

# Improving Ecological Education of Future Teachers on the Basis of Conceptual Principles

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## ABSTRACT

Conceptual principles in ecological education of future teachers, primary school, educational process, ecological culture, use of funds, educational process, creativity created by students, science teaching methods bars, main floor.

**KEYWORDS:** *teacher, environmental education, conceptual approach, environmental culture, technology, educational competencies*

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## INTRODUCTION

One of the main principles of sustainable development of mankind in the XXI century should be considered, first of all, as a priority of environmental education for all segments of society and the younger generation. The most important link in the system of continuing environmental education is the primary school, where the foundations must be laid for a conscious and responsible attitude towards the natural environment as a social and personal value. But this is only possible if the teachers are properly trained.

One of the main directions of modern education is the greening of all areas of the educational process, the implementation of which is possible in the context of continuous environmental education and enlightenment. The most important link in the system of continuous environmental education is the school, where the foundations must be laid for a conscious, responsible attitude to the natural environment as a social and personal value. However, this can only be done if the teachers themselves are properly trained. One of the factors in modernizing the entire education

system is to instill an ecological culture in students, given the annual influx of young teachers into schools.

## LITERATURE ANALYSIS AND METHODOLOGY

President of the Republic of Uzbekistan Shavkat Mirziyoyev in his speech at the solemn ceremony dedicated to the Day of Teachers and Coaches on September 30, 2020, said: In a word, they must be advanced representatives of our time and society, who can apply positive innovations in the educational process, have deep knowledge and worldview "[1].

In this regard, on the initiative of the President, it is proposed to implement a special program to actively involve young people in building a "green economy". It was noted that this will create a great opportunity for the formation of a culture of "green" consumption in the future [2].

## DISCUSSION

Environmental issues are of universal importance, and the determination of human destiny and values

requires the integration of different worldviews on the basis of common interests. This requires a universal methodology that goes beyond local, national, class and party interests. Based on these principles, in the system of continuing education, alternative education based on the environmental interests of different disciplines will depend on the solution of the following methodological tasks:

destroying the ecological perspectives of various academic disciplines while maintaining historical and logical consistency in certain environmental concepts, terms, and definitions.

identification of global, regional, regional and national environmental problems of certain disciplines and alternative ways, means and methods of solving them on the basis of common interests. To solve these tasks, it is necessary to do the following:

In order to ensure continuity and continuity in the teaching process in different courses of each subject, it is advisable to develop plans with a clear vision based on the principle of going from simple to complex. For example, in the field of biology, if the coverage of environmental issues is defined by specific chapters, sections, themes, and is constantly and consistently developed, then in the next stages - a certain basis for the ecology of biology. The implementation of such a methodological task applies to all academic disciplines in higher education. In general, this process is manifested in the horizontal and vertical directions [3].

In the horizontal direction, the ecology of different disciplines integrates, complements each other and serves to form a systematic ecological knowledge, a relatively universal activity.

In the vertical direction, they differentiate themselves in any field of study and gain deeper and more complete theoretical knowledge, practical experience and skills.

The effectiveness of environmental education depends on the nature of this connection. Also, the specific horizontal and vertical connections of theoretical, practical, organizational, methodological, didactic aspects of general education in different areas have a positive impact on the effectiveness of environmental education.

In higher education, it is necessary to pay special attention to the following in the implementation of environmental education for future teachers:

The age of students, the scope of knowledge, special living conditions, the importance of environmental material, their interests are taken into account. should also include.

The future teacher must have the ability to educate students in an ecological spirit and develop an ecological culture. The prospective teacher should feel this process in the student stage and be ready for it. In this regard, the prospective teacher should be aware that environmental activities include environmental materials taught to students in the classroom:

- be able to identify environmental practical tasks, problems and plan the educational process in this regard;
- be able to determine the technical, technological processes, methods of environmental performance;
- be able to relate the studied materials to local, regional, global environmental problems;
- be able to connect the studied environmental materials with historical, national, universal values;
- to be able to logically and historically alternate environmental education tasks between subjects and classes [4].

The effectiveness of environmental education largely depends on the discipline of environmental education. It is didactic to distinguish between the discipline of environmental education and the discipline of environmental education. The education of environmental discipline is an integral part of the overall process. It is of fundamental importance in any continuing education process to ensure the link between general social discipline and the formation of the discipline of environmental activity. To do this, first of all, it is necessary to identify a set of specific environmental knowledge, categories that are directly related to the discipline of general social, economic, political, spiritual relations. The future teacher must be scientifically and methodologically prepared to: "Environmental cocktail discipline"; "Environmental planning discipline"; "Environmental management discipline"; "Discipline of ecological culture"; "Environmental legal discipline"; "Ecological aesthetic discipline"; It is necessary to explain to students that one of the main problems of education is to form the content of concepts such as "environmental ethics, moral discipline" and turn them into practical skills [4]. This will depend not only on the teacher's level of knowledge and pedagogical skills, but also on his personal example.

In preparation for each lesson, the future teacher should have a clear idea of how to introduce new concepts into the ecological knowledge of students, the system of ecological concepts learned in previous

lessons, their ability to connect with previously acquired concepts in historical, logical terms. I should and should do it. The completeness of students' knowledge is reflected in their ability to relate it to the interests of the environment. It is not possible to automatically shape the personal ecological qualities of students who have a sufficient level of knowledge in the field of environmental protection.

This requires that the set of environmental knowledge, culture and values that the student learns be linked to the common interests of society and become vital needs. For example, a child understands the need to protect the environment, but he does not follow it in his daily activities, the reason for his indifference is that his ecological knowledge has not become a belief, a moral norm. Protecting the environment is not something that can be achieved by educating the student. It is necessary to inculcate ecological content in the various socio-economic, spiritual and political relations of students. Then this task can be solved. In order to nurture a young person who has a sense of environmental need, responsibility, and a strong commitment to progressive activism, it must first and foremost be linked to the environment in which students live, a direct part of the environment. Is there any reason to be upset with the young people who are staring at the water flowing in vain if we do not nurture the notion of "people's", "ours", "mine" in relation to natural resources, the responsibility and duty of certain personal relationships of students? The student has no life experience, lives in the arms of his parents, and does not yet fully feel the deep and broad acquisition of knowledge in school. They don't think about the environment, they are "free". The study of environmental issues in students changes the socio-psychological relationship under the influence of certain conditions. Students learn about environmental issues through a variety of motives.

#### **CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS**

Environmental education in teaching should be interesting and practical for students in order to ensure a good upbringing. All methods, tools and techniques should not focus on the content of environmental education in students, but have a

positive impact on the thorough study of educational materials. This can only be done through didactic information. For example, the selection of environmental materials for learning in the classroom, the use of the most effective teaching methods, the interaction of environmental issues related to students' production activities, and career guidance. This is done by revealing the essence of environmental issues in modern production: the prospects and means of solving existing environmental problems in the living space of students, not only solving the problems related to learning motives, life processes, to determine their own place of life and to build their beliefs, to achieve the correct identification of their environmental political information.

In conclusion, the technological approach to shaping the environmental culture of future teachers transforms the experience of teachers in this area into a fully organized, manageable and predictable outcome.

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