

Social and Pedagogical Need to Improve Ecotic Knowledge in Students**Hamrakulov Jahongir Bakhtiyorovich**

Independent researcher at Fergana State University

Annotation: The article deals with eco-ethics, eco-knowledge, the concept of eco-competence, its content, forms of manifestation of eco-knowledge in the process of rational environmental management, the pedagogical system, features, didactic support for its formation from young people, especially students of higher educational institutions.

Keywords: education, higher education, student, nature, ecology, ecoethics, ecoethical knowledge, ecoethical competence, ecological consciousness, ecological culture.

Over the next century, the deepening contradictions between the first nature and the second nature created serious environmental problems. Especially in the late nineteenth century and today's globalization, the development of science and technology, the chemicalization of the economy and daily life, the rapid increase in population, the imbalance between nature and man, the pollution of land, water and air are harmful to human life. Ecological crisis is manifested in the process of producing the foundations of human material and spiritual life. At the same time, eco-ethics, on the one hand, is vividly reflected in the socio-economic, political and spiritual relations of the "nature-society-human" system and does not differ from the material production features of its historical period. On the other hand, the immanent balance of the "nature-society-human" system, formed as a result of eco-ethics, the balance of the biosphere reflects the level of socio-economic development of society [1; 10].

Among the thinkers who lived and worked in Central Asia in the Middle Ages, Khoja Ali Rometani, Muhammad Musa al-Khwarizmi, Abu Nasr Farobi, Abu Rayhan Beruni, Abu Ali ibn Sino and others made a great contribution to the development of human ecological culture. They wrote valuable ideas about nature and its balance, flora and fauna, and respect for nature at a time when the science of ecology had not yet taken shape. Even today, one of the most important tasks is to treat nature at a high moral level. Therefore, it is important to approach this problem from the point of view of both pedagogical and social necessity. As the President of the Republic of Uzbekistan Shavkat Mirziyoyev noted, "The most important issue is to raise the environmental awareness of the population. Of course, such problems cannot be solved only by administrative means, it can be achieved by cultivating in the hearts of the younger generation a love for mother nature, a sense of belonging to it [2; 392].

The ecological sustainability of the world's countries is determined annually by two main criteria: environmental health and ecosystem viability, as well as 24 indicators. An in-depth analysis of environmental developments and processes will help in the conduct of world politics. In this regard, the EPI - (International Level of Environmental Indicators) [3] has been established, in which 180 countries are constantly evaluated. Among 180 countries, Uzbekistan ranks 118th, and a comparative analysis of the rating scores shows that it scored 50.67 points. The low level of production and technology, the slow development of measures to ensure environmental sustainability indicate the need for deep development of environmental literacy and competence in our country.

Ensuring the implementation of Goals 79,80-81, established by the Decree of the President of the Republic of Uzbekistan dated January 28, 2022 "On the Development Strategy of New Uzbekistan for 2022-2026" No. PF-60 [4], including the education system The formation of the Ecological Party of Uzbekistan on the basis of the Concept of Development of Ecological Education of the Republic of Uzbekistan [5] and the Ecological Movement of Uzbekistan is the basis for the development of environmental protection and sustainable development. is serving.

In the human-nature-society system, perfect ecological thinking and the ability to think rationally about nature, only ecological competence can save the future biosphere. The new image of education consists of competent, competent professionals who are able to see and analyze the problems of the social and environmental strata as a whole, to think systematically and creatively. This necessitates a scientific study of the structure of eco-competence of students, the definition of its pedagogical tools, methods and forms, as well as the need to create a pedagogical model of environmental training.

Ecological knowledge is considered by future professionals, especially as an integrated personal education of the student, whose characteristics define the leading psychological features: in the cognitive field - allowing to master the system of scientific concepts on environmental issues, as well as understanding the need to protect the natural environment; "Nature is man"; in the emotional sphere - the moral and aesthetic feelings and emotions that result from contact with nature, as well as emotional reactions that reflect a negative attitude towards people who disrupt the natural environment; in the voluntary field - responsibility for the state of the environment, the ability to carry out this personal training related to the experience of studying and protecting the natural environment. Based on the above considerations, it can be argued that ecological competence is an integrative category that combines many components.

