



ON THE FORMATION OF ECOAESTHETIC COMPETENCE IN HIGHER EDUCATION

Alijonova Maftuna Makhamadjon kizi
Student of Fergana State University

Abstract

In the article, the conditions, methods and methods of formation and development of eco-aesthetic competence in the minds of future personnel, which must be implemented in the higher education system, the plan of the work to be done, their effect, the impact on the student's educational activities, each study of environmental knowledge it is mentioned that it is necessary for the younger generation. Today, in the system of higher education, systematic measures to improve students' ecological and eco-aesthetic taste and their results are analyzed.

Keywords: ideas, activities, environmentally safe activities, project, management, indicators, resources, biology, ecology, geography, chemistry, ecoleader.

Introduction

It is impossible to bring everyone in society to the peak of eco-aesthetic culture. But it is possible to educate the future generation in the spirit of environmental responsibility. We sincerely believe that this will be the greatest contribution of pedagogues to the future. So, what should be done for this, i.e. to train a pedagogue with mature eco-aesthetic knowledge? Of course, it is necessary to carry out large-scale work on the formation of eco-aesthetic competence in the higher education system.

The main concepts necessary for the formation of eco-aesthetic competence are: ideas, activity, environmentally safe activity, project, management, indicators, resources, mandatory (ecological, legal, ethical), environmental risk, environmental damage, environment monitoring, prudence (ethical principle), prevention of damage to the environment, health and life safety.

Environmental culture is not a separate type of culture that regulates the relationship of man with the natural world, but a vector of all components of modern human culture. Ecological competencies include all basic competencies formed in general education - as the ability to apply the student's values, ecological way of thinking and behavior in socially problematic environmental situations that arise in various forms and directions of human activity.





LITERATURE ANALYSIS AND METHODOLOGY

Several stages can be identified for the formation of students' eco-aesthetic competencies:

Stage 1 - learning to know

This is the stage of formation of ecological and eco-aesthetic knowledge and skills. It is carried out by studying the courses of biology, ecology, geography, chemistry at the university. Formation of environmental competence in higher courses is carried out through various activities of students; group and individual trainings are organized with talented students to prepare for the Olympics.

Stage 2 - learning to learn.

This stage is the stage of creating one's own creative products and implementing environmental projects. This is done by working with students individually. For example, at this stage, the projects of –sewage treatment model and soil as a habitat were implemented.

Stage 3 - learning to live. At this stage, it is important to actively participate in environmental actions (for example: green hands, eco-wallet, etc.). It forms an active life position, educates people who are not indifferent to the life problems of their region.

4th stage - learning to be. Regular victories in city and regional Olympiads are the result of joint activities with students. In this 4th stage, the formation of environmental competence is completed. At this stage, the student chooses a life path. Later, it is carried out by itself in the process of ecological activity.

Examples of activities for the formation of ecological communities in the example of pedagogical experience:

In the system, a lesson is held on the topic "Characteristics of ecological groups of plants". It includes the concept of environmental factors and their types, the names of plant groups are studied in relation to various factors of inanimate nature such as light, heat, water, and relevant examples of plants are considered.

The whole of Uzbekistan is preparing an ecological lesson called "Freedom from waste", in which students will act as eco-leaders. The purpose of the lesson is to develop a responsible attitude of future teachers towards waste and to take practical steps to solve the problem of waste in everyday life. During the lesson, the concepts of natural resources and the life cycle of things will be revealed. Students will learn about each of the five stages of the life cycle. A recycling report for students is presented as one of the main ways to solve the waste problem, after which students suggest options for recycling the waste. The result of the lesson is to encourage future teachers to





participate in environmental actions, and to prepare environmental posters as homework.

A creative exhibition dedicated to the International Bird Day and aimed at protecting birds "Protecting Birds" will be organized in higher educational institutions. The exhibition features rare species from the Red Book, extinct and small species, as well as representatives of the city's flora. The impact of human activity on the environment will be considered during the exhibition.

All students who want to take part in the city's "Green Hands" action, which is dedicated to the day of greening of the city. Students present pre-made flyers to the city residents, inform them about the purpose of the action. Each such eco-action attracts the attention of 100 residents of the city.

