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*Erkin Aydarov**Chirchiq davlat pedagogika universiteti dosent vazifasini bajaruvchi**E-mail: erkin\_aydarov@mail.ru**Chirchiq davlat pedagogika universiteti professori Botirova Sh. I. taqrizi asosida*

## SCIENTIFIC AND PEDAGOGICAL FOUNDATIONS FOR THE DEVELOPMENT OF ENVIRONMENTAL CULTURE AND EDUCATION IN THE CONDITIONS OF GLOBALIZATION

Annotatsiya

Theoretical foundations for improving the technology of environmental education of students through the protection of natural areas, which reveals the essence, features, characteristics, social significance, analysis of environmental education, the concept of ecology.

**Kalit so'zlar:** development, states, education, start-up, innovation, technology, knowledge, skill, skill, competence.

## НАУЧНО-ПЕДАГОГИЧЕСКИЕ ОСНОВЫ РАЗВИТИЯ ЭКОЛОГИЧЕСКОЙ КУЛЬТУРЫ И ОБРАЗОВАНИЯ В УСЛОВИЯХ ГЛОБАЛИЗАЦИИ

Аннотация

Теоретические основы совершенствования технологии экологического воспитания школьников через охрану природных территорий, раскрывающие сущность, особенности, признаки, социальную значимость, анализ экологического образования, понятие экологии.

**Ключевые слова:** развитие, государства, образование, стартап, инновация, технология, знание, навык, навык, компетенция..

Taking into account the relevance of the research topic, the level of knowledge of the problem is analyzed on the example of research conducted in the country and abroad. The main attention is paid to the definition of goals, objectives, object, subject, research methods. The scientific novelty of the study, the scientific and practical significance of the results, the degree of popularization of important results are disclosed. Information is provided on the scientific and practical significance, the implementation of research results in practice, publications, the structure and volume of the dissertation.

“Theoretical foundations for improving the technology of environmental education of students through the protection of natural areas”, which reveals the essence, features, characteristics, social significance,

analysis of environmental education, the concept of ecology. It also provides detailed information on the components of environmental education, forms of environmental education and the state of the problem of environmental education of students through the protection of natural areas.

“Ecology” is a broad concept, speaking generally, including the environment, inanimate nature, ecological consciousness, ecological culture. We can say that the science of ecology is a science that proceeds from the fact that the needs of man to use nature for their own benefit, have led it into an improper form, feeling its duty to the next generation in restoring natural phenomena to their original state.

The term ecology was coined in 1866 by the German zoologist Haeckel. The structure of ecological education has become the most urgent problem of pedagogical theory and pedagogical practice of teaching the right attitude to nature and the environment.

The greatest book of the Islamic world, the Holy Quran, the ancient source of Central Asia, the Avesta, the teachings of Confucius, the scientific works of Imam Bukhari, Abu Rayhan Beruni, Ali Abu Ibn Sino, Naqshbandi, Alisher Navoi and many other scientists, appreciated and glorified nature as the highest source of mankind. This shows that environmental education, that is, the transfer of knowledge to students, which represents the relationship between nature and man, is always relevant for educating their attitude towards the environment. In the process of research with an emphasis on the principles of assimilation by E. Fromm and internalization of A.I. Chernokozov in improving the quality of environmental education as a methodological and conceptual basis for the process of environmental education: environmental regulation with nature in environmental laws and concepts of balance, requires innovative approaches to the development of ecological, spiritual and moral views of the younger generation. In this regard, the main attention in environmental education is paid to the influence of the environment and its spiritual world on a person, teaching respect for flora and fauna in the family, nature, removing priority attention to the use of natural resources and their protection.

The term "environmental education" is a relatively new concept in pedagogy, but the problem of interaction between man and the environment, nature, throughout the history of the pedagogical approach has been considered from different points of view. The implementation of environmental education is considered from the position of special importance in pedagogical approaches to historical education, as well as the concept of the process of environmental education and upbringing as based on the formation of the human personality, integrity, unity of man and nature, society and the universe (Y.A. Komensky, J.J. Russo, I. G. Pestalozzi, A. Diesterweg and others).

