

# Developing a Sustainable Ecological Culture of Primary School Students on the Basis of Competency Approaches

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## ABSTRACT

The article deals with environmental education, primary school, educational process, ecological culture, use of funds, educational process, creativity created by students, science educational-methodical complex, motherland.

**KEYWORDS:** *environmental education, environmental culture, information and communication technologies, educational competencies*

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## INTRODUCTION

Experts attribute the worsening environmental situation in the world to the lack or low level of environmental knowledge of the population, including the low environmental awareness of managers and specialists in various industries related to the use of natural resources. This, in turn, requires improved environmental education and training. At the same time, the scientific and theoretical analysis of the literature on environmental education and upbringing of students, the activities of educational institutions in this area shows that the current system of environmental education does not fully meet modern requirements. will give.

Ecological culture is the study of nature, consciousness, cognition, literacy, intellectual potential and the ability to apply it in practice, a high level of activity in relation to the environment, a conscious and responsible approach. Basic qualities of ecological knowledge and ecological culture:

1. Moral and ecological consciousness is an important cultural quality of the individual, the process of emotional cognition of the

environment is the protection of nature on the basis of perception, perception, imagination, intelligence and depth. implies that they must have practical skills in

2. environmental responsibility is manifested in the development of attitude and responsibility in the individual, such an attitude is formed only as a result of the person's unintentional and short-sighted understanding of the consequences of the negative impact on nature and the desire to eliminate such influences;
3. environmental will The ability of an individual and others to evaluate and control their actions in the environment depends on the individual's perseverance, thrift, cleanliness and cleanliness. Ecological values are of special importance in the formation of an individual's ecological culture, which includes the desire to preserve nature, initiative, consistency, diligence and conscious activity.

For example, one type of environmental value, knowledge of global, regional and local

environmental issues, is closely related to concepts such as land, water, energy issues, rational use of natural resources, biodiversity conservation, desertification, and air pollution. . It is desirable that the education of an ecologically spiritual person be carried out by specialists in kindergartens, schools, high schools, colleges and universities.

The following factors can negatively affect the effectiveness of the existing system of environmental education and training:

the current content and methods of environmental education of students are episodic, do not allow them to form a holistic, systematic environmental thinking;

environmental education is carried out through more oral teaching methods, limited to the formation of students' theoretical knowledge of nature conservation, on the contrary, young people are not provided with vital environmental skills and abilities.

## 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, "he said.

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 be a great opportunity to create a culture of "green" consumption in the future.

At the beginning of the third millennium, the world's environmental problems, which scientists had warned the public decades ago, began to emerge. It is no secret that among other global problems (food, peace and war, demographics, unemployment, poverty, etc.), environmental issues are now at the forefront. Therefore, how to solve global environmental problems in the near and long term depends on how the ecological culture is brought up among the students who are now on the threshold of the school.

## DISCUSSION

The formation of ecological culture in students is not an educational work that is carried out from time to time through educational activities. Research and pedagogical experience show that environmental education is aimed at students with a clear goal of ecological knowledge, a valuable attitude to the natural world, a rational positive contribution to nature and practical work to improve its current and

future status. is a systematic (consistent) educational activity. This means that environmental education should be a purposeful, planned, orderly, regular, creative, practical, emotional pedagogical activity.

So far, our schools have done commendable work on creating and applying advanced and effective forms, methods and tools, content for environmental education of students. However, the current state of environmental education of students requires a new approach to it in terms of technologicalization of the educational process. This is because the traditional methods of environmental education are lagging behind in terms of the requirements and opportunities for innovation in line with the radical changes in society in the field of education and upbringing.

It would be unreasonable to think that the need for a technological approach to environmental education is the "fruit" of innovative processes in education and upbringing. Because traditional methods of environmental education are limited to the level of "pedagogical art or skill" of individual students and class teachers, do not always meet the requirements of psychological and pedagogical laws, do not always allow to strive for strictly defined goals was. If we compare the technology of environmental education with the methodology, we can compare it with the comparison of the work of a farmer who works on the basis of modern agro-industrial technologies with a farmer who knows only his profession.

Traditional methods of ecological education do not allow to place the purpose, content, forms, methods and means of its organization in a strict order that guarantees the success of educational work. They are a series of episodic educational activities. Students do not have a real (regular) relationship with the environment. Education is not carried out in a complex way. (For example: or too much emphasis is placed on environmental education and, conversely, it is not sufficiently linked to other ways of education).

The technological approach to environmental education in the educational work that should be carried out in this direction is based on three levels: "how?" answers the question:

at the level of advice of experienced educators to young people;

at the level of principles that conditionally ensure the success of education ("golden rules of environmental education");

at the level of designing algorithms for solving typical cases of environmental education and general forms of educational work.

In our view, environmental education should consist of a variety of children's activities and their interactions with adults, ensuring that students' environmental culture is integrated into the classroom and extracurricular activities.

Environmental education technologies for students: fostering responsibility for the state of the natural environment;

building an ecological belief;

to form and encourage active practical activities in the field of nature protection.

Environmental education technologies consist of a set of psychological and pedagogical requirements and rules that determine the specific selection and placement of forms, methods, techniques and tools of environmental education.

Environmental education technologies are based on the "coding" of educational materials on the study and protection of the natural environment. Each material, method, means, form of education has its place in the pedagogical process. Not all students are brought up in the same way as technological processes take place, and their levels of education vary. However, it is wrong to think of environmental education technology as an unchanging, steady, continuous process. Environmental education technology is an organizational and logical device that acts as a "core of activity" that determines the interactions between educators and children in different approaches and relationships.

Examples of ecological educational technologies are ecological educational work ("ECO collective work"), ecological practical games, author's educational technologies (for example: Tarasov's system "Ecology and Dialectics"), "Perspectives of progressive nature", complex polytechnologies (M. Balaban's "School-Alley" technology) and so on. In particular, "Education of IP Ivanovcha" is very useful for environmental education. According to him, creative, enterprising microgroups work under the motto "What can be done better?", "From everyone's suggestion - to the common cause." Leaders in small groups also change frequently (depending on the children's ability in one area or another). The work is planned, prepared and conducted by the children themselves. At the same time, cooperation between adults and children (generations) will be established.

## CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS

The main indicator of ecological culture and at the same time conditional, practical, activity. Environmental education technologies organize practical activities. The use of technology not only enhances children's natural environment, but also their ability to educate children through nature.

Environmental education technologies are closely linked to play, study and work. All areas of education allow for the harmonious implementation of all aspects of personal culture (worldview, moral and intellectual education, moral education, political and patriotic education, civic education).

In short, the technological approach to environmental education transforms the experience of teachers in this area into a fully organized, manageable and predictable process.

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