

ECOLOGICAL EDUCATION AND EDUCATION AS A COMPONENT PART OF ECOLOGICAL CULTURE

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Annotation

This article focuses on the trends in the study of environmental security issues in world science and environmental problems have become a global problem in world science. Therefore, not only one or two countries, but also many countries that are thinking about the balance of the world around us, have focused on solving this problem. The environmental crisis and problems that are spreading around the world today mean that it is necessary to treat nature correctly and pay more attention to it. In particular, it was written that solving this problem has risen to the level of state policy in Uzbekistan.

Keywords: culture, cognitive, acmeological, axiological factors, students, natural sciences, natural literacy.

Unfavorable environmental situation in the use of scientific and technological progress creates an environmental risk of universal importance in terms of scope. Causes of ecological risk Coordination of interdisciplinary relations between nature, society and technology and prevention of ecological risk has become the main problem of today[1]. Through ecological education and upbringing, students acquire knowledge about the Earth, where there is only life in the universe, knowledge about their habitat, the world around us, nature and the interrelationship of objects. theoretical worldviews, ecological systems (ecosystems) of one's own country and homeland, their emergence, evolutionary development, anthropogenic changes, laws of distribution in space and area, their powers, wealth, state, future perspectives, national, regional and global relations of nature and society, practical environmental skills and competences, understanding and solving problems related to the protection of the earth's surface environment, the rational use of its resources and the restoration of damaged natural systems Environmental education and training is formed and developed depending on the decision-making competence of the people who choose them[2].

In the "Concept of Development of Ecological Education" it is emphasized that the content of the state educational standard and curriculum of general secondary education should be enriched with the following skills: knowledge and skills that serve to form an ecological culture in students. and extensive assimilation of skills into the content of education, implementation of environmental knowledge within academic subjects, enrichment with practical tasks that allow them to be used in practice (transition from theory or discussion to practice), mathematics, basic sciences of



economic knowledge enriching its content with concrete economic-ecological issues related to saving, relying on pedagogical principles such as "from simple to complex", "integrity and continuity" in imparting environmental knowledge, organizing targeted activities that ensure the gradual formation of ecological culture and education[3].

Environmental safety culture can be compared as an integral part of environmental culture. Therefore, the student's acquisition of the knowledge competence of environmental safety culture reflects his ability to protect himself from natural hazards in the environment.

In the model proposed by us , students learn the stages of formation of environmental safety culture , didactic principles (person-oriented, humane, individual, subjective), natural literacy competencies (context, knowledge, attitude), natural -scientific contexts (private , local, global), types of scientific knowledge (related to the content of science, methodological, epistemic), the cognitive level of assimilation of environmental knowledge (high, medium, low) , an improved mechanism based on integration with visual educational technologies is reflected.

The model we would like to propose is implemented in three stages. In the first stage, to study the level of formation of knowledge of the interdisciplinary environmental safety culture of primary school teachers and the possibilities of increasing students' interest in interdisciplinary studies[4].

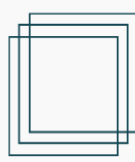
In the second stage , the effectiveness of the method of interdisciplinary improvement of ecological safety culture, and the assessment of ecological knowledge based on interdisciplinary communication, the level of mastery of students' knowledge, skills, qualifications and competences through educational and test tasks of creative description .

At the third stage, increasing students' interest in interdisciplinary studies based on motivational, cognitive, practical-active and reflexive components.

The model was developed based on the requirements of DTS. Based on the purpose of the research, the model corresponding to the components of the meaningful basis of evaluation was divided into the following three main parts: objective, process and result block[5].

In the targeted block, the definition of the process of interdisciplinary formation of environmental safety culture among elementary school students was analyzed based on modern approaches. In order to put scientific and theoretical knowledge into practice, research stages were defined. Experimental work was organized in the content of the preparation stage (seeing preparation, creating a comfortable environment), pilot-test stage (diagnostic methodology, questionnaire survey) and data processing stage (results processing)[20].

The procedural block determines the sequence of stages of evaluation and the effectiveness of the methodology of interdisciplinary teaching of eco-content topics, as



well as the design of lessons and extracurricular activities at this stage, the selection of optimal teaching methods and tools, the teacher and the student a vivid expression of the diagnosis of activity productivity is observed[6].

In the course of the experiment, the methodology and questionnaires enriched with diagnostic materials in the content of "Life values", "Ecological vision", "Safe activity", "Safe healthy skills" were used. According to the results of the interview, it was possible to identify the difficulties encountered in the teaching methodology of elementary school teachers by combining the topics of "Ecological safety" on the basis of interdisciplinary connection[19]. Through the analysis of the results of the diagnostic methodology, the activity content of primary school teachers was determined[7].

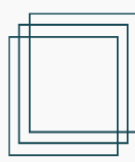
Interviews with primary school teachers revealed difficulties in establishing interdisciplinary communication. During the experiment, it was conducted in order to collect information on the interdisciplinary environmental safety culture, to prove the effectiveness of the proposed methodology, and to make suggestions and recommendations. In the process of improving the culture of interdisciplinary environmental safety, it was argued that it is important to explain to students the level of formation of educational activity among students.

The idea created on the basis of the diagnostic-assessment model of environmental safety culture among students is aimed at building an individual trajectory of timely diagnosis and formation of it for the student, prevention of environmental problems.

In our opinion, in the interdisciplinary formation of the culture of environmental safety, any activity or action acquired on the basis of the acquired environmental knowledge of the student is in accordance with the ability to perform it in new conditions.

