

Development Of Ecological Competence of Future Geography Teachers on The Base of Innovative Approaches

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Abstract: The role of geography education in the implementation of responsible tasks such as prevention of environmental pollution, rational and effective use of available natural resources in Uzbekistan is highlighted. There are some proposals for the development of geography education and increasing its prestige.

Key words: ecological situation, ecosystem, ecological problems, extreme conditions, geography education, ecological-geographical, geographical illiteracy, globalization, integration, concept.

Introduction

In the 21st century, education on a global scale is recognized as the main factor that ensures sustainable development, and in the new concept of education set by most countries until 2030, the process of "...creating the opportunity to receive quality education throughout life" is an urgent task. defined. For this purpose, special attention is paid to the improvement of the teaching methodology, the gradual implementation of the principles of individualization in the educational process, the introduction of modern information and communication technologies and innovative projects in the field of education. Ecological ideology relies not only on universal values, but also on universal values that are unique to nature and human life. For this, it is necessary to form ecological education and upbringing, ecological awareness and worldview, ecological thinking and culture in the student. Ecological culture is a culture of nature protection, a culture of rational use of natural resources and conscious change of the ecological system. The geography teacher has a great contribution in raising students in the spirit of respect and loyalty to the Motherland, nation and national values. Because geography begins with the study of one's country, region and republic, the student gets to know the natural, social and ecological conditions of each geographical area, as our teachers say, "patriotism begins with the study of the Motherland" [2]. Protection of the environment from pollution, rational use of natural resources largely depends on the level of environmental literacy and ecological culture of mature young people. Increasing the level of environmental literacy among students is one of the most important tasks of the day. Achieving ecological literacy can be successfully implemented only by creating and developing a continuous ecological education and training system. Based on this, he is ecologically cultured, able to fully understand his duty, knows how to work, cares for nature and the environment, does not harm it, preserves and enriches natural resources, and most importantly, nature is to form a well-rounded person with a relatively conscious attitude.

By the third decade of the 21st century, the ecological situation in Central Asia, including Uzbekistan, has become more complex, and the transformation of ecosystems continues. The negative consequences of the construction of the Aral Sea, climate change, lack of fresh water, atmospheric air pollution, land degradation and desertification, decreasing biological diversity, increasing population morbidity and other problems are serious for the future development of our country, whose population is increasing in the near future. danger is inevitable. It should be noted that environmental problems on a global and regional scale are causing the environmental situation in our country to worsen [4]. According to the research results of geographers and experts, extreme conditions will occur in some oases inhabited by people in our Republic in the coming decades only as a result of the increase in the consequences of climate change - water shortage, desertification, a sharp reduction in biological diversity and a number of other negative processes. is predicted to

arrive. Prevention of negative changes in the environment, adaptation to climate changes, rational and effective use of existing natural resources can be achieved only through the development and improvement of science and education. The role of geography education in the implementation of these responsible tasks is incomparable. It is geography education that has the opportunity to study and solve the problems that arise in the interaction of the "nature-man-society" system, to have a leading role in the formation of the ecological-geographic worldview of pupils and students. UNESCO recognized geography as one of the five most important subjects of general education along with history, philosophy, psychology and foreign languages [2].

Main Part

Environmental competence refers to the total achievements in social and spiritual life, education, education and intelligence, etc. it can be achieved only through acquiring knowledge and skills and education. The more ecological competence develops in people, the more they know what is the ecology of man and nature, find a way to spend their lives meaningfully in nature, and at the same time develop their ecological competence and begin to treat nature fairly. Specialists with high qualifications and communication skills constitute the human capital of the society and serve as the basis and main reserve of the rapidly developing modern economy. At a time when the world community is in the period of development of digital economy, information and communication, the specialist will be fully trained in his field of activity only when attention is paid not only to the limitation of knowledge, skills and qualifications, but also to the formation of general and professional competencies in them. can show evil. Development of environmental competence in future teachers through interdisciplinary integration of environmental competences based on existing competences, composition of environmental competences based on a differential approach, and a definition of environmental competence was formed based on the qualification requirements of future specialists. The development of environmental competence of future teachers is divided into several stages. The first stage is motivational. Students should be aware of the need for knowledge and clearly indicate the goals and tasks. In this, students get acquainted with the main content of ecological activity, initiative and the concept of "Ecological competence", and the science they are learning is synthesized. The first step of this stage is the motivation of learners. For this purpose, an environment was created for students to consciously understand environmental processes (videos about the environment, nature, crises). The second stage is reproductive and educational. Development of scientific ecological knowledge through practical experiences. The basis of the experience of scientific ecological knowledge further strengthens knowledge, skills and abilities and directs them to the level of competence. The process of mastering the algorithm for working with the project is aimed at the development of creativity and the implementation of necessary environmental measures in a changing world. In the theoretical part of the design, the following are: - identification of the actual problem; - choosing a topic for design; - putting forward functional or ideological hypotheses; - modeling; - it was recommended to prepare and defend the presentation of the creative work. The third stage is constructive. At this stage, students demonstrate their "methods". At the constructive stage, the socio-psychological world of the individual is illuminated. The presented project will be creatively developed again. Topics may be different in a group of students, but the framework that forms the system is the same. This stage also consists of several parts, which are: - acceleration of the process of studying the problem through information and innovative educational technologies; - analyze and group students' answers; - describing educational goals through a problem tree; - identifying the object and subject of project work, justifying and proving the generation of ideas; - formation of reflection and transformation of knowledge into axiological values was observed. The fourth stage is the formation and development of environmental competence of the student. The uniqueness of this stage is that the personality of the student begins to feel unity with the world in his worldview. At this stage, students will have the opportunity to apply reflexive, information, communication, facilitation technologies and see the results of these technologies. During the implementation of the fourth stage, there is an opportunity to consolidate and understand the essence of mental knowledge and to apply the acquired knowledge in life processes. From the above, we can conclude that pedagogical and psychological

sciences have a unique opportunity to develop environmental competence in future teachers. Systematization of the content of theoretical, practical, seminar and independent educational activities expressed in the content of various subjects for a single purpose, that is, from the point of view of developing environmental competence in future teachers, and organizing special activities (outside the classroom activities) can serve to increase the efficiency of our research work.

