EMERGENT: JOURNAL OF EDUCATIONAL DISCOVERIES AND LIFELONG LEARNING (EJEDL)
ISSN: 2776-0995 Volume 3, Issue 12, Dec., 2022

SOCIAL-PEDAGOGICAL BASIS OF DEVELOPMENT OF ECOLOGICAL COMPETENCE OF FUTURE PRIMARY EDUCATION TEACHERS THROUGH INFORMATION TECHNOLOGIES

Makhfirat Amirova Muzaffarovna
Termiz State Pedagogy Master of the Institute
e-mail: amirovamaxfirat@gmail.com

Abstract
In the article, the socio-pedagogical foundations of the development of the ecological competence of future primary education teachers through information technologies and about ecological education, primary school, educational process, ecological culture, use of funds, educational process, creativity created by students, science educational and methodological complex, mother earth detailed information is given .

Keywords: ecological education, ecological culture, information and communication technologies, educational competencies.

INTRODUCTION

Due to the relationship between nature and humanity, the ecological situation has become extremely acute. The ecological situation on the planet is getting complicated put the issue of solving a number of tasks before all humanity[10].
In addition to being a part of nature, man continues to influence nature in new ways in his life activities. This leads to a change in the state of the ecosystem, especially to a violation of quality and quantity indicators in nature. As a result of such activities, the condition of the Earth's planet: atmospheric air (climate) , soils, waters, plant and animal life has changed, air , water and soil pollution and the need to protect them have arisen[11]. If humanity's negative impact on nature continues, environmental crises may arise at the local, regional, and global levels.

DISCUSSION AND DEBATE

The drying up of the Aral Sea and the destruction of the Aral Sea ecosystems are a vivid example of this, and harmful sandy-salty areas (Arolkum) are appearing in the dry place of the Aral Sea. This process causes many environmental problems not only for Uzbekistan, but also for all countries in Central Asia. In particular, the increase of various dangerous diseases, the death of livestock and other animal species, as well as the unfitness of the land for agriculture and other serious problems among the inhabitants of the Aral Bay[15].

The present and future of the development of nature and human civilization, as well as the nature and society of Uzbekistan, largely depend on the solution of environmental problems and the implementation of sustainable development programs[12].

address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Supreme Council (2020), the continuation of the unprecedented work started to mitigate the consequences of the Aral tragedy, the expansion of forests on the dry bottom of the sea, the establishment of "green belts" around the cities of Nukus, Urganch and Khiva, He emphasized the need to develop a comprehensive program of measures until 2025 to prevent the impact of industrial development on the environment, to develop a project of the Ecological Code, involving influential international experts[13].

At the 75th session of the General Assembly of the United Nations Sh. As Mirziyoev noted, " We propose to adopt a special resolution of the United Nations General Assembly on declaring the Aral Bay region as a region of ecological innovation and technology." It would be appropriate to introduce and implement the date of approval of this important document as " International Day of Protection and Restoration of Ecological Systems " .

Also, the Constitution of the Republic of Uzbekistan states that " Citizens are obliged to take care of the natural environment", which means that every citizen should turn his duty to nature into a way of life[16]. For this reason, consistent practical work is being carried out in the field of environmental protection, rational use of natural resources, improvement of sanitary and ecological conditions in our country[1].

It is worth noting that at the initiative of the President of the Republic of Azerbaijan, the priority directions of the state policy in the field of environmental protection, the prevention of violations of laws in the field of nature protection, the introduction of effective mechanisms for their detection and prevention, state bodies for the sanitary and ecological condition of the republic's settlements, the economy strengthening the personal responsibility of managers and citizens, as well as the ratification of the "Paris Agreement" of the Republic of Uzbekistan on climate change (Paris, December 12, 2015), the implementation of work related to solid household waste in 2019-2028 and the "green" of the Republic of Uzbekistan in 2019-2030 » strategies for the transition to the economy[14], a new state management system in the field of environmental protection has been formed, a number of important regulatory and legal documents have been formed in the direction of ambitious goals such as achieving national goals and objectives in the field of sustainable development until 2030 adopted, strategic and programmatic documents were updated[2].

