.

It is known that the intellectual sphere consists of the qualities of the mind, cognitive processes, mental operations, cognitive abilities, educational abilities, knowledge and methods of action. Indicators of ecological competence in the intellectual sphere are: the 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, environmental protection not only for himself, but for all living beings. responsibility, developed cognitive abilities, flexibility of the mind (humanity, moderation, understanding). Value-semantic derivations serve as a basis for ecological and moral evaluation, including the ecological significance of social natural phenomena, behavioral and relational instructions in the "society-nature" system. Thanks to them, the behavior and activity



of a person is regulated and organized. Qualities such as intelligence and flexibility of mind are very important for solving the problems of sustainable development in the "society-nature" system, because they are self-expression and self-disclosure, the ability to take environmental responsibility and contributes to the desire.

REFERENCES:

1. "2017 — 2021 yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha Harakatlar strategiyasi"
2. "O'zbekiston Respublikasida Ekologik ta'limni rivojlantirish konsepsiyasi"
3. O'zbekiston Respublikasi Prezidentining Qarori, "Oliy ta'lim tizimini yanada rivojlantirish chora-tadbirlari to'g'risida", Toshkent sh., 2017-yil 20-aprel, PQ-2909-son.
4. Glushkova L. S. Сущностъ екологическоу компетентности учителиа. Педагогическое образование в Калининградской области: история, перспективы развития и сотрудничества: Мат-лы междунар. науч.-практ. конф. 19—20 декабря 2003 г. Калининград: Изд-во КГУ, 2004.
5. Glushkova L. S. Международное сотрудничество в селух формировауа екологических компетенсиу преподавателиа. Формирование профессиональной компетентности специалиста в условиях непрерывного образования / Мат-лы междунар. науч.-практ. конф. Калининград: Балтийский институт экономики и финансов, 2007.
6. Grebenyuk O. S., Grebenyuk T. B. Основы педагогики индивидуальности: Учеб, пособие. Калининград: Калинингр. ун-т, 2000.
7. Образование для устойчивого развития: Мат-лы семинара «Экологическое образование и образование для устойчивого развития» / Под ред. N. S. Kasimova. M.; Smolensk: Universum, 2004.
8. Peter Rellero, Dinah Zike. Ecology. USA, Glencoe. 2005.
9. To'xtaev A. Ekologiya. T.: O'qituvchi. 1998., 2001.
10. To'xtaev A.S., Haydarova H.N., Yakubjonova Sh.T., Xonxojaeva N.B., G'ulomova A.R. "Umumiy ekologiyadan laboratoriya mashg'ulotlari". T., 2005 y.

