

TECHNOLOGY FOR THE DEVELOPMENT OF ECO-AESTHETIC CULTURE OF FUTURE PRESCHOOL EDUCATION SPECIALISTS

Ashurova Oygul Anvarovna
Teacher of the Faculty of Pedagogical
Psychology of Fergana State University

ABSTRACT	KEYWORDS
The article analyzes the problem of the formation of ecological competence of future specialists of preschool educational institutions. Determine the environmental competence of the future experts of Dow as an important personal quality constituting their professional competence, determined by a combination of environmental knowledge, perceptions, attitudes, beliefs, ideals, moral student evaluations concerning the environment, nature in general, which are integrated into the personal system of ecological values of the future expert of preschool educational institution.	Future preschool specialist, environmental education, environmental expertise, preschool educational institution.

Introduction

As a consequence, there is a discrepancy between the understanding that environmental education and environmental knowledge are the basic components of the formation of environmental competence of future specialists, the state of their environmental culture. In the context of the revolutionary development of the relationship between society and nature, it is important to educate, first of all, the younger generation to have a responsible attitude to the environment in all types of play, educational and educational activities based on knowledge of the laws of nature and awareness of its universal value. An important role in this belongs to the teacher, who must purposefully educate environmentally competent and cultured people. Accordingly, the teacher himself must have established ideas, views and beliefs on the harmonious unity of man and nature.

Studies aimed at developing theoretical aspects of environmental competence of a person, patterns and principles of its formation are defined in the works of V. Kolonkova, L. Lipova, V. Marshitskaya, R. Melnichenko, V. Prutsakov, L. Rudenko, V. Tanskaya, S. Shmaley, etc. Most studies in the field of environmental education are devoted to the problem of formation of ecological culture of different age groups (N. Efimenko, N. Kostitskaya, N. Levchuk, L. Lukyanova, V. Marshitskaya, V. Prutsakova, A. Stepanyuk, G. Tarasenko).

A key figure in the formation of environmental competence of preschoolers is a teacher, in particular, a group educator. Therefore, the professional training of students - future specialists of the Preschool

educational Institution, their environmental education, culture, readiness for environmental and ecological-naturalistic work with children, civic position and, finally, environmental competence is an important component of their professional training.

The problem of training future preschool specialists in various aspects was dealt with by scientists: V. Bondarenko (formation of students' readiness for local history work with children) S.Ivanova (development of professional competence of preschool teachers in institutions of postgraduate education); V. Ivantsov (preparation of future preschool specialists for practical activities in the process of studying special disciplines); V. Ishchenko (training of future specialists preschool educational institutions for self-educational activities); t. Kukharchuk (adaptation of young educators to work in kindergarten), Ya. Logvinova (formation of ecological competence of a future teacher in the process of studying natural disciplines).

A significant part of scientific works is devoted to certain issues of environmental competence formation. However, a holistic study of the problem of preparing students of higher educational institutions, in particular, future pre-school specialists, for the formation of environmental competence of preschoolers still remains without the attention of scientists and teachers, both in theoretical and methodological aspects.

Currently, the concept of "competence", "environmental competence", "professional competence" in scientific and psychological and pedagogical literature are interpreted in different ways. On the relationship between the concepts of competence and competence, we agree with A. Khutorsky, who states that competence includes a set of interrelated personality qualities (knowledge, skills, skills, ways of activity), set in accordance with a certain range of subjects and processes necessary for high-quality productive activity on them. Competence is a person's possession of the relevant competence, including his personal attitude to it and to the subject of activity .

Modern environmental education is undergoing drastic changes aimed at the formation of personality qualities, which are based on the ability to consciously apply the acquired theoretical knowledge in practice. A generalized set of such qualities is defined by the concept of "competence". It is also important to emphasize the need to form an environmentally competent person with a system of environmental knowledge acquired in the learning process, in unity with the skills and abilities to act adequately in appropriate life situations, to anticipate and predict the consequences of their activities in the environment. So, we consider competence as a personal characteristic that combines knowledge, skills, skills and attitudes that allow a person to perform certain functions aimed at achieving a goal in a specific activity.