The improvement and innovative development of geographical education in accordance with the requirements of the time will form the necessary competencies in pupils and students and increase the motivation to study the subject. In the present era, when education is being updated, the growing generation needs geographical thinking that will form a unique worldview and instill a sense of patriotism at the edge of natural and social sciences. It is known to the scientific community that not taking into account the practical importance of geographical knowledge and, as a result, geographical illiteracy is the primary reason for the disruption of the balance in the living environment of people, the implementation of nature-changing projects, and the occurrence of gross errors in solving environmental problems. In recent years, insufficient attention to the development of geographical education, reduction of class hours in secondary schools, existing problems in secondary special and higher education have led to a decline in the status of the subject, a decrease in the motivation to master it. . But it should be noted that by now a large number of potential young people have grown up in geography faculties and departments of higher educational institutions along with experienced professors and teachers. They are publishing prestigious international journals, educational literature, and the number of dissertation defenses is increasing significantly. Currently, society needs young people who can think creatively, improve their skills, independently analyze information and draw conclusions [1]. The complex problems arising in the conditions of globalization cannot be successfully solved in the conditions of the lack of modern geographical thinking. Formation and development of geographical outlook in the minds of young people is important in adapting to the processes that are rapidly taking place in society. This, in turn, requires necessary reforms in geographic education. It should be emphasized that geography is the only science that studies the environment from a natural, economic and social point of view. In Uzbekistan, the place and role of geographical education in the implementation of education for the purposes of environmental education and sustainable development is considered high. Geography is the only science that studies the environment as an interrelated territorial product in the "nature-population-economy" system. However, during the process of environmentalization of sciences, which began in the 80s of the 20th century, geography education in secondary schools could not achieve significant results. Nevertheless, there are new opportunities for further development and increasing the prestige of geographical education, and it is necessary to use them effectively. On October 20, 2018, the Cabinet of Ministers of the Republic of Uzbekistan adopted a decision on the implementation of national goals and objectives in the field of sustainable development until 2030. The fourth of the Sustainable Development Goals in this document is dedicated to "Quality Education". There is enough potential and opportunities in geographic education to fulfill the task of the fourth goal - "to ensure that all pupils and students acquire the knowledge and skills necessary to contribute to sustainable development by 2030". In accordance with the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 434 of May 27, 2019 [3], the concept of development of environmental education was approved. This decision is of great importance, because in our country, the relationship between "man and the environment" has become tense, and the need to introduce advanced education in order to avoid environmental risks has become the order of the day. Until now, environmental education, which is considered mandatory in higher education, has been completed, and it is impossible to solve the problems before us without teaching the course of ecology, which has become an elective subject only in some educational institutions. In higher education, textbooks, training manuals and methodical manuals on ecology can be considered satisfactory. During the past time, the implementation of the task of integrating environmental knowledge into all subjects (including geography education) in the secondary education system has been almost unsatisfactory.

No significant, widely used textbooks or textbooks on ecology were created for secondary schools. With the exception of manuals published by non-governmental environmental

organizations within the framework of projects, covering some environmental problems. Carrying out important activities in the implementation of the concept of development of ecological education, taking a leading role in the greening of secondary, secondary special and higher education will undoubtedly lead to an increase in the prestige of geography education in society, and the activation of young people in solving urgent environmental problems. In order to develop and increase the prestige of geographical education in Uzbekistan, the following can be suggested:

1. Increasing the interest of young people in geographical knowledge by using the information and communication technologies and modeling real processes using problem-based teaching technology;
2. To increase the attractiveness of geographical education based on the innovative local studies approach in teaching geography;
3. To activate the holding of scientific-practical conferences for young people in the "school-lyceum-university" system, to attract students and students to scientific-research works;
4. To increase the practical role of geography education in the integration of environmental knowledge into existing training courses in secondary, secondary special, higher educational institutions and advanced training in order to green the continuous education system;
5. Ensuring the leadership of geographical education in efforts to bring education to the level of international requirements for the purposes of environmental education and sustainable development, changing the worldview of young people, etc.

Conclusion

Using the current development of the fields of science, technology, production and technology, if it is widely used in the field of education, it will determine the image of the modern society of that country. The most important feature of modern society is globalization in all its spheres. To be able to move in this way, it is necessary to have personnel who are knowledgeable in their field, have high professional qualifications, have environmental knowledge, rich experience and skills. To educate a highly spiritual person who has matured in all aspects, to organize independent educational activities of students in the formation of his scientific worldview, to introduce advanced pedagogical technologies of organizing the educational process in the educational system to form independent work skills, in this regard, it is important to ensure the quality of teaching-methodical complexes, to organize the harmony of ecological education based on the further development of the provision of educational process with information resources and modern educational literature.

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