Therefore, the culture of environmental safety in elementary school students is to develop environmental responsibility, respect and respect for values, with a sense of high awareness and responsibility, which represents the spiritual and cultural world of positive significance for the student's surroundings and educational activities. self-expression, concern for one's life and health, active participation in environmental protection as an acceptable means of eliminating dangerous factors that threaten human activity, not to harm the material and environment, to respect it, to use natural resources wisely, is formed on the basis of self-awareness, human-nature-society unity, environment and creation of ecologically favorable conditions important for the life and development of future generations[8].

Ecological safety culture is an eco-pedagogical activity that is formed and develops during the student's life, and in its formation on the basis of interdisciplinary connections, along with personal qualities, the acquired environmental knowledge, skills, skills and competencies play a key role. The cultural-cultural approach is considered by us as a mechanism for forming the student's environmental safety culture[18].



Eco-pedagogical diagnosis in the formation of environmental safety culture among primary school students should be considered based on two different approaches. First, to assess the extent to which the environment affects people. Secondly, to determine the degree to which the manifestation of qualities and qualities acquired by the student affects the change of the environment[9].

Ensuring environmental safety is one of the priority tasks that need to be implemented today. In our opinion, ecological safety should be built on the basis of the following components, which are closely related to each other: motivational, cognitive, reflexive, practical-active components.

On the basis of the motivational component, the concept of environmental safety, the need and interest to know its content was formed in students[10]. This component is based on beliefs formed in the relationship between society and nature, including the planning of student activities, diligent study, needs, curiosity and personal relationships, independent study in improving the quality of knowledge, values and personal views. It is based on the upbringing of beliefs such as responsibility, duty, conscientiousness, non-violence, preservation of the integrity of nature, feeling that each of us is an integral part of nature, protection from dangers and threats in the environment, love of life, preservation of nature for future generations[11].

The cognitive component serves to form the skills, skills and competences of the student to understand, apply and reason about educational tasks of environmental content.

Cognitive about knowing in the field, the student's skills of understanding, memorizing, recalling, describing and giving practical examples related to life are cultivated.

Application cognitive in the field, students compare, classify, determine relationships, interpret and explain information, effectively use natural models[12].

Cognitive about reasoning in the field, the skills and competences of analyzing, synthesizing, posing problematic questions, putting forward ideas and hypotheses, evaluating, justifying, concluding, predicting, summarizing, small research and designing are formed. In this way, students learn scientific knowledge of the existence of a safe environment and living conditions, and learn to make decisions in emergency situations[17].

The more responsibly we approach the issues of human life and health safety, the more well thought out the society's efforts to preserve the social and natural environment will be. In this respect, the cognitive component of the model includes methodological approaches: axiological, cultural (cultural), situational, activity-based . In accordance with these methodological approaches, the goal of eco-pedagogical education was determined and specific tasks were determined based on the eco-pedagogical activity of the student[13].

Teaching on the basis of interdisciplinary communication requires different forms of education to ensure the effectiveness of students' understanding of the educational material.



This form of interdisciplinary education is a way of existence of the educational process, a shell for its inner essence, logic and content. This process takes into account the basic and subject-related competencies of the student as an external expression of the educational activity organized by the teacher and the student in a certain order, according to a specific purpose.

Education based on the competence approach develops students' independence in learning, active citizenship, initiative, rational use of mass media and information and communication technologies in their work, and healthy competitiveness in their professional activities. This increases the practical importance of natural science in the formation of basic competencies necessary in human life[14].

Summary. In the interview with the teachers, it was conducted in order to identify the difficulties encountered in the establishment of interdisciplinary communication, as well as to collect information on the interdisciplinary environmental safety culture, to prove the effectiveness of the proposed methodology, and to give suggestions and recommendations. In the process of improving the culture of interdisciplinary environmental safety, it was argued that it is important to explain to students the level of formation of educational activity among students.

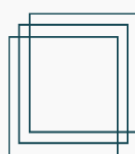
students is aimed at building an individual trajectory of timely diagnosis and formation of it for the student, prevention of environmental problems.

In our opinion, in the interdisciplinary formation of the culture of environmental safety, any activity or action acquired on the basis of the acquired environmental knowledge of the student is in accordance with the ability to perform it in new conditions.

Therefore, based on the above data and analysis, the following conclusions were reached:

1. Full expression of environmental responsibility, respect and respect for values, with a sense of high consciousness and responsibility, which represents the spiritual and cultural world in which the culture of environmental safety is of positive importance for the student's surroundings and educational activities, to take care of one's life and one's health, to actively participate in environmental protection as an acceptable means of eliminating dangerous factors that threaten human activity, to avoid material and environmental damage, to respect it, to use natural resources wisely, to - is formed on the basis of self-awareness, human-nature-society unity, environment and creation of ecologically favorable conditions important for the life and development of future generations[15].

2. The components, criteria and indicators aimed at students' scientific complex interpretation of information and evidence about the overall picture of the world, enriching their perception and imagination, self-awareness, and organizing independent activities have been clarified[16].



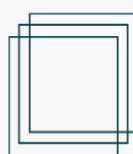
3. In order to achieve the goals of interdisciplinarity in the educational process, consistency of didactic communication is established in the curriculum and topics of education, mother tongue and reading literacy, natural sciences, and solve problems related to environmental safety among students. acquisition skills were formed.

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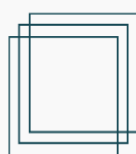
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