Decision of the Cabinet of Ministers dated April 6, 2017 No. 187 "On approval of state educational standards of general secondary and secondary special, vocational education" Decree No. PF-5538 of the President of the Republic of Uzbekistan dated September 5, 2018 " On additional measures to improve the public education management system", "On measures to provide financial independence to state higher education institutions[16]" PQ-61 dated December 24, 2021 No. "On the Development Strategy of the New Uzbekistan for 2022-2026" No. PF-60 dated January 28, 2022 Cabinet of Ministers dated December 8, 2018 " On Measures to Organize International Research in the Field of Education Quality Assessment in the Public Education System" 997 of the President of the Republic of Uzbekistan Decree No. PF-5712 dated April 29, 2019 " On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030" , Resolution No. 434 of the Cabinet of Ministers of May 27, 2019 "On approval of the concept of development of environmental education in the Republic of Uzbekistan", Decision No. PQ-4467 of the President of the Republic of Uzbekistan dated September 30, 2019 "On measures to radically increase the effectiveness of extracurricular education in the public education system"[15], Cabinet of Ministers ' decision dated December 31, 2019 "On measures to approve the concept of moral education and its implementation" "Decision No. 1059, Law of the Republic of Uzbekistan on September 23, 2020 " On Education", Decree No. PF- 6097 of the President of the Republic of Uzbekistan dated October 29, 2020 "On Approval of the Concept of Development of Science until 2030", 2020 This dissertation research serves to a certain extent in the implementation of the Decree No. PF-6108 dated November 6, 2008 "On Measures for the Development of the Education and Science Sectors in the Age of New Development of Uzbekistan" and similar regulatory and legal documents[4].

In the general secondary education system, knowledge, skills, competences and competences aimed at the formation of ecological culture and the theoretical foundations of ecology are provided on the basis of coherence in the content of the existing academic subjects, covering the stages of primary education (grades I-IV) and general secondary education (grades V-XI) . became a whole. In particular, in primary grades, students learn about water conservation and preservation, the importance of atmospheric air and its protection, rational use of land resources and underground resources, protection of flora and fauna, waste collection and settlement, preservation of the beautiful and unique nature of Uzbekistan, active participation in the preservation of the nature of the village (or city) where he lives, to have general knowledge and skills about nature reserves and nature parks in Uzbekistan, as well as the tragedy of the Aral Sea, which shows the urgency of the problem of environmental education of elementary school students determines[17].

The fact that the science of environmental protection and its related educational and educational ideas are reflected in national-spiritual sources such as "Avesta", "Holy Qur'an", Hadith science, folk pedagogy indicates that the problem has a historical-pedagogical aspect[5].

In particular, Central Asian thinkers and scholars expressed valuable opinions about nature, its components and its balance, flora and fauna, respect for the environment, and responsible treatment at a time when scientific ecology had not yet emerged. Among them, Al-Bukhari, At-Tirmizi, Abu Rayhan Beruni, Abu Ali ibn Sina, Mahmud Kashgari, Yusuf Khos Hajib, Ahmad Yugnaki, Muhammad ibn Musa Al –Khorazmi, Abu Nasr Farabi, Amir Temur, Mirza Ulugbek, Alisher Navai, Zahruddin Muhammad In the works of Babur, Abdurahman Jami, Husayn Vaiz Koshifi, the solutions to such problematic issues as nature and society, their interrelationship, environmental protection, preservation of natural resources, their economical use, and respect for nature are scientifically and practically justified at the level of that time. These indicate that the issue of educating children to care and be responsible for the environment, to form love for their country, the nature of the Motherland, is the historical roots of today's environmental education[6].

In the world L. Berg, I. Gerasimov, E. Girusov, N. Dubinin, Yu. Israel, G. Kojevnikov, K. Losev, D. Meadows, T. Miller, N. Moiseev, Yu . Odum , A. Pechchei, N. Reimers, V. Rozanov, V. Sukachev, R. Whittaker, A. S. Schwartz, A. Yablokov, E.V. Major foreign scientists such as Khokhlova made a great contribution to the development of general ecology and nature conservation[7].