On April 12, 2019, on the occasion of the International Day of Environmental Knowledge, the Legislative Chamber of the Oliy Majlis of the Republic of Uzbekistan, together with the deputy group of the Ecological Movement and the Committee on Ecology and Environmental Protection, discussing the issue "Development of environmental education and upbringing in our country and the need for a high level of environmental knowledge to address the increasingly pressing environmental problems in the world. She noted the importance of raising the environmental awareness of the population. Of course, such problems cannot be solved only by administrative means; love for mother nature and a sense of belonging to her should be nurtured in the hearts of the younger generation.

In accordance with the requirements of the time, it is necessary to humanize education, develop methodological programs that include environmental education, culture and knowledge, and revise it on the

situation, education, upbringing and development of a person throughout life, that is, adherence to the principles of

basis of a new non-standard approach to education and upbringing, without depriving it of its inner dignity. At the same time, we consider it important to pay attention to the following conceptual rules of the modern system of environmental education: the goal of modern environmental education, environmental consciousness and worldview, education of the culture of society and the individual and the formation of environmental thinking; the formation in students of a responsive attitude to nature and the cultivation of the quality of delicacy towards it; creation and implementation in education of a psychological and pedagogical program that reflects an optimistic approach to nature; the need to assert that the organization of environmental education with the effective organization of thinking and activities of students on a global scale is the basis for the formation of environmental culture.

Development of specific proposals for the creation of an environmental education system in educational institutions, its promotion, formulation of specific proposals for expanding access to electronic textbooks and innovations in environmental education, creating an education model and creating an environment for environmental education for students. It is advisable to study the formation of the foundations and a comprehensive study of the influence of natural phenomena on the consciousness and thinking of students, their inner spiritual world, i.e. psychology.

Which describes the technologies of environmental education and teaching students in the classroom, the effectiveness of environmental education in non-curricular activities and practical aspects of environmental competence is entitled "Technological aspects of environmental education in the field of protection of natural areas."

Significant changes in the relationship between man and nature, the desire of man to dominate nature, the emergence of a crisis on the planet as a result of the disappearance of the concept of "equilibrium stability" contribute to the growing threat to world civilization. Today, "environmental education" and "ecological culture" are one of the possible factors in the development of mechanisms for the preservation of civilization on Earth. This requires the mobilization of "environmental education" to the problem of the ecological crisis, the finalization of draft laws in this area by the state and society, as well as their harmonization with the interests of mankind.

It should be noted that environmental education is a complex pedagogical process, and knowledge of the basics of ecology is an important component that schoolchildren need to learn.

This implies the development of environmental culture in the system of school and out-of-school education, the important principles of environmental education of the younger generation in an unstable environmental

the regional ecosystem and creating programs for the targeted use of available natural resources in the

continuity. Responsible attitude to the environment is mainly intensively formed during the school years. Environmental education and upbringing will be effective only if the content of the curriculum corresponds to the essence of the development of human society and civilization. It is necessary to form an ecological culture of behavior based on knowledge, practical skills, aesthetic experience, to teach children to empathize with living beings, not to harm living beings, not to destroy what nature has created. N.D. Andreeva, A.N. Zakhlebny, I.D. Zverev, I.N. Ponomareva, I.T. education, substantiating the goals and objectives of environmental education in intellectual development, moral education and the practical application of natural science knowledge.

The purpose of our study is to develop students' cognitive movements in the process of environmental education, motivation and interest in the natural world and the formation of their personal qualities through creative activity, pedagogical activity in this area "Introduction to the natural world" and "Development of cognitive research activity". At the same time, teaching methods are methods of interaction between a teacher and a student in the formation of knowledge, skills and abilities, the formation of attitudes towards the environment, visual, practical, oral teaching methods that are effective in the environmental education of students.

