

# Pedagogical Conceptual Fundamentals of Continuous Ecological Education of Future Teachers

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## ABSTRACT

The article focuses on the continuous environmental education of future teachers, pedagogical conceptual professional and personal qualities, the educational process, environmental culture, the use of funds, the educational process, creativity created by students, science educational-methodical complex, native ground.

**KEYWORDS:** *environmental education, environmental culture, conceptual, educational competencies, continuing environmental education*

**How to cite this paper:** Jumayeva Oysanam Anvarovna "Pedagogical Conceptual Fundamentals of Continuous Ecological Education of Future Teachers" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-6 | Issue-3, April 2022, pp.1917-1920, URL: [www.ijtsrd.com/papers/ijtsrd49871.pdf](http://www.ijtsrd.com/papers/ijtsrd49871.pdf)



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## INTRODUCTION

In the context of the ongoing ecological crisis on our planet, there is an urgent need to find ways to reconcile the relationship between society and nature. An important condition for solving this problem is to change the ecological consciousness of the society, to bring up a new generation of ecologically literate and ecologically responsible people who can find appropriate ways to solve environmental problems and build a life based on the principles of sustainable socio-cultural development. A modern education system has a special place in this process, the priority of which is to form an ecological culture in the younger generation, to develop new values, to increase the level of environmental responsibility and the ability to influence the environment. experience of ecologically rational activity in relations with nature.

## LITERATURE ANALYSIS AND METHODOLOGY

The concept of environmental protection, defined in the concept of environmental protection, "plays an important role in building a new Uzbekistan, increasing the level of transparency of government

agencies in the field of environmental protection and strengthening the role of civil society" [1].

Today, environmental protection is one of the most important issues of our century. This problem is no less than a nuclear catastrophe in terms of its dire consequences for humanity. The most important issue is that we need to seriously consider raising the environmental awareness of the population. Of course, such problems cannot be solved only by administrative means, it can be achieved in the hearts of the younger generation by cultivating a love for mother nature and a sense of belonging to it [2].

The stage of primary education is of special importance because it is the most important in the formation of personal qualities of the student, in the formation of the basis of an environmentally purposeful interaction with the outside world.

## DISCUSSION

Ecological culture, the formation of a healthy and safe lifestyle and norms of behavior, ensuring the maintenance and strengthening of physical and

psychological health to the cognitive and emotional development of the student, without developing a system of continuous environmental education of primary education, these goals cannot be achieved.

Thus, the above places special demands on the personality of the teacher and his / her professional readiness for the implementation of the process of environmental education and upbringing of schoolchildren. It is about the formation of ecological and pedagogical competence. The concept of environmental-pedagogical competence is an important personal quality of a teacher, which determines the level of development of his professional and environmental formation and his ability to provide students with a high level of environmental education.

Application of modern environmental education technologies in the practice of teaching future teachers with continuous environmental education, pedagogical conceptual professional and personal qualities, ie high level of environmental literacy, developed environmental culture and environmental awareness a teacher with the skills and experience is needed [3].

The environmental education of future primary school teachers is of particular importance and should be aimed not only at deepening environmental knowledge through the greening of general and special subjects and the introduction of additional courses. An important role is played by the psychological and pedagogical component of the preparation of schoolchildren for environmental education, which includes the formation of individual skills and abilities in students, the stage of abstract environmental education in the person-centered experience of environmental activities. -stage allows you to develop. to their system, from "knowledge" motives to ecological and pedagogical activity - to "real action".

The formation of the ecological and pedagogical competence of the future specialist in the process of professional training of primary school teachers involves the development of new approaches to the purpose, content and technological aspects of students' knowledge.

The aim was to study theoretically and experimentally the problem of forming the ecological and pedagogical training of primary school teachers and to substantiate the pedagogical conditions for its implementation in the context of higher professional education.

Ecological and pedagogical education of the primary school teacher Professional training of the primary

school teacher Skills based on the ecological education of the younger generation, the acquisition of relevant knowledge and specially organized and consciously focused activities aimed at building skills. The result of such activities should be the formation of environmental and pedagogical competence of future primary school teachers, which reflects its deep conviction that it is a prerequisite for the implementation of environmental education of the younger generation.

The process of formation of ecological and pedagogical competence of a teacher should be a target system of ecological education and upbringing of students, the purpose of which is to form future teachers of ecological culture and prepare them for ecological education of schoolchildren.

