



PROBLEMS OF THE DEVELOPMENT OF THE ECOLOGICAL CULTURE OF FUTURE EDUCATORS

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ABSTRACT	KEY WORDS
The article identified a problem that is currently relevant, namely the concept of " environmental culture of the teacher " and the pedagogical conditions, description and methodology aimed at developing the ecological culture of future teachers of preschool educational institutions.	Ecological culture of the teacher, preschool education, pedagogical conditions, development of ecological culture, methodology.

INTRODUCTION

Today, when there is a threat of world environmental disaster and environmental disaster zones, issues of emergency and vital environmental cleanup are relevant at all levels of the educational system. Undoubtedly, preschool childhood is an important period in a person's life, his correct attitude to the world around him (nature, things, people), the basics of the direction of value in it play an important role. It is at this age that the foundations of the ecological culture of the individual begin to form. However, it is impossible to form this type of children's culture without specially trained teachers in this scientific field. This makes the problem of the development of the ecological culture of future preschool institutions urgent, which is aimed at the formation of the environmental consciousness of their personality and special knowledge in the field of ecology, the emotional and value attitude to nature, the abandonment of the consumer attitude towards it, the development of readiness. Purposefully and competently build relationships with the natural world and teach children to do this. Academic B. T. Likhachev saw this phenomenon as a derivative of ecological consciousness, introducing the concept of "culture ecology".

Comparing different definitions, we came to the conclusion that the ecological culture of a teacher of a preschool educational institution should be considered as a broad integrative feature of his personality, in addition to reflecting the formation of the necessary environmental knowledge, the development of emotional and value relationships, environmental thinking, a sufficient level of professional skills and skills acquisition that allow him. To educate children of preschool age in an environmentally effective way and actively participate in conservation activities with them. We believe that the process of developing the ecological culture of future preschool educational institutions has its own characteristics:

1) the teacher should not only have systematic scientific knowledge about nature, but also have a high level of environmental and pedagogical knowledge;

- 2) natural science knowledge must be combined with the humanities;
- 3) the educator must distinguish between nature, emotional and value relationships formed by people, responsibility for the state of the environment, readiness to form a distorted balance, the ability to self-limit, discipline in the implementation of the law;
- 4) its ecological culture should be manifested in the adoption of the right technological, constructive solutions when working with children.

The main goal of environmental education for future teachers of a preschool educational institution is to develop the ecological culture of students of the preschool faculty in the process of professional education. Our analysis showed that in traditional conditions, more than half (56%) of students of this faculty, which we studied at Fergana State University, had a low level of ecological culture, and only 18.11% were found to have risen to a high level.

This prompted us to look for new conditions aimed at perfecting the process under consideration. The theoretical analysis carried out by US leads us to the conclusion that the development of the ecological culture of future teachers of the preschool education system at the university is possible, first of all, through the implementation of the following pedagogical conditions:

- 1) development of the emotional-value attitude of students to the world birth as the basis of their ecocentric consciousness;
- 2) active inclusion of students in various types of environmentally oriented activities at the stages of professional training.

The inclusion of the first condition is due to the fact that ecological culture provokes a multifaceted phenomenon, in which relations with the world become of personal importance for the student.

Theoretical analysis of the problem showed that only in the second half of the 20th century did people begin to realize the moral significance of nature, the need to preserve and increase it. Understanding that anthropocentric environmental consciousness leads to a dead end led to the emergence of a "new ecological paradigm", the Basic Rules of which are formulated as follows:

- 1) a person with exclusive characteristics (culture, technology, etc.) remains one of the many interconnected and interdependent species on Earth. single global ecosystem;
- 2) human activity depends not only on social and cultural factors, but also on complex biophysical, environmental ties that cause certain physical and biological limitations to this activity.

