

## Development of Environmental Competence of Future Teachers

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**Abstract:** The structure and content of the model of the process of formation and development of environmental competence of future teachers will be considered. As a result of the research, the following main directions of the formation and development of environmental competence have been identified: retraining and professional development, methodological and information support, creation and support of a digital-developmental environment. The principles and organizational and pedagogical conditions of the formation of environmental competence have been determined.

**Key words:** model, competence, structural components of innovative competence, principles of the formation of environmental competence of future teachers and organizational and pedagogical conditions.

In order to make responsible decisions in modern complex environmental conditions, it is important that a person has in-depth knowledge not only in different areas of the environment, but also has the ability to act in a particular or crisis environmental situation. Being environmentally friendly is to act skillfully in a particular environmental situation based on the knowledge and experience gained previously. Environmental compensation is a set of environmental preservation of interrelated personal qualities (knowledge, skills, qualifications, methods of activity) necessary for future teachers. Environmental compensation is the ability, readiness and experience of a person to preserve the environment, solve environmental problems. Environmental compensation is the ability to use theoretical knowledge, practical skills and skills acquired in the field of Environmental Science in practice, using them in solving practical and theoretical issues encountered in everyday life. Environmental competency Latin: means *competens*—Worthy, has the ability. Competency in addition to pure professional knowledge, skills and qualifications, it also includes the characteristics of initiative, collaboration, ability to work in a group, communicative ability, real evaluation, logical thinking, sorting and access to information. Education aimed at the formation of environmental compensation is an education aimed at the formation of compensations for the practical application of the knowledge, skills and skills acquired in teachers in their personal, professional and social activities. [1]

The term "environmental education" was interpreted as "environmental education", which became the basis for determining education in order to solve environmental problems associated with the study of Natural Sciences-Environmental Science. Environmental compensation is the application of knowledge about the environment and human activities, environmental risks to health and the ability to act ecologically correctly in certain living conditions. Today, the most promising strategy on socio-economic development – 179 heads of state and government, including the conference on Sustainable Development adopted by Uzbekistan, underlines the need to change people's consciousness and lifestyle in the direction of measuring needs within the framework of the opportunities of natural ecosystems. Environmental compitness is the ability, readiness and experience of a person to maintain a living environment, solve environmental problems. The ability to solve environmental problems, the experience of participating in practical work on the protection and improvement of the environment, environmentally significant personal qualities mean saving, responsibility for the results of environmentally oriented activities. Environmental functions of the environmental component: - ecological; - prophetic; -social; -cultural; - professional. The initial stage of the formation of the individual's environmental compitence is environmental literacy,

which is characterized by four component: 1) understanding of nature as the place of the residence of mankind, its "home; 2) knowledge of Natural Science about the interaction of nature and society; 3) organizational and other abilities of environmental activities; 4) ability and skills to manage instruments that determine the state of the natural environment. In accordance with the profile of educational institutions that carry out professional training, retraining and professional development of specialists, training of educational disciplines on Environmental Protection, Environmental Safety and rational use of nature should be ensured. At the level of higher education institutions, this task can be solved through a wide range of pedagogical means, due to the lack of a systematic feature (ecology of model programs, extracurricular activities, extracurricular activities), as well as educational activities of museums, libraries, especially protected natural areas, zoos, botanical gardens, etc. [5]

The following organizational forms are used in the process of forming students ' environmental comps:

- ✓ public (conferences, Olympiads, visions, thematic weeks);
- ✓ group (presentations, practical classes, games, extractions);
- ✓ individual (advice, conversations).

The formation of environmental compartments of students is carried out in several stages::

- Step 1 - "Learn to know". This is the stage of the formation of environmental knowledge and skills. It is carried out by studying biology, ecology, geography, chemistry courses in a higher educational institution. The formation of environmental compensation is carried out through various types of activities of students: IQT group on preparation for Olympiads with senior students, individual classes.
- 2 stage - "learning to learn". This is the stage of creating their own creative products, the implementation of environmental projects. This is done through individual work with students. For example, at this stage, projects "sewage treatment model" and "soil as a place of residence" were implemented.
- 3 stage - "learning to live". It is important to actively participate in environmental promotions, such as, for example, "green hands", "Ekohamyon", "paper". It educates people who are not indifferent to the life problems of their region, forming an active life position.
- 4 stage - "learn to be". Regular victories at the Olympiads of the city and regional level are the result of joint activities with students. At this stage, the formation of environmental compensation is completed, the student chooses the way of life, and then in the process of environmental activity is carried out on his own.

