

ECOLOGICAL CULTURE OF A PRESCHOOL EDUCATION SPECIALIST

Ashurova Oygul Anvakjonovna
Fergana State University Faculty of Pedagogical Psychology
Department of Preschool Education

Mirzaliyeva Nozliyon qizi
Faculty of Pedagogical Psychology
Student of the Preschool Education Department 2nd Year

Abstract:	Keywords:
The article examines the pedagogical conditions for the formation of aesthetic culture of students as the most important component of the spiritual image of the individual, which is especially important in modern conditions of intensive growth of the industrial and technological sphere, informatization and computerization of society.	Aesthetic environment Aesthetic culture, pedagogical conditions, elective course, socio-cultural workshop.

Introduction

According to I. D. Zverev, I. T. Suravegina, ecological culture should be associated with activities, social and moral orientation of the need to improve the environment. The ecological culture of the individual is built on the basis of the laws of living systems and respect for life, and its main indicator is social and individual environmental responsibility for events in nature and people's lives. "The condition and prerequisite for the formation of the environmental responsibility of the young generation as a cultural phenomenon is the intellectual and spiritual development by youth of not only scientific, but also aesthetic, moral, legal and economic aspects of the environmental relations of mankind"

This study experimentally demonstrates the success of the search for a new methodology in the formation of environmental culture, it paves the way for the integration of knowledge in all parts of lifelong environmental education. In preschool pedagogy, the idea of integration has been maturing for a long time, but research is needed that reveals the possibility of a "deep" unification of various aspects of the educational process with preschool children on an emotional-sensory and activity basis, with the inclusion of rational and irrational knowledge.

For the theoretical substantiation of the methodology of ecological education of preschool children, the formation of the beginnings of ecological culture in children at this stage, the position of those researchers who single out the leading provisions of bioecology, the fundamental basis of all ecological knowledge, as key ideas (key concepts) of environmental education (N. M. Mamedov, I. T. Suravegina, N. M. Chernova, I. N. Ponomareva, etc.).

Nature exists objectively, initially independently of man, develops according to its immutable laws (N. F. Reimers). Mankind only at the last stage of historical development

became a geological force, a force on a planetary scale, while it invaded nature, not knowing its laws (as "with its charter in a strange monastery"). It seems that with any approach to building a system of environmental education, with any means of integrating its content, knowledge of the environmental laws of nature should be mandatory for every person, it should be the fundamental basis of ecological culture.

Most researchers, considering the phenomenon of ecological culture, rely on subsystems of the concept, which are ecological thinking, ecological consciousness, attitude, ecological activity. That is, ecological culture is considered as a broad integrative property of the individual. In this case, ecological thinking is defined as a mental act that solves a specific environmental problem. A person armed with environmental knowledge applies them in practice to get out of one or another problematic environmental situation, that is, thinking determines action, behavior, and specific activities.

Ecological consciousness is a broader category than ecological thinking.

Thus, it is obvious: ecological culture is a complex category that develops throughout a person's life, it originates in preschool childhood, its formation occurs with the participation and under the guidance of an adult. An adult is engaged in upbringing and educational work, therefore, first of all, the result depends on him - the promotion of children along the path of acquiring an ecological culture. The teacher who educates them in any educational institution must be its bearer. The parameters of the teacher's ecological culture are determined by researchers involved in the professional link in the system of continuous environmental education. These questions were investigated by S. N. Glazachev, E. S. Slastenina, L. V. Romanenko, I. P. Safronov and others.

The future teacher should acquire a general broad understanding of nature, the processes taking place in it, and the interaction of a person with it. The "picture of the world" will become the philosophical foundation from which he will carry out his specific activities with children.

Ecological professionalism of a teacher is the ability to make the right technological, constructive decisions at any moment of the educational process. IP Safronov focuses on the environmental education of the teacher: systematized scientific knowledge about nature, knowledge of the fundamental problems of interaction between society and nature, environmental and pedagogical knowledge necessary for working with children. The environmental education of a teacher can be a measure of his value orientations in moral, aesthetic, intellectual aspirations (L. V. Romanenko).