It is worth noting that along with the concept of "ecological competence", scientists use similar or similar concepts, for example: ecological education, ecological culture, ecological consciousness, ecological worldview, etc.

For example, environmental education is a complex property of a person, which is characterized by the presence and level of formation of her ecological worldview, positive motivation for non-pragmatic interaction with the natural world, as well as the ability to evaluate and analyze the consequences of certain human actions in nature [.

Ecological culture is understood by G. Glukhova as a complex category integrating a complex of personality qualities that are in an appropriate ratio and transformed through axiological beliefs into active future nature-reproducible activity.

The ecological worldview is considered in the study of L.D. Rudenko as a set of knowledge, ideas, views, beliefs, ideals, moral assessments regarding the environment, nature as a whole, which are integrated into the personal system of environmental values that determine the direction of life and activity of the individual.

Environmental competence is a component of professional competence, the level of which is expressed in the way of being of a person created on the basis of a personal attitude to the world through professional and everyday activities, when the acquired environmental knowledge, skills, experience, values are actualized in the ability to make decisions and perform adequate actions, realizing their consequences for the environment .

L. Rudenko associates ecological competence not only with a person's preparedness and ability to solve practical environmental problems, but also with the presence of a number of personal qualities in it in combination with the necessary stock of knowledge and skills to act effectively in problematic situations .

L.V. Yumasheva considers the signs of environmental competence of the future specialist to be:

- professional and personal qualities (motivated striving for self-improvement, ability and ability to determine the impact and systematically see the consequences of professional activity on the environment),
- professional activity behavior (conscious decision-making in the conditions of professional activity that ensure the safety of people and the safety of the environment);
- ability to professional reflection;
- the presence of moral values and priorities (readiness for empathy, tolerance, responsibility).

Environmental competence, according to N. Oleynik, is an integrated result of students' educational activities, which is formed primarily due to the dominance of the content of environmental-oriented subjects and the acquisition of experience in using environmental knowledge in the process of studying subjects of special and professional cycles. M Kolesnik understands environmental competence as a systemic integral education of a person, combining normative, cognitive, emotional-motivational and practical components that are interrelated and determine the development of environmental-positive activities. Scientists have proved that environmental competence provides the ability to identify, understand, and evaluate modern environmental processes aimed at ensuring ecological balance and rational use of natural resources.

The analysis of the practice of modern environmental education of students in universities has revealed a certain contradiction, the essence of which is that the formation of environmental competence has a general pedagogical, socio-cultural status and requires an integrated approach in an educational institution, whereas in fact the implementation of the tasks of environmental education of university students is narrowed to a subject-centered format within the course of ecology, is limited to theoretical training, divorced from practically professional, specific environmental activities in the professional sphere and everyday life. As the analysis of practice shows, insufficient attention is paid to the preparation of future pre-school specialists for the formation of environmental competence at the university.

The formation of environmental competence of university students - future specialists of preschool institutions, is a continuous process of their constant inclusion in environmental activities by gaining experience in practical matters of preserving and improving the state of the environment, developing

environmentally significant personal qualities such as humanity, empathy, thrift based on the use of active learning technology [4, p. 9].

The training of future specialists of preschool educational institutions to implement the tasks of environmental education and upbringing should be carried out taking into account the principles of effective and personality-oriented assimilation of knowledge, because it is important not only to have a certain amount of environmental knowledge, skills and abilities, but also to be able to pass them on to preschoolers in the future. Thus, only through deep reflection and awareness on personal experience of the content of environmental education, future DOW specialists can be morally and psychologically ready for its implementation.

The formation of environmental competence of future DOW specialists is carried out through the greening of the content of academic subjects and the organization of extracurricular work of an environmental orientation, the use of modern active and interactive learning technologies and innovative forms and methods of organizing educational and cognitive activities of students at the university.