Ecological knowledge shows the level of development of a future specialist's rational attitude to nature and represents a well-organized knowledge symbiosis, assessment and regulation of natural processes, a creative approach to any task in this regard and the implementation of his plan. Students' ecological knowledge also implies an aesthetic and axiological approach to nature. This article examines the basic, interconnected structural components of students' ecological knowledge, need-based, cognitive, organizational-functional, and ergonomic aspects. The article also pays special attention to the restoration and development of students, taking into account their needs for elements of ecological knowledge, the wide involvement of cultural institutions in the enjoyment of students, improving the institutional system of ethno-ecological education and advocacy, their quality. modern pedagogical conditions for bringing to new levels are revealed.

Observing the connections in the system "Nature - Man - Society - Culture - Civilization" requires the inclusion of environmental issues. Mastering the problems of ecology plays an important role in determining the personality of the modern specialist, his civic qualities, contributes to the formation of an active life position [6; 12-17].

Teachers of special subjects in technical universities have a special responsibility for the environmental training of technical professionals. Virtually all of the environmental cataclysms occurring today depend on man-made factors [7; 11-32]. Recently, special courses on the field of ecology have been added to the programs of technical universities, which discuss the environmental characteristics of activities in relevant professions [8, 5]. At present, the national education program adopted in our country is aimed at ensuring the training of personnel and fully meets international standards and requirements. This is a positive phenomenon, but not enough to form a complete ecological knowledge. For example, in the textbook "Ecology", created by H.T. Tursunov, T.U.

Rakhimova, the spiritual and moral issues of ecology are neglected. In particular, Part 3 of the textbook details the legal, organizational and economic foundations of environmental safety and sustainable development, but does not address environmental ethics, which is the most important component of environmental knowledge [9; 54]. At the same time, the environmental problem is beyond the scope of the main special courses. Additional time should be allocated for these disciplines in order to directly integrate environmental issues into specific disciplines. Such an approach would allow for a more complete understanding of the technical relationship between ecology and ecology, and for environmental knowledge and skills to become part of professional competence.

The formation of students' ecological knowledge is relevant to both the rational and emotional spheres. The worldview, which is a part of culture, is formed in the process of spiritual and practical mastery of the world. The purpose of teaching can be considered achieved only if the student not only has a set of knowledge identified in the curriculum, but also has the need to supplement them independently, as well as master the skills of independent work. The inclusion of environmental issues in the topic of students' research work is extremely important in the formation of the ecological knowledge of the specialist. In addition, all universities in the country now have all the conditions to coordinate the work on the formation and development of ecological knowledge of the student as a person, to open ethno-ecological centers under the guidance of leading teachers and active students.

A highly qualified professional should have an eco-friendly way of thinking. This is his own creative energy:

- to see the object of their creative work in ecological connection with the environment;
- accurate observation of the environmental consequences of their work in the near and long term;
- should be subject to rules such as changing its facilities in a way that improves the environmental situation or at least minimizes damage to the environment.

These rules should not be just a technical requirement for the results of the work. They should become worldview guidelines as well as ethical norms that prohibit unethical behavior for the professional. First of all, the society hopes not only to train highly educated professionals and have a highly qualified professional, but also to have a person who has a high level of general culture of society, including the most important aspect of human culture as a system - ecological knowledge. After all, in any society, it is very important to conduct systematic education in the transformation of socio-biological individuality, natural abilities based on hereditary abilities, reflective ability, into theoretical knowledge, practical skills, abilities. In particular, the activity of ecological education and upbringing, the object of which is the system of natural and social relations within the human being [10; 31-33], ie the formation of his inner spiritual ecological world. In this sense, the system of ecological education and upbringing is to show that the root causes of ecological crises are not in the technical and technological development of society, but in the spiritual crisis of the individual.

Second, the university should pay special attention to the preparation of a comprehensive approach, which should also focus on environmental issues. Higher education programs should focus on the formation of a holistic, systematic view of the world and the subject of ecology, an independent approach to environmental thinking, an ecological worldview and a sense of the world, and provide students with specific environmental training related to their future careers.