The main factor in the effectiveness of extracurricular activities is the analysis of scientific and pedagogical resources, their proportionality to conceptual approaches, the orientation of students to one or another type of activity, the development and definition of criteria for environmental education of younger students. It determines the general position of personal characteristics and determines an active life position that allows developing the general eco-culture of a person, to categories that reflect the specifics of the pedagogical impact on the spiritual sphere of the individual. Based on this conceptual approach, it will be necessary to classify the problems of students associated with additional environmental education: scientific and methodological, organizational and managerial, methodological and technological, and develop the following problem solving methods:

- organization of environmental circles, additional electives, specially equipped classrooms, innovative classes, environmental design using modern technologies, environmental monitoring and control of the student community in the field of environmental protection;

- correct determination of the priorities of the integrated environmental education of students, ensuring the harmony of the elements of scientific, theoretical and practical activities in each event and strengthening the positive impact on the emotional state of students;

- Development of environmental education programs for general education that meet the requirements of the TPA;

- Attracting talented students to the development and implementation of environmental projects aimed at stabilizing process of environmental education and training based on the knowledge and experience gained, general abilities and the concept of environmental responsibility. According to the analysis of the results obtained, they have a fixed structural

interests of the state and society in accordance with the consciousness and thinking of young people;

- development of issues of creation and development of instrumental-analytical, methodological and material and technical base of educational institutions for practical environmental research within the framework of regional environmental programs.

To do this, first of all, it is necessary to consider general approaches to the analysis and modeling of the main stages in the development of the system of additional environmental education. Modeling is a universal method that is used in the study of specific pedagogical objects and their creation. The use of modeling in the educational process based on a systematic approach is being studied by a number of scientists. V.D. Semyonov substantiated methodological approaches and principles of modeling the system of educational institutions, modeling technologies. Modeling the system of additional environmental education is inextricably linked with the organizational, methodological, pedagogical features of this type of educational activity and takes into account the attitude of society to modern environmental education.

Conceptual approaches to designing and modeling the system of additional education are fully disclosed in pedagogical sources. This model reflects the logical sequence of the formation of environmental competencies of students in the system of additional education, and it is especially important that the implementation process is based on the principle of succession. The student's individual interest in the study of the environment, typological features, orientation to the stages of obtaining knowledge and their transformation into the level of knowledge are relevant and require a certain process of adaptation.

It is necessary to develop new effective programs for systematizing and deepening environmental knowledge, which it is advisable to teach students outside the classroom, in particular, an emphasis on family conversations, including "Man is part of nature", "Water is the source of life", "Proper plant transplantation", "Care for the animals", "What we do with nature, she answers us", "Everyone is responsible for the improvement of the territory", "We live with nature", "A good garden remains", "Forest is a source of fresh air".

The results of the research methodology showed that environmental competence is an integral factor determining a person's ability to act and function in society and nature, and environmental culture is the highest level of education, professionalism and individuality.

Ecological competence of a schoolchild is the ability to carry out independent activities in processes related to the environment, successful socialization, the natural environment for human health and life, natural processes, the state of human health, the explanation of geoecological factors that cause various diseases, the importance of guidelines and

basis, which includes: environmental knowledge and skills, commitment to action and environmental activities, self-government mechanisms, since environmental competence and competence are interrelated.

It is necessary to use the works of Eastern scientists, including Abu Ali ibn Sino, as practical aspects of the formation of environmental competence among students, the relationship between nature and people, the importance of the

recommendations for compliance with the rules of purity of water, soil and air, habitat, sanitation and hygiene. The study of the legacy of the great sahib-crown Amir Temur, who built a huge centralized country, planted new orchards around Samarkand, such as Bogishamol, Bogibaland, Bogichinor, Bogidilkusho, Bogizogan, and also said "Where I took a brick, I put three bricks.

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