The structure of the concept of professional and pedagogical preparation of teachers for environmental education of primary school students is reflected in the interrelated components:

cognitive component, includes the development of natural sciences and ecological-biological, socio-ecological knowledge, concepts, scientific facts, laws and regulations, theories; to form a system of methodological, theoretical, methodological and technological knowledge, skills and experiences necessary for the design of environmental and educational activities of students;

a value-motivational component that reflects the social and moral position of the future teacher with a developed motivation for environmental protection, health and environmental-pedagogical activities, his desire to achieve his goals of developing respect for environmental culture and nature. school children; the system of values and motivations in the field of ecological and pedagogical education, which determines the ecological direction in the self-development of the personality of the primary education specialist;

Includes a system of environmental-pedagogical skills and experience of interaction with different ecosystems, as well as the design, organization, diagnosis, evaluation and correction of the results of environmental education of primary school teachers operational and operational component.

The process of forming the ecological and pedagogical training of future primary school teachers should be systematic and based on the general pedagogical principles of education. Conditions for the successful implementation of this process include the integration of elements of the learning process at all stages of education and the consistency of pedagogical effects at the level of cognitive,

emotional and activity, as well as the diversity of organizational forms used, o. 'Teaching and learning methods and technologies for students' classroom and extracurricular activities.

The environmental and professional training of future primary school teachers involves several stages, each of which is characterized by specific goals, pedagogical conditions, content, and outcomes.

At the initial stage of the introduction of a targeted system of environmental education and training of students, they understand the importance of environmental knowledge in the formation of students' environmental culture, the motives for environmental activities and the role of environmental education in its effectiveness; The initial skills of systematization of scientific and environmental information will be formed, the development of methods and techniques of environmental education, the study of the positive experience of environmental education of future primary school teachers, the formation of environmental literacy and environmental culture ensures continuity and continuity in the ecological and pedagogical development of inner class teachers.

At the same time, it is important to include the latest educational technologies (multimedia, Internet resources, innovative, interactive and other teaching methods) in the educational process. The most effective ways to help future elementary school teachers engage in future careers. For example, students can work independently or in groups of 5-7 people to develop a model of organizing a wildlife corner at school, create an ecological circle program, design notes for an ecologically clean lesson, extracurricular activities or nature excursions, 'Develop a theme and plan for the development of environmental projects for students. This methodological approach increases and develops students' interest in teaching [4].

At the next stage of the introduction of ecological education and upbringing of students, the subject area of ecological and pedagogical activities of students will be expanded, knowledge, skills and experience in the organization of ecological education at school will be formed. This is facilitated by well-organized pedagogical practice, during which students have the opportunity to master a variety of environmental and educational methods, for example, to diagnose the formation of environmental knowledge in young students, their level of environmental education identify, learn how to learn. designing the process of environmental education and the use of the most effective tools in educational activities, methods and

techniques of environmental education of students, analysis of the results of their pedagogical activities.

An important stage in the ecological training of future primary school teachers is to teach students how to study the flora and fauna of their homeland, its natural, climatic and ecological features, the diversity of nature. It is a field practice aimed at cultivating, natural communities and ecological systems. The study of the diversity and laws of nature in direct contact with it not only increases the level of knowledge acquired, but also arouses interest in his knowledge, aesthetic, moral and patriotic feelings, which shapes the ecological culture of the future teacher and increases responsibility for the teacher.

In the introduced system of environmental and professional training of primary school teachers, a special place is given to research work of students on the problems of environmental education of schoolchildren. In the process of this work, students will deeply study and analyze the theory and practical experience of environmental education in school, master the latest pedagogical technologies in this area, experimentally test theoretical conclusions, engage in creative research of interesting methodological solutions . problems being studied. Prospective primary school teachers will gain the skills to apply scientific methods in their future careers by working on current scientific and methodological issues.

## **CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS**

The form of extracurricular activities, such as student participation in the work of the public environmental organization "Green Space", established at the faculty, is of great importance in the environmental and professional training of future primary school teachers. The activities of the Ecological Club allow future teachers to gain a deeper understanding of the risks and causes of environmental problems, to get acquainted with the history, culture and traditions of their people in dealing with natural objects, to gain personal experience in environmental protection. 'helps to play. The development of students 'social activism in environmental issues and their ability to defend their principled position takes place in the process of communication between representatives of the environmental department and production staff.

In conclusion, it should be noted that the formation of ecological and pedagogical competence of students - future primary school teachers at a qualitatively new stage of professional training is a combination of necessary pedagogical conditions, as well as modern content and teaching technologies. provides for updating based on the requirements.

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