The essence of ecological competence is the interdependence between nature and society, the preservation of natural stability through the study and application of natural and social laws that bind them together. Environmental education provides a person with:

1. Compiles a complete picture of human nature, environment, biosphere;
2. Helps them to study sciences in depth and broadly;
3. Helps them understand that there are laws of organic connection between nature and man. Educates in the spirit of a conscious attitude towards nature;
4. Creates conditions for conscious career choices.

Environmental education of students in higher education institutions is also carried out in two ways:

- a) by studying all general education subjects;
- b) by studying special ecology courses.

Ecological knowledge is the conscious use of nature throughout one's life from the moment a person steps on it, the upbringing of young people on the basis of psychological, moral, good traditions and customs of our people, respect for nature, their diversity. to awaken love for the various riches, to teach thrift, to increase the natural resources, to encourage the establishment of gardens, flower beds, to awaken in their hearts good qualities.

The main task of ecological knowledge is to make people interested in nature and its events, to explain the causes of problems between man and nature, to find ways to solve them, to find a solution to the problem of environmental protection. The functions of ecological knowledge are:

- ✓ In-depth study of the laws of development of society and nature, the relationship between them and on this basis to cultivate a person who can think modern;
- ✓ Educating a generation that knows the ecological situation of different natural areas and makes an ecological plan for the future in the direction of socio-economic planning and production forces;
- ✓ the cultivation of young people who serve to preserve the nature in which each person, society and various groups, categories, classes live in nature, its riches;
- ✓ to explain to the members of society the place of residence, the beauty of the valleys, hills, mountains, their importance in human life and health, to instill in the younger generation a love for nature in the implementation of their social, cultural, religious views and traditions.

In carrying out the above tasks, kindergarten teachers, teachers of schools and educational institutions should carry out educational work in connection with the natural and environmental conditions in which they live, through the active use of interactive teaching methods, various games, movies in explaining the subjects taught [11 ; 408-409].

From the above points we can draw the following conclusions:

1. It is understood that the development of all spheres of our social life, in particular the ethno-ecological consciousness and culture of students at the level of modern requirements, is an important condition for ensuring the future of human civilization;

2. The organization of cultural and educational activities aimed at the formation and development of ecological knowledge plays a positive role in drawing public attention to this area and gives additional impetus to environmental activities carried out by official agencies;
3. Given that one of the key factors in human development is the family, life itself requires more attention to the expansion of opportunities in the formation and development of ecological knowledge in students, the ecological aspects of family traditions and customs.
4. At each stage of the system of continuing education, the society should be deeply aware that the introduction and strengthening of a well-thought-out and continuous system of environmental education in the formation of solid ecological knowledge in the minds of students is one of the urgent needs of our time.

References

1. Yazdonov Z.Sh. Trends in the restoration and development of the traditions of Uzbek folk ecological culture / abstract of the dissertation for the degree of Doctor of Philosophy (PhD) Samarkand - 2019.
2. Mirziyoev Sh.M. New Uzbekistan strategy. - Tashkent .: Uzbekistan. 2021.
3. <https://epi.envirocenter.yale.edu>. Uzbekistan.
4. <https://lex.uz/docs/5841063> Decree of the President of the Republic of Uzbekistan No. PF-60 of January 28, 2022 "On the Development Strategy of New Uzbekistan for 2022-2026".
5. <https://lex.uz/docs/4013356> . "On measures to implement national goals and objectives in the field of sustainable development until 2030". Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated October 20, 2018 No 814,
6. Malikov T.T. Dialectics of formation of active life positions of personality // General science in Uzbekistan. - 1992. - № 2. - p. 12–17.
7. Mamashakirov S. Urbanization ekologii ili ekologizirovannaya urbanization. - Tashkent: Fan, 1991.
8. Bazarov B. Education and ecological safety // Ekologicheskiy vestnik. - 1999. №4.
9. Tursunov X.T., Raximova T.U. Ecology. Study guide. - Tashkent: Chinor ENK Ecological Publishing Company. 2006.
10. Rasuleva G. With the position of sociology. // Ekologicheskiy vestnik. - 1999. - № 5-p.
11. Ergashev A., Ergashev T. Ecology, biosphere and nature protection. T.: "The New Age", 2005.