All higher education institutions (students and parents, teachers and other workers) participate in the "Paper" action to collect paper every year. More than 1000 kg can be collected during harvesting, thereby reducing the number of trees cut down. The seminar "Modern methods of environmental quality assessment" is periodically held at the higher educational institution. During the workshop, participants conduct small project studies and create model solutions to environmental problems.

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DISCUSSION AND RESULTS

Students will learn about each of the five stages of the life cycle. A recycling report for students is presented as one of the main ways to solve the waste problem, after which students suggest options for recycling the waste. The result of the lesson is to encourage future teachers to participate in environmental actions, and to prepare environmental posters as homework.

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Regular work is carried out with students to prepare for the theoretical stage of the Ecology Olympiad. During the implementation of ecological and eco-aesthetic competences, students gradually develop ecological thinking, ecological culture and ecological maturity. This, in turn, serves as one of the most important components of intellectual and spiritual-moral development of a person. An intelligent, literate, ecologically competent and highly moral person understands and can appreciate the global nature of the ecological crisis. Also, he will be able to take responsibility for his behavior in nature and the behavior of other people.

Ecological competence is considered as a complex of conflicting situations, conditions, and relationships in the social-natural environment system of a person at different levels and scales as a result of a socially problematic ecological situation, as well as social, ecological and economic consequences of human activity. Competence means a person's ability to independently apply acquired knowledge and skills in a new situation.

In accordance with the content of the concept of safety included in the Law on Environmental Protection, ecologically safe activity is defined as the quality that ensures environmental protection, preservation, human health, and life safety.

Leading activity is considered not only as a means of forming eco-aesthetic competence, but also as an object of its application, that is, environmental competence is formed not only through the main activity of the student, but also in the example of socially problematic environmental situations that arise in it. Therefore, the ecological and eco-aesthetic qualification of the student in the main field of activity ensures not only the student, but also the environmental safety of this activity, allows to increase its effectiveness, and improve the process of personal and intellectual development. Thus, the ecological competence of adolescents in the field of communication is the ability to communicate directly with different people and nature, to find sources of ecologically dangerous information, to make proposals and to resist.

Based on the above, we suggest highlighting the following important areas of environmental competence in general education:

- Educational activity and its ecology
- Communication ecology





- Environmentally oriented educational and social practice
- Environmental aspect of career guidance

At different stages of education, these meaningful lines are implemented in different proportions depending on the leading activity of the student. For example, educational activities in the field of ecology and the lifestyle and behavior of students related to it, the foundations of environmental competence have been created in the Higher Education Institution, but they continue to develop during education.

Planning and implementation of eco-logging under the slogan "We will create a waste-free space" in cooperation with the Youth Affairs Agency, "Ekolog" public association and volunteer centers in several higher educational institutions of our republic on the occasion of "World Environment Day" on June 5 is the eco-aesthetic competent is of particular importance in the training of high-level personnel.

The ecology of educational activity is considered by D.S. Ermakov as a field of human ecology, which studies the relationship between the educational activity of a person and the educational and social environment around him. The content of this field of knowledge:

- assessment of the impact of environmental conditions on academic success;
- designing and organizing the environment to improve research results, health and safety;
- ensuring environmental safety when working with information flows;
- use of general education skills to spread their ideas;
- organization of social partnership in solving local environmental problems, economic consumption and healthy lifestyle.

Eco-aesthetic maturity in the field of ecology of educational activities implies the student's ability to design and organize, taking into account the temporary conditions of the implementation of educational activities:

- Relations between educational subjects;
- Requirements of the state standard and educational program;
- Student's individual resources; educational burdens and their impact on health and environmental safety, etc.

CONCLUSION

Thus, eco-aesthetic maturity is ensured by the implementation of interrelated, common cultural tasks of education, upbringing and development, and also includes the formation of:

- 1) to know the natural-scientific and social-cultural laws (life) of human activity in the environment;





- 2) activities related to environmental risks for the environment, human health, life safety;
- 3) environmentally safe life rules;
- 4) the ability to design one's activities from the point of view of environmental safety (setting the goal, predicting the consequences, planning, organizing, communicating, assessing risks for environmental safety);
- 5) responsible attitude to the consequences of one's activities for the ecological safety of the environment, human health and safety.

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