The definition of the structural elements of ecological culture as an integral system through which its formation takes place is given in the works of F.I.Girenok, F.Ya.Polinchak, G.V.Platonov, I.P.Safronov, S.D.Deryabo, V.A.Yasvin, etc. This system includes the following elements: ecological relations, ecological consciousness (thinking) and ecological activity. The structural components of ecological culture are considered by the authors, both at the level of society and at the level of personality, which are very different from each other, showing how complex and ambiguous this concept is.

Thus, pedagogical science pays more attention to the formation of ecological culture among future teachers. The issues of the development of ecological culture among future teachers of preschool educational institutions and their preparation for the implementation of ecological education of preschoolers have not yet been studied by specialists. The ecological culture of the personality of a primary school teacher, a secondary school teacher and a preschool teacher have both common features and differences. They are united by the fact that they are both teachers who must, first of all, love children and their profession, as well as possess certain environmental knowledge, practical skills and skills of environmental activity, have emotional sensitivity and responsiveness to the natural environment.

The differences are in the specifics of their teaching activities. A schoolboy differs from a preschool child by a higher level of physical, mental and mental development. This puts education in the first place in the pedagogical process of the school - as a process of forming ways of activity, on the second - the development of essential, internal, universal personality traits, on the third - education as a process of forming a person's attitude to nature, to himself, to other people. And in the DOW, the first place is given to education, and then training and development. In this regard, teachers of the school and the preschool must possess different pedagogical technologies. The formation of the principles of ecological culture takes place in preschool, in school and subsequent educational institutions it develops and becomes an integral part of the general culture of the individual. Thus, a preschool educational institution and a school are two different, albeit successive links in the system of continuous environmental education. The specialists who provide it have different professional training and different levels of both general and ecological culture.

The serious changes currently taking place in preschool education and in society as a whole require qualitative changes in the training of pedagogical personnel, require from the teacher a higher level of professional knowledge and skills, their initiative, independence in thinking and creativity, democracy, high culture, good preparation for the education and upbringing of preschoolers, in particular, for the formation of they have an ecological culture.

This makes it necessary to significantly improve the training of educators in pedagogical schools for the implementation of environmental education of children in preschool institutions. The existing level of culture of future educators does not yet meet the requirements of greening the process of education and upbringing of children. The reasons for this are, on the one hand, the novelty of the problem of environmental education and the education of a future teacher in a pedagogical school, on the other hand, the traditionally established approach in the system of secondary special pedagogical education, which aims students to acquire narrowly professional skills and skills of pedagogical activity.

Practice shows that at present there is a contradiction between the objectively increased demands of society for the general cultural qualities of preschool teachers and the level of formation of their ecological consciousness and culture. The lack of environmental education, ecological thinking, value orientations, and, most importantly, the teacher's poor preparedness for active ecological and pedagogical activities in preschool makes the process of environmental education of preschool children less effective. Therefore, despite the achievements in the field of theoretical foundations of the formation of ecological culture among future teachers, we note the lack of elaboration of issues related to the definition of the content of the concept of ecological culture of a preschool teacher, with the clarification of factors and conditions affecting the formation of the ecological culture of the personality of the future teacher.

Thus, the relevance of the research topic is due to:

- the need to disclose the essence of the structure of the content of the ecological culture of the educator, which is the basis of his professional readiness for environmental education of preschoolers;
 - the need to develop a methodology for the formation of the ecological culture of the educator's personality, as the main subject of the process of ecologization of the preschool child's consciousness.
- The object of the study is the ecological culture of students in the process of vocational training in preschool pedagogical college.

The subject of the study is the pedagogical conditions for the development of ecological culture among students - future educators of a preschool educational institution.

The purpose of the study is to develop a model of the pedagogical process that ensures the formation of ecological culture among future specialists of preschool education. Research objectives:

1. To determine the essence and content of the concept of "ecological culture" in relation to the teacher of a preschool educational institution.
2. To determine the main pedagogical conditions that ensure the successful development of ecological culture among future teachers of preschool educational institutions.
3. To establish the dependence of the development of ecological culture on the professional training of students of pedagogical colleges.