In recent years, various departments have been engaged in the search for effective ways of environmental training of students of pedagogical colleges and universities. Similar work is taking place at the preschool faculties of middle and higher level institutions, where specialists in preschool education are being trained. In recent years, a number of studies have been carried out (E. V. Klyueva, O. O. Prokofieva, N. V. Krivoshekova), which show the significance and procedure for the environmental preparation of students for their further work on the environmental education of children.

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Interesting results were obtained in the study Pedagogical Conditions for the Development of Ecological Culture among Preschool Students in the System of Secondary Specialized Pedagogical Education. The purpose of which is to identify the conditions for the development of ecological culture among students of the preschool department of the pedagogical college. The study found that the formation of an ecological culture among future professional educators preparing to work with preschool children is necessary due to the fact that ecological culture is currently a basic component in the system of environmental education, one of the fundamental characteristics of a modern teacher. Proper upbringing of young children, their familiarization with nature in the conditions of an ecological crisis is possible for people who have a proper degree of ecological culture. The development of this quality in students during their preparation is directly dependent on a number of conditions:

- inclusion in the content of environmental education: a course on the basics of ecology; methods of ecological education of preschool children in kindergarten;
- creation of an ecological-developing environment in an educational institution with the participation of students;
- building such a technology of the educational process, which activates not only the intellectual, but also the emotional sides of the personality of students and which ensures their inclusion in environmental (environmental) activities.

The study found that for the development of the ecological culture of students, it is not enough just to study in the classroom: mastering the basics of ecology and methods of raising children should be combined with extracurricular activities that provide them with familiarization with the value of nature in different ways. That is, the model of the pedagogical process in a pedagogical college should be a meaningful ecological trinity of education, upbringing and development. It is in this case that at the output of young specialists one can find an ecological culture, the indicators of which are: ecological education, emotional susceptibility and responsiveness to the natural environment, the ability for ecological thinking, adequate behavior in nature, readiness for environmental protection.

An educator who has undergone extensive environmental training at an educational institution is the bearer of ecological culture: he understands the ecological situation of the planet, country and his region, feels civic responsibility for the current situation and is ready to change it, owns the methodology for developing the principles of ecological culture in children.

The aggravation of the ecological situation in the modern world, against the backdrop of consumer attitudes towards natural resources, requires the development of the necessary strategy to educate the younger generation in the right attitude towards nature and the realization that man is an integral part of it, and not the owner. That is, in the aggregate - the formation of ecological culture.

Ecological culture is an indicator of the ecological consciousness of the individual; it is a universal culture based on a system of universal values based on the experience

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accumulated by previous generations. Its goal is to convince a person to live in harmony with nature, so that the satisfaction of the needs and lifestyle of modern society do not harm nature, and, as a result, the lives of future descendants, so that knowledge about the world around us and the interconnection of all living things will bring up a humane attitude towards it.

The main role in the upbringing and educational work is assigned to the teacher, because the result, first of all, depends on him - the promotion of children along the path of acquiring an ecological culture. Of course, a teacher who teaches his pupils in any educational institution must be the bearer of this culture, that is, have a broad understanding of nature and the processes taking place in it, the key problems of interaction between man and nature, understand the ecological situation not only of the planet as a whole, but and their region, be aware of their civic responsibility for the current situation and be ready to change it, possess the methodology and professional skills for the development of ecological culture in children of the school and preschool period.

A teacher with ecological professionalism is able to make the right decisions at any moment of the educational process. I. P. Safronov in his works focuses on the environmental education of teachers, on their mandatory possession of systematized scientific knowledge about nature, environmental and pedagogical knowledge necessary for working with children, understanding the fundamental problems of interaction between society and nature.

Since the problems of the development of ecological culture in the Russian Federation occupy a significant position in pedagogy and require multilateral consideration and complete research not only at the theoretical level, but also at the level of organization of practical work with children, the phenomenon of ecological culture in their studies was studied in detail by N.N. Veresov , N.S. Dezhnikova , I.T. Suravegin .

