

DEVELOPMENT OF ECOLOGICAL COMPETENCE OF FUTURE TEACHERS IN HIGHER EDUCATION INSTITUTIONS

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Abstract

As the importance of continuous environmental education, in particular in pedagogical educational institutions, has been established this article describes topical issues and requirements for the formation and development of an ecological worldview in our country. Their theoretical, and historical foundations are analyzed as well issues of the development of the ecological competence of future teachers are analyzed.

Keywords: Ecological consciousness, ecological culture, behavior, competence, worldview, ecological values, ecological problem.

Introduction

Another characteristic of the era of globalization is the aggravation of environmental problems, the complexity of regional environmental issues. One of the important issues is to find a positive solution to the problem of deepening the understanding of the new content of ecological competence, its moral and ethical principles, a responsible approach to nature, the preservation of natural resources, their rational use, and the enrichment of flora and fauna in the minds of future pedagogues. Therefore, the need to improve the mechanisms of development of environmental competence of future pedagogues in the process of higher education is an urgent problem of social pedagogy.

Current scientific research in the field of pedagogy shows that nature is not only a source of consumption for humanity, but also an important factor in raising the spirituality of young people, educating the moral, spiritual, educational and aesthetic worldview, and developing the environmental competence of future specialists. Therefore, maintaining the purity of nature, enriching and protecting its elements, and regularly improving the system of rational use of natural resources not only guarantees the social and economic prospects of our country, but also contributes to the spiritual maturity of the next generation, including the environmental competence of future pedagogues through continuous education. In the current period, the issue of effective use of educational opportunities to improve the mechanisms of development of environmental competence in future pedagogues through means of continuous education remains important.

The rich spiritual and cultural heritage and national values of the Uzbek people are important in developing the highest human qualities, including environmental competence, in future pedagogues. Ecological scientific conclusions of Uzbek thinkers, pedagogic scientists, which



ensured the development of world science, occupy a special place among national values according to their pedagogical (educational) ecological essence. The use of scientific and pedagogical views on ecology, which were put forward by them and help to develop the attitude of respecting nature, the positive attitude towards the environment in the minds of students, and the sense of responsibility for nature protection, is necessary for the effectiveness of environmental education even today and in the future. Development of environmental competence among pedagogues is considered an important ideological basis.

Materials and Discussions

One of the strategic tasks of modern education is the task of forming a person with a global mindset and a high level of ecological culture. Superficial knowledge of modern ecology, its focus on satisfying people's vital needs, creates the need to involve the young generation, regardless of their specialty, in solving environmental problems. Inadequate environmental education in universities consists of the following: firstly, the low level of school environmental education; secondly, the lack of educational materials and the technical base of universities; thirdly, separation of theoretical, practical and motivational components of education. Some of these reasons are explained by the fact that the concept of "ecological education" has recently entered scientific discourse, others are explained by the underestimation of the depth of the ecological crisis in a society busy with economic crisis.

The formation of environmental competence of students implies their acquisition of environmental knowledge, which helps to understand the importance of problems arising from the interaction of nature and society. Knowledge turns into faith and lays the foundation for students' ecological awareness and outlook. In turn, the worldview determines the students' ideals, values, and their attitude to nature. Value orientations, attitudes towards nature are found in students' actions, deeds, behavior, habits, that is, ecological behavior is the result of the implementation of the content of ecological consciousness and is manifested in ecological activities.

The basis of the competence of a young professional is the main feature of education, which provides the opportunity for self-education. Studying the essence of ecological culture and the definitions of ecological competence of specialists allows us to interpret ecological competence as a professional personal characteristic based on the integration of knowledge, skills and ethical attitude to nature in the field of ecology. Environmental competence is becoming the most important component not only of the professional competence of a specialist of the most diverse profiles and levels, but also of human civil competence, his social adaptation to life in a modern ecologically changing environment. Important factors affecting the formation of students' ecological competence are: the environmental situation in the region and the country; interests and needs of students in environmental activities, socio-economic conditions of human life, level of ecological culture of society, mass media, attitude of students to environmental education, practical experience of environmental activities of students, etc. The priority of environmental education and recognition of it as comprehensive and continuous, first of all, determined the need to green the educational system, and secondly, the organization of special environmental and professional education.



Today, significant changes are taking place in the field of professional training of specialists. The purpose of professional education is to prepare a specialist who has competence, knows his profession well and is well aware of interconnected areas of activity, is ready for continuous professional growth, and this should ensure the maximum need for personal potential of each university graduate, recognition by others and awareness of his importance. The intermittent nature of modern environmental knowledge, its focus on meeting the vital needs of a person, creates the need to involve young people in solving environmental problems, regardless of their professional choice.

In order to form the environmental competence of students, it is necessary to create pedagogical conditions that allow students to determine their personal attitude to the environment, ecological activities, to reveal their creative abilities in ecological activities. environmental education should be organized in such a way as to ensure the formation of sufficient knowledge and skills in terms of scope, level of awareness, and thoroughness, necessary for further ecologically competent life activities. In addition, the educational process (including environmental education) should be of a controlled nature: to focus on achieving the planned result, to improve the quality of all conditions necessary for the formation of environmental competence of university students.

Ecological knowledge is a developed idea of the environment, man's place in it, his dependence on the state of animate and inanimate nature. The content of ecological knowledge includes: the presence of ideas about: methods of analysis and modeling of ecological processes; consequences of anthropogenic impact on the biosphere; planning measures for its protection; ecological principles of rational attitude to nature; goals and objectives of environmental education; programs, textbooks and manuals(Araújo, & Bizzo, 2015).

This is a holistic dynamic quality of the student, in our opinion, it involves the functioning of axiological-motivational, knowledge-information and technological-reflexive components. The basis of the axiological motivational component is: the need of students to carry out environmental activities, a conscious responsible attitude to the environment, and so on.

Components of the knowledge and information component are awareness of environmental issues, deep and diverse knowledge of students in the disciplines of the chosen specialty, pedagogy, psychology, specific teaching methods and more. Leading methodological skills that characterize the technological and reflexive component of the studied personal quality of the student biologist are the mastery of methods and techniques for the development of environmental competence of primary school students. According to Kotyash (2019), ecological knowledge is professionally necessary because it forms students' scientific worldview, contributes to the correct understanding of processes and natural phenomena, patterns of functioning of living organisms, their groups and the biosphere as a whole as a global ecological system that stimulates interest in their knowledge and concern for the environment. In the general scientific interpretation, ecological knowledge expresses the generalized experience of mankind, which contains facts, principles, ideas, concepts, laws, hypotheses, theories, conclusions. In the personal sense, environmental knowledge is part of the experience of the individual, which includes information about certain phenomena or processes and human attitudes to them. The formation of competence focuses on developing



their own models of behavior in different situations, their author's approbation, as well as adaptation to the value orientations of the individual.

Conclusion

Ecological competence of the future teacher is an integrative formation of his personality, which contains knowledge, skills, skills of nature conservation, is manifested in a conscious value attitude to solving problems of environmental protection, allows to form environmentally sound models of behavior in appropriate situations, make informed decisions as well take responsibility for their consequences to themselves, their students and society.

Development of environmental competence among future teachers is one of the priority conditions for ensuring environmental safety. After all, environmental safety is considered a component of maintaining the balance of the natural environment in the conditions of anthropogenic and man-made influences. Ecological safety means natural and man-made safety, which primarily reflects the state of nature protection, describes the level of its protection, and refers to the protection of nature and, first of all, the person himself.

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