The process of development of ecological culture among students of pedagogical college and their acquisition of professional readiness for the implementation of ecological education of preschool children is carried out most successfully under the following pedagogical conditions:

- inclusion in the content of ecological education of students of knowledge on the basics of ecology and the methodology of ecological education of preschoolers;
- creation of an ecological and developing environment in the educational institution, which is actively used in the process of professional training of students;
- the construction of a special technology of the educational process in the pedagogical college, which provides intellectual, emotional activation of students and involves them in environmental activities.

The methodological basis of the research consists of: V.I.Vernadsky's teaching about the noosphere, philosophical ideas about interaction with nature as an individual and society as a whole, fundamental psychological and pedagogical ideas about ecological culture, as the most important component of the universal culture of the individual.

The practical significance consists in the development of the content and technology of teaching the course program "Methods of ecological education of preschool children (with the basics of ecology)", the creation of a model of the ecological-developing environment of the pedagogical college, in the preparation of methodological recommendations for conducting various forms of extracurricular activities of ecological content with students.

The reliability of the obtained research results is ensured by the comprehensive use of complementary methods adequate to the subject and objectives of the study, the collection of a sufficient amount of factual material, its quantitative and qualitative processing.

Provisions submitted for protection:

1. The ecological culture of a preschool educational institution educator presupposes the formation of the necessary special ecological knowledge, value orientations, the development of ecological thinking, mastery of professional skills and skills of ecological education of preschool children, active participation in environmental activities.
2. The ecological culture of the future preschool teacher is directly dependent on his professional training in a pedagogical college.
3. The effectiveness of professional training in the formation and development of ecological culture among students of the pedagogical college is associated with compliance with the following basic pedagogical conditions:
 - inclusion in the content of environmental education of knowledge on ecology and methods of environmental education of preschoolers;
 - creation of an ecological and developmental environment in the pedagogical college with the participation of students;

Based on the analysis of the scientific literature on the research problem, it can be concluded that the environmental competence of future DOW specialists is an important personal quality, a component of their professional competence. It includes a set of environmental knowledge, ideas, views, beliefs, ideals, moral assessments of students regarding the environment, nature in general, which are integrated into a personal system of environmental values that determine the direction of life and activities of a future specialist of a preschool educational institution.

1. The formation of the ecological culture of the individual is distinguished by modern pedagogy as a basic component of environmental education and upbringing, which is defined as the most important social task of a secondary special educational institution. The ecological culture of a person is one of the fundamental and core characteristics of a modern teacher-educator of a preschool educational

institution, which involves the formation of the necessary special ecological knowledge, value orientations, the development of ecological thinking, mastering professional skills and skills of ecological education of preschool children, active participation in environmental activities.

2. The ecological culture of the future DOE specialist is directly dependent on his professional training at the pedagogical college.

For effective professional training of pedagogical college students and the development of their ecological culture, it is necessary to comply with the following pedagogical conditions:

- inclusion in the content of environmental education of knowledge on ecology and methods of environmental education of preschoolers;
- creation of an ecological and developing environment in an educational institution with the participation of students;
- building the technology of the educational process, which provides intellectual, emotional activation of students and includes them in environmental activities.

3. The need to train specialists capable of carrying out ecological education of preschoolers has created the need to develop a new course - "Methods of ecological education of preschool children (with the basics of ecology)", which performs an integrated, system-forming function of forming adequate ideas about nature and the development of ecological culture as a quality of personality of students. Its content combines material on the basics of ecology, revealing a number of fundamental concepts of this science and the actual methodology of ecological education of preschoolers, which orients the educator to a new content - familiarization of children with the objects of nature of the immediate environment in relation to the environment. As well as the use of effective methods and forms of environmental work with children.

4. On the basis of systemic and personal approaches, the structure is