The new ecocentric consciousness not only radically changes the behavior of people in relation to nature, but also determines absolute and universal environmental values. N. A. According to Biryukova, the system of anthropocentric values is based on the fact that the world is created for Man;

Man is a measure of everything; the measure of the dignity of nature is profit for man; technocratic calculation in the conquest and transformation of nature. At the same time, environmental values are slightly different.

These are: man is part of nature (biosphere), the measure of everything-the universality of life on Earth; the universal value of the biosphere; the Coordination of human needs with a measure of the possibilities of birth, the stability of the biosphere.

Ecological consciousness of the ecocentric type is based on the idea of nature as an independent value, regardless of its usefulness to man.

Therefore, one of the most important tasks of the development of the ecological culture of the future teacher is to maintain and maintain a positive emotional and value attitude towards nature. It

is aimed at developing their sense of genetic unity with natural objects, a sense of belonging to nature. Close to the named feeling-a feeling of unity with nature, a feeling of love for nature, patriotism, a feeling of admiration for nature. As an alternative, but with a change in the subject of emotions, you can put responsibility for nature to be in front of other people, subsequent generations.

Scientists do not exclude from the composition of Environmental Education, which is based on the usefulness of the natural environment for Man, related to the needs of human use of Natural Resources. In modern conditions, it should be included in the content of a sense of anxiety for the state of nature associated with the motivation to maintain and improve it.

It follows from this that the future teacher of the preschool educational institution, having mastered a new system of environmental values:

- 1) he must have the need to know his environment;
- 2) to be aware of genetic nuclei that are the same as other natural objects, to find kinship with nature
- 3) being able to feel pain for his uncomfortable condition;
- 3) to be willing to take responsibility for the protection and improvement of the natural environment;

N. S. According, the student can achieve different levels of emotional and valuable relationship formation. The first level reinforces environmental knowledge in general and the desire to master the state of the ecological state of the place of residence (City, district, village, village). The latter reveals the student's ability to feel nature, express sympathy for it, be responsible for its environmental health. Reaching the third level means the desire to try-to participate in promotions, actions, that is.expresses readiness to take environmental initiative .

The emotional-value relationship is always active (in a positive or negative sense), and the person with whom it develops is always looking for a way to express it, since the attitude is based on the needs and motives of a person, ideals and values of a certain content. The formation of the ecocentric consciousness of the future teacher contributes to the development of emotional and value relationships, such as the attitude towards the natural world to the unity of "Man-nature", the attitude towards nature as equal value to man; the attitude towards nature responsibly, respectfully and respectfully.

To develop emotional and value relationships to the natural world that shape the ecocentric environmental consciousness of students, we proposed and tested exercises included in environmental and psychological training, the model of which is A. V. Developed by yaswin .

Eco-oriented activities are described by the author as "an integral concept to define specific environmental aspects of various activities aimed at optimizing the interaction of "society and nature". From a practical point of view, environmentally oriented activity is the productive activity of a person with the goals of changes and environmental protection, i.e. the use of nature, anticipating its possible negative consequences .

Under the environmentally oriented activities of students, we consider conscious activities that help to achieve a socially significant goal: harmonization and optimization of relationships,interaction of relationships, society and nature, in the process their environmental and cognitive interests develop, deepen environmental knowledge and expand the environmental horizon, gain experience of personal participation in the practical solution of pedagogical problems of environmental education of children.

Types of environmentally oriented activities are very common: educational and cognitive, environmental protection, labor, researcher, game, artistic and aesthetic. The forms of manifestation of this activity are different. Among them can be promotions, monitoring of natural objects, planting

trees, flower beds, holding "bird's day", "Earth Day" holidays, excursions to the Museum of local lore and other forms. Work on urban improvement, participation in environmental protection activities and other socially useful activities will allow future teachers to acquire the skills of building the right relationship with nature.

The main methods for implementing this pedagogical condition are problematic, and research methods, business and role-playing games, conversations, briefings, exercises, methods of environmental expectation and methods of ritual environmental personality were selected-innovations, the method of caring for the environment are used.

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