From time to time in the higher educational institution there will be a seminar called "modern methods of assessing the quality of the environment". During the Seminar, participants will conduct small project research and create model solutions to environmental problems. Students are invited to carry out projects on ecology. For example, "determination of air pollution in the regions in the composition of sulfates in the bark of trees", "study of noise pollution in the central part of the City", "impact of the city environment on Birch". Regular work is carried out with students on preparation for the theoretical stage of the Olympiad in Ecology. In the process of obtaining ecological compensation, environmental thinking in students is gradually formed as the basis of ecological culture and ecological maturity, which in turn is an important component of the formation of a spiritual and moral personality. An intelligent, literate, environmentally kampilentized and highly moral person will be able to understand and evaluate the globality of the

ecological crisis and take responsibility for the behavior of others in nature and for the actions of others. [4]

Proceeding from the above, we propose to highlight the following important areas of the environmental campaign in the field of general education: ecology of educational activity, ecology of communication, environmental-oriented educational-social practice and the ecological aspect of professional orientation.

At different stages of education, these meaningful lines are made in different proportions depending on the student's leading activities. For example, educational activities in the field of Ecology in a higher institution and the lifestyle associated with it and the behavior of students are the foundations of environmental competence and continue to develop throughout Education. Ecology of educational activity, it studies the relationship between the educational activity of a person and the surrounding educational and social environment. Content of this field of knowledge:

- ✓ to evaluate the impact of environmental conditions on reading success;
- ✓ design and organize an environment to improve research results, Health and safety;
- ✓ ensure environmental safety when working with information flows;
- ✓ use of general educational skills to disseminate ideas;
- ✓ -Organization of social partnership in solving local environmental problems, economic consumption and healthy lifestyle.

Environmental competence in the field of ecology of educational activity implies the ability of the student to design and organize, taking into account the temporary conditions for carrying out educational activities; the relationship between the subjects of education; the state standard and the requirements of the educational program; the individual resources of the student; educational burdens and their impact on health and environmental. Thus, environmental competence is ensured by the implementation of interrelated, general cultural functions of education, upbringing and development and includes the formation:

- ✓ knowledge of the natural-scientific and socio-cultural laws (Life) of human activity in the environment; activities related to environmental hazards for the environment, human health, life safety; environmental Safe Life rules;
- ✓ ability to design their activities in terms of environmental safety (setting a goal, predicting the consequences, planning, organizing, interacting, assessing the risks to environmental safety);
- ✓ responsible attitude to the consequences of his activities for environmental safety, human health and safety of the environment.

The main concepts necessary for the formation of environmental compensation are: Ideas, project, management, indicators, resources, commitment (Environmental, Legal, Moral), environmental risk, environmental damage, environmental monitoring, caution (moral principle), prevention of damage to the environment, health and life safety. The culture of the environment is not a separate type of culture that regulates a person's relationship with nature, but rather a combination of all components of modern human culture. Environmental compartments include all the basic compartments formed in general education – as the ability to apply the student's values, environmental thinking style and behavior in socially problematic environmental situations that arise in different forms and directions of human activity. [2]

The continuity of the choice of the content of the subject " ecology and sustainable development " printsipi emphasizes the continuous nature of the acquisition of environmental knowledge by students in the educational process.

The content of environmental education is reflected in its following aspects:

- ✓ development of scientific and educational relations to the social environment);
- ✓ value (to determine the value in nature in society and human life);
- ✓ normative (mastering the system of moral and legal norms and rules);
- ✓ activity (knowledge, practical and creative skills, formation of types and methods of activity of environmental character). Activity-to identify and find solutions to environmental problems, environmental research, creation and implementation of environmental projects (development of a plan, creation of a project, model, forecast, application of ICT). [3]

Ecologist scientist N. N.Y. Moiseyev said that "the leader of the century is not the country with the highest standard of living and the most perfect Electronics today, but people who find relationships with knowledge, culture and the environment that meet modern needs." Environmental compensation helps future teachers to form an ecological culture, to develop their interest in nature, to make sure of the need for Environmental Protection, to deliver their knowledge about world environmental problems to students in an understandable and meaningful way.

**Conclusion.** Working with teachers to improve their skills in environmental education can be built in two directions: first, through theoretical lessons (problem-based courses), where the presentation form of the work is carried out mainly in conjunction with a roundtable discussion, and secondly. Seminars on the development of the basics of ecology through scientific and methodological work, seminars on solving environmental problems, modeling the ecological environment, organizational and activity games that organize the implementation of functions in the performance of professional roles. All work will be expedient if it is constructed using a differential approach based on monitoring the progress and results of the level of professionalism and skill in environmental and pedagogical activities.

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