Uzbek scientists: A. Abulkasimov, Z. Akramov, L. Alibekov, P. Baratov, U. Beknazarov, T. Zohidov, A. Muzaffarov, A. Mukhamadiev, M. Mukhamedjanov, S. Nishanov, Sh.T. Otaboev, A. Rafikov, A.S. Tokhtaev, M. Umarov, J. Kholmo'minov, Yu. Shodimetov, A. Ergashev, P. Various aspects of ecology, nature use and environmental protection were scientifically researched by Ghulomov and others. These sources were used as a methodological basis and program during the research[18].

Since the second half of the 20th century, with the actualization of the science and practice of nature protection and ecology, attention has been paid to the research work on nature protection and environmental education and training. In particular, Russian scientists, including academician I.D. Zverev, A.N. Zakhlebnyi, S. K. Matrusov, I.A. Rykov , A.P. Sidelkovsky, I.T. Suravegina, I.N. Ponomareva, I.V. Tsvetkova and others carried out research on pedagogical and methodical problems of environmental education and upbringing in the general secondary education, in particular, in the primary education system[8].

Foreign countries , Christian Guet, Jenefer Gonzalez, Heba El-Degaidi, Irina Katane, M. Kolpa, SV Krasnozhon , Maria Saxton, Monica Green and others researched various aspects of environmental education in primary education and the formation of students' environmental culture .

Issues such as "Concept of Continuous Environmental Education" in Uzbekistan, DTS from ecology, providing environmental education to students in teaching natural sciences, development of environmental education in Central Asia, prof. E.O. Studied by Turdigulov[23-32]. In the process of teaching academic subjects, the problems of environmental education and upbringing of students, their purpose, tasks, content, form and methods have been researched by a number of pedagogic scientists and reasonable conclusions have been drawn. In particular, Sh. Avazov, N.O'. Nishonova, L. Khudoyberdiev, M.M. Mirbabaev, M. Nishonboeva, A.T. Hayitov, B. Kulturaev , I.Sh. Ismatov, V.N. Sattarov , Yu.Karimov, N.Sh. Bozorova, F. U. Jumanova, M.E. Musaeva , P.U. Berdanova, X.A. Rakhmatova, T. Bekturov, K.B. The effective researches of Mukhammadiev et al. can be mentioned separately[19].

Environmental education for preschool children L.T. Shonasirova , G.O. If it is reflected in Komilova's research, the problems of environmental education and upbringing in primary grades M.A. Yuldashev, G.A. Sultonova, N. Ashurova, M.B. Rahimkulova, N.M. Egamberdieva, M.D. Rahmatullaeva, Sh. Mirzakhmedova, M.M. Alikulova, N.J. Isaqulova, A.R. It was carried out by Meliboev and other researchers . In these studies, the problems of environmental education and upbringing in primary classes , its historical development and current state, as well as its content, method, forms and tools are based on scientific pedagogical and methodological aspects[9].

From the analysis of scientific pedagogical literature and completed studies, it became clear that special studies on the principles and technology of environmental education of elementary school students have not been conducted to date. Also, the analysis of the practice of environmental education in primary grades showed that the following imbalances and conflicting situations have arisen regarding the environmental education of students[20]:

- the content of current curricula and textbooks on the pedagogical aspects of the development of environmental competence of future primary education teachers through information technologies does not allow effective application of the principles and technologies of environmental education in many cases[21];
- Pedagogical aspects of developing environmental competence of future primary education teachers through information technologies are not fully scientifically based and developed;
- The system of knowledge, skills, qualifications and competencies in the content of pedagogical aspects of the development of environmental competence of future primary education teachers through information technologies is not systematized

in accordance with the technologies based on the use of interactive methods and methods of environmental education;

- Pedagogical aspects of developing environmental competence of future elementary education teachers through information technologies and the possibilities of using other modern didactic tools have not been fully explored[22].

CONCLUSION

The above-mentioned inconsistencies and conflicts created the need to solve the problem of ecological education at the level of the current demand in a scientific and pedagogical manner. This necessity made it possible to form the topic of this research as an urgent pedagogical problem waiting for its solution **: "** Development of environmental competence of future primary education teachers through information technologies".

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