

PEDAGOGICAL PROBLEMS OF ENVIRONMENTAL EDUCATION

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ANNOTATION

This article is devoted to pedagogical issues of providing environmental education to students. Also, the content of the article details such issues as the role of environmental education in human life, the formation of environmental consciousness in students, the interaction of the environment and man, biological, pedagogical conditions for preserving ecomuhit, biological, environmental criteria for nature protection, didactic tools that form environmental consciousness in the individual, specific aspects of environmental education, the formation of a healthy lifestyle.

Keywords: Ecology, biology, biosphere, education, environmental consciousness, ecomuhit, environment, plants, Nature, Natural Science, Earth, atmosphere, natural environment, humanism, nature conservation, ecological culture, healthy life, long life.

One of the current issues facing society is the problem of environmental education and education of individuals. Man is the only biological species on earth that seeks to violate the laws of Ecology. People have mental strength, and this increases the level of knowledge about ecology as consciousness develops. If we say that a large part of the people on earth do not have environmental knowledge and qualifications, we will not be mistaken.

The decline in environmental literacy also has a negative impact on folk culture. It can only be restored with education. Time to look for another way the destruction of the environment is increasing day by day. Russian ecologist scientist T. V. Focusing on the problem of environmental education, Akimova says: "Nowadays, a new stage of environmental education of people is needed. In the process of education and upbringing of a person, priority should be given to the issue of environmental education, from kindergarten to higher education"[1]. So this is how a person with love for nature can be brought up. Currently, the creation of a universal and continuous system of environmental education is a task set for educators. This task is defined in the educational program. The uniqueness of the formation of modern opinions and opinions is that no less attention is paid to the issue of Ecology in the CIS countries and the Republic than in other countries.

Recently, the issue of raising responsibility for the natural environment has attracted the attention of employees of educational work, from primary school students to upper-class students. In general, what is the meaning of environmental education? What environmental concepts are inherent in primary school students? What is the peculiarity of nurturing a sense of love for nature, an element of the ecological culture of schoolchildren? Many are interested in questions about what methodological conditions give the greatest pedagogical results when applying this problem. Therefore, the establishment of the direction of environmental education is causing serious controversy. The need to focus on the issue of "Nature", "Environment" or "world of Nature" has become the main issue.

In the educational system of many foreign countries, environmental education is aimed at teaching various disciplines based on integral disciplines, depending on the level of education, age characteristics, life experience of students of the class. For example, in US colleges, five different

environmental integrated disciplines are taught, which must be taught according to the selection of pedagogical personnel.

In the CIS countries, the first model was not effective due to the fact that in the early days the direction of environmentalization of all subjects prevailed, and all educational programs included excess teaching materials. Even so, the environmental themes included in the curricula of each subject complement each other and try to provide systematic education to the subjects.

In subsequent years, in some educational institutions in the 8th grade there is the science of "Ecology", which concentrates knowledge and education in environmentally oriented disciplines. The first chapter of the textbook analyzes the scientific foundations, goals and objectives of Science and focuses on what requirements and attitudes are based on when creating its content. No matter how you look at the science of ecology, it seems to itself that it is an integral part of Biological Science. And the science of biology is obvious to all educated people that it is part of Natural Science. But it is well known that the science of ecology is not able to solve the problems of Biological Science, and the science of biology. The science of ecology is the main source of the science of conservation. The obligatory implementation of the science of conservation, its principles and laws in the use of nature for vital needs is the basis of eternal, meaningful life.

The desire to know the secrets of nature in every possible way, to use its wealth according to necessity is a trait embedded in human blood. It is impossible for a person to live without a sacred duty. Now the goal is to help every person living on earth to consciously use all these properties. The implementation of this goal is directly related to the education of nature protection of each person. It is the responsibility of a selfless teacher to do this work.

Consequently, when the reader gives young people a thorough knowledge of nature and ecology and turns them into an experience of preserving nature, the goal is fully realized, and young people consciously engage in conservation all their lives.

A.K.Brodsky provides a didactic program to increase environmental literacy from children with six stages to kindergarten children. That is, for each child, conservation should begin with each family, in kindergarten programs it is necessary to understand nature and develop the idea of conservation[2]. In other words, every child of preschool age should know the meaning and content of the concepts "nature", "green flag", "clear water", "blue sky", "wet soil", "flower", "Health", "Beauty", "song", "bird", "running animal", "native land, my land, my homeland, My Republic". In addition, it offers to teach the subject "Ecology and conservation" in grades 9-10 of base and specialized schools

About the scientific foundations, possibilities of interaction between society and nature and its content, scientists from St. Petersburg A.N. Zhirav, I.V. Ignatenko, A.N. Lastochkin, V.P. Salomin's author's program "Geoecology" is considered to be of particular importance. N.A.Voronkov said that the main issues of environmental education in the plan of educational institutions and the definition of its role and logical components in general education are a careful consideration of the advanced experience of colleagues abroad in environmental education[3]. A student who graduated from a higher educational institution will have full access to the values of humanity, such as preserving the meaning and content of the relationship between society and nature, the ecology of the environment of a person, careful attitude to the dead and living nature around him, systematically taught to young people from family to higher educational institutions. It turns out that on the basis of the understanding of the laws of society and nature, which directly and additionally affect the human life of students in relation to the environment and their own health, their educational activity increases and cognitive interest develops.

Environmental Science provides an opportunity to systematize and generalize knowledge about the environment, at the same time, to form the necessary knowledge and skills necessary to understand the role and place of a person. Educational materials provide methodological instructions for conducting various types of classes, namely laboratory work, lectures. The practical formation of students' deep mastery of knowledge makes it possible to purposefully and systematically solve various cognitive tasks. Different learning methods should be used in each lesson. For example, lectures, interviews, seminars, independent work of students, their preparation of synopsis or short lectures, games, debates, conferences, etc., the organization increases the cognitive interests of students and develops educational activities.

Currently, the science of Ecology has become one of the rapidly developing branches of science, gaining theoretical and practical importance. The science of Ecology - a touch of nature creates the scientific and theoretical foundations of the use of the method. He is able to fulfill his duty only when he takes a new path in educating and educating young people.

From a historical point of view, the preservation of *ekomuhit* was one of the first problems faced by man in his existence in nature and in the social environment. Consequently, our thinkers associated with socio-environmental topics have long been elements of the consciousness of society, deepening knowledge, providing environmental education, forming the ecological culture of future teachers, training special specialists for this is a necessary condition for general education systems. The problem of Ecology has not been the object of research by direct or indirect scientists for centuries. Medieval scientists formulated their views on nature philosophically and methodically. The allomas who lived in the 9th and 15th centuries were Al-Farabi, J.Balasaguni, K.A.Iassavi, M.Of particular importance are the works of qashqari about linguistics, logic, psychology, geography, morality. Among them, Al-Farabi is an encyclopedic scientist who made great efforts to create the theoretical and philosophical foundations of medicine, biology, geography. For example, the alloma wrote works such as "about human organisms", "about animal organisms", "about temperaments". In it "...man is the highest peak of creativity, the owner of all souls, so it must be revered," explained[4]. M. Whichever work of qashqari, it is based on great socio-moral, contemplative conclusions, common sense, landscapes of nature, knowledge. In conclusion, in addition to these, Al-Farabi, M. In many philosophical and naturalistic, socio-moral conclusions of qashqari, there are also valuable reflections on natural science, scientific conclusions.

Famous educators of the 19th century V.G.Belinsky, A.N. Herzen, N.A.Dobralyubav, D.I.Pisarevs are scientists who opposed school carelessness and lack of affection. These scientists attach great importance to the conscious education of nature and its moral influence, which determines the behavior of people[5]. These thoughts served as a model for pedagogy after them in order to substantiate the connection between knowledge and feelings in the perception of natural phenomena and objects. F.F.Bryukhan, studying the relationship of man with nature, Customs and traditions, highly appreciates the educational significance of folk pedagogy, which instills goodness in his relationship with nature. He Said, "Nature! "Tell me what a wonderful and secret there is in life," he says. Some animals and birds in nature, what is necessary for nomadic life, are revered as sacred. In the modern theory of pedagogy, researchers strive to fully and comprehensively determine the scientific foundations, goals and objectives, principles of environmental education and education. In pedagogical theory, scientific guidelines and advanced experiments that determine the content of environmental education and upbringing have not yet found proof, and it is determined from which class to give priority to environmental materials in the preparation of future teachers in order to provide environmental

education and upbringing to students. Yu in high schools. N. According to kukhtina, from a pedagogical point of view, the concept of "responsibility" includes:

- a) to understand how a person should behave in a natural environment;
- b) feeling that nature is a national wealth;
- b) to be able to see the areas of its activity that affect nature;
- c) it is necessary to understand that nature and relationships can be substantiated from the point of view of Natural Science and Noble knowledge[6].

Hence, the conclusion arising from the consideration of the methodological and theoretical aspects of environmental education and upbringing is that in environmental education and upbringing it is necessary to take into account the following main positions. To them in our opinion:

- Continuous training of environmental teaching materials in the same consistency.
- The presence of interdisciplinary communication in the educational process of environmental education and education.
- Environmental teaching materials to identify Global, national and local problems and open their interactions to understand and explain them.

In conclusion, the provision of environmental education to students, its inextricable nature, ensures a certain degree of manifestation in all disciplines of Natural Science, socio-historical, humanitarian-aesthetic, study of the labor cycle. Based on this feature, many scientists have divided environmental education into different worldviews, political, moral, aesthetic, legal, labor, etc., treating it as a closely interconnected system made up of educational elements. The issue of environmental education in an educational institution has an integrated content in individual disciplines, it is necessary to study it on the basis of interdisciplinary communication with other disciplines under the program, taking into account the consideration of each subject from a specific point of view.

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