



PEDAGOGICAL SIGNIFICANCE OF THE CONTENT OF ECOLOGICAL EDUCATION IN HIGHER EDUCATION

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Abstract

Ecological education develops the student's interest in ecological problems and forms ideas about the image of the world. The attitude of the student to the natural and social environment is formed. The article highlights the importance of the pedagogical approach for the student's mastery of environmental education in higher education and gives practical suggestions.

Key words: Ecological education, content, environment, nature, knowledge, skills, education, higher education, student, teacher.

Аннотация:

Экологическое образование развивает у учащихся интерес к экологическим проблемам и формирует представления об образе мира. Формируется отношение школьника к природной и социальной среде. В статье подчеркивается важность педагогического подхода для овладения студентом экологическим образованием в высшей школе и даются практические рекомендации.

Ключевые слова: Экологическое образование, содержание, окружающая среда, природа, знания, умения, образование, высшее образование, студент, преподаватель.

It is known that the content of environmental education includes two aspects: transferring environmental knowledge and turning it into relationships. Since knowledge is a mandatory component of the process of formation of the principles of ecological culture, and attitude is its final product, real ecological knowledge forms the conscious character of the attitude and creates ecological consciousness. An attitude built outside of the understanding of natural relations in nature, social-natural relations of man with the environment cannot be the core of environmental education and become the beginning of the developing ecological consciousness. The reason is that the lens ignores and relies on existing processes.





There are four contents of environmental education:

1. scientific and educational;
2. valuable;
3. normative;
4. practical activity.

In ecological education, knowledge about the practical benefits of nature to man prevailed. Such a one-sided approach puts consumption first. As the economic need increases, a predatory attitude towards nature is formed. For example, people's perception of the environment is impoverished, interest in nature, and aesthetic sensitivity decreases due to consumption needs such as eating meat of rare birds and animals, making clothes from fur skins. Feelings of compassion and sympathy for nature are damaged. In the process of environmental education, the teacher reveals the importance and value of nature by using available materials, that nature is not only a source of vital resources, but also that it is a source of human self-development in many ways, and that it is the wealth of his individuality. The content is revealed by its essence. The main task of the educational content is to educate a free, amateur person with a developed natural perception of nature.

In higher education, the practical type of education is important and effective for instilling environmental knowledge into the student's mind. As the student learns what and how to do in the process of practical activity, his mind, experience, and emotions develop, the child's attitude to the environment is formed and grounded.

A biocentric approach to ecological education, which puts nature in the center of attention and considers man as a part of it, emphasizes the need to study the laws that exist in nature itself. Only their thorough knowledge allows a person to have a proper relationship with him and live according to his laws.

There are two interrelationships in higher education and environmental education:

- Environmental upbringing of the moral foundations of the person;
- Preschool ecological and school scientific-ecological education.

Ethnopedagogy (people's pedagogy) serves as the main core in the structure of ecological education of the moral foundations of a person, which is later added to other forms and methods of education. Every nation living in our country has constitutional rights and obligations to preserve and enhance its national values and traditions. Among the many qualities that make up the pride of every nation, there is also its attitude to the cleanliness of the environment, the health and spiritual purity of the generations that make up this nation. On the basis of folk customs, traditions, oral creativity, a national code of moral purity of a person will be formed. This code is the concept of predictability of targeted ecological activities of people in several





generations, their environmentally friendly behavior, thrift, care, humanity, and respect for folk wisdom and culture of their people.

Professional environmental competence is an integral characteristic of a specialist, based on ecologically appropriate value-motivational attitudes, universal abilities and personal qualities, which reflect the ability and readiness to implement professional environmental knowledge and experience in professional activities dynamically, quickly and effectively. Learning is manifested not as a process of information (knowledge) transfer, but as a way of life and a form of life of teachers and students, which includes, among other things, the exchange of information. "Teacher - students" interaction takes not only the subject-subject form, but also the character of continuous joint development (coevolution) of the subjects of interaction in the educational process.

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