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FORMATION OF ECOLOGICAL CONCEPTS AND PERCEPTIONS IN STUDENTS IN THE PROCESS OF INNOVATIVE EDUCATION

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Annotation
Nature protection is one of the main problems of today. Ecological balance is achieved only when society and nature consciously manage the relationship between man and the environment. The main basis of environmental education is to convey the essence of this relationship to the minds of students, to teach them to consciously realize their relationship to nature.

Keywords: Culture, environmental education, modern education, communication, organization.

Particular attention is paid to issues such as the integrity of nature and its interconnectedness, the rational use of natural resources to changes in nature under the influence of human activities.

To this end, the formation of a new ecological thinking in the minds of swimmers, the use of effective organizational work in this work - is one of the vital problems of the national educational system.

In addressing this issue, environmental education activities are distinguished by their richness of content, the diversity of organizational forms. Ecological circles open up the possibility of acquainting students with the local ecological situation, their participation in overcoming the existing tensions. emissions, gases that pollute the air, and their impact on human health, living things, and the plant world.

The course should be different in form and content, as well as productive and important for the student, and most importantly understandable.

In modern education, the issues of the development of the individual, the application of advanced methods in his mental development are put forward. At present, conducting education in only one direction is not very effective.

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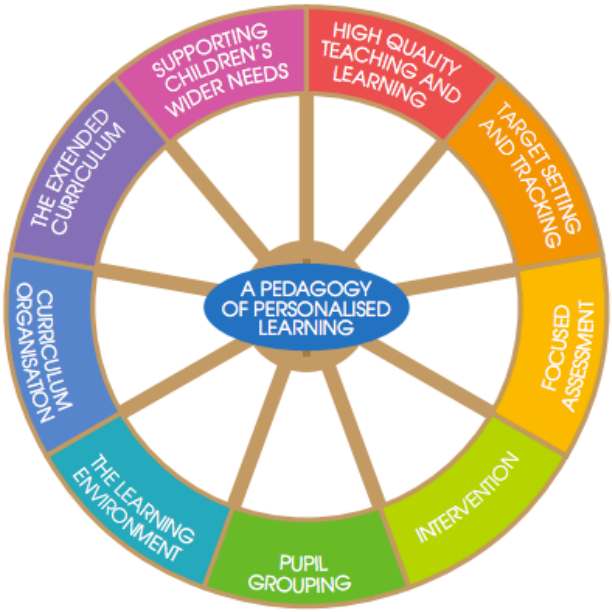

Fig 1.A pedagogy of personalised learning

Learning in informal settings, such as museums and after-school clubs, can link educational content with issues that matter to learners in their lives. These connections work in both directions.

Learning in schools and colleges can be enriched by experiences from everyday life; informal learning can be deepened by adding questions and knowledge from the classroom. These connected experiences spark further interest and motivation to learn.

An effective method is for a teacher to propose and discuss a question in the classroom, then for learners to explore that question on a museum visit or field trip, collecting photos or notes as evidence, then share their findings back in the class to produce individual or group answers.

These crossover learning experiences exploit the strengths of both environments and provide learners with authentic and engaging opportunities for learning. Since learning occurs over a lifetime, drawing on experiences across multiple settings, the wider opportunity is to support learners in recording, linking, recalling and sharing their diverse learning events.

In order to train competitive personnel in line with the requirements of the time, the teacher must make every effort. Competitive personnel must be able to study and understand every science, not just one direction.

This means that it should be the first task of every science teacher to make students aware of the importance of interdisciplinary communication throughout the lesson.

Given the growing global importance of environmental issues, in recent years, along with important priorities, special attention is paid to environmental protection, environmental culture, environmental education, environmental education.

The urgency of environmental education is determined by the nature of our country, ecosystems, protection of the environment from instability and degradation, raising the ecological culture of the population, the need for all segments of the population, especially youth, to contribute to these very serious, vital issues.

However, a systematic analysis of the process of implementing environmental education shows that serious problems and shortcomings remain in the organization of environmental education, which hinder the full implementation of reforms in this area.

In particular:

The requirements for compulsory environmental education provided for in Article 4 of the Law of the Republic of Uzbekistan "On Nature Protection" are not sufficiently met in all types of educational institutions; the current state educational standards and curricula are not adequately enriched with environmental knowledge, skills, competencies and competencies;

study of advanced national and foreign experience in the field of environmental education, on the basis of which specific parameters for the formation of environmental culture in students have not been developed;

educational programs implemented at all stages of the education system are not coordinated with the essence of today's national measures aimed at overcoming global environmental problems, reducing the level of existing environmental risks, restoring the natural environment; the topics of preschool and general secondary education curricula do not meet today's requirements, including the lack of topics in the field of ecology and environmental protection, conservation of nature, rational use of natural resources, which form ecological consciousness in students; the system of environmental advocacy in educational institutions is also unsatisfactory, in this regard, the establishment of mechanisms for the implementation of environmental advocacy and adequate incentives for these mechanisms are not sufficiently implemented;

There are no concrete proposals for the creation of electronic teaching aids for environmental education and expanding access to innovation;

There is insufficient practical cooperation between education and public administration in the field of ecology and environmental protection to improve the system of environmental education, in particular, only proposals have been made to reform the system of environmental education in recent years; there is a lack of teaching materials that provide methodological support for teachers in the field of environmental education, including textbooks in the field of ecology and environmental protection, textbooks for pupils and students;

educational programs need to be completely revised, including those that need to be radically improved in the light of recent reforms in the field of ecology and environmental protection in the country.

In this regard, further development of the environmental education system through the successful implementation of the Concept of Development of Environmental Education in the Republic of Uzbekistan (hereinafter referred to as the Concept), which provides for specific goals and objectives and directions, is of particular importance.

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