Recently, a number of research papers have been written on various aspects of the development of ecological culture, for example: N. N. Egorova. "Ecological culture of the teacher: axiological and pedagogical aspect", Tkachenko Yu. Nikolaev "Ecological culture in the educational space of preschool educational institutions: the leading role of environmental education technologies".

Zykova O.A. made a great contribution to the development of the ecological culture of a teacher in a preschool educational organization by writing a number of articles, for example: "The ecological culture of a kindergarten teacher", "The development of an ecological culture in a kindergarten", "The development of an ecological culture of a kindergarten teacher", "The development of an ecological culture of a kindergarten teacher", garden", "Organizational and pedagogical conditions for the development of ecological culture of the subjects of the educational process of a preschool institution".

In her article "Development of ecological culture of teachers of preschool education" she made an attempt to determine the typology of teachers based on their professional skills and personal qualities related to ecological culture. The same author in the article

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"Ecological culture of the kindergarten teacher" identifies four types of strategies for the teacher's work with children.

In the articles of A.A. Niyazova, Yu.M. Gibaddulin. "Formation of the ecological culture of future teachers in the conditions of formal and non-formal education" presents an analysis of the concept of "ecological culture" and describes its components, as well as the conditions for the formation of ecological culture.

The structure of the innovative model of methodological guidance of environmental education and the content of the ecological culture of teachers are revealed in the work of T. Yu. models.

The work of S. N. Nikolaeva, T. Yu. Burlakova "Methodological guidance of the ecological and pedagogical process in a preschool institution as a factor in the development of ecological culture of teachers" reflects the uniqueness of the methodology of environmental education, as a relatively new direction in preschool pedagogy, which lies in the basis of the system of work with children and should be conveyed to kindergarten teachers.

The actual problem is defined in the article by A.V. Irgit "Development of ecological culture of preschool teachers", the concept of "ecological culture of a teacher" is also clarified, the main content of the ecological culture of teachers of preschool institutions is determined, and three main components of ecological culture are identified.

Article by V.N. Polischuk "Ecological culture. Ecological culture of the teacher" is devoted to the ecological culture of the teacher. It examines the elements and components of the teacher's ecological culture.

V.A. Gusev "The influence of the ecological culture of the teacher in the process of educating mercy to animals in older and younger preschoolers". The article is aimed at considering the influence of the ecological culture of the teacher, his scientific and cognitive aspect, on the process of educating mercy for animals in preschoolers and young schoolchildren in the educational activities of kindergarten and school.

A. V. Demchuk "Preparation of future teachers for the formation of an ecological culture of students: meaning and aspects". The article discusses aspects of preparing future teachers for the implementation of environmental education of students, provides an analysis of the current situation on the problem of the formation of environmental culture.

T. Yu. Makashina "Formation of the ecological culture of the educator in the framework of the advanced training program". The article deals with the issue of the formation of the ecological culture of the educator, which arose on the basis of the ecological problem that has developed at the present stage of "man-nature-society". The importance of additional professional advanced training programs is emphasized.

V.E. Medvedev, T.V. Popov "Ecological culture of the teacher". The structure of the teacher's ecological culture, its sources and components are proposed and substantiated.

A number of studies were carried out by: E.V. Klyuev, O.O. Prokofiev, N.V. Krivoshechekov. They show the significance and procedure for environmental training of students at the faculties of institutions of middle and higher levels, where preschool

education specialists are trained for their further work on the environmental education of children.

Turning to the problem of the development of ecological culture among preschool teachers, we can state that this area of research has not been sufficiently studied in the scientific literature and practice. Considering this issue, we, first of all, will talk about the means of developing ecological culture among teachers of a preschool organization.

Modern pedagogy presents ecological culture as the result of education, the main function of which is to prepare the younger generation for life in this world, and for this it must know it, master the system of moral norms in relation to it, including nature.

Scientific research and practice-oriented activities have shown that the ecological culture of the teacher is designed to determine the development of both the ecological culture of society and the individual.

As a result of the study, its main goal was achieved, which is to substantiate the development of environmental culture among teachers of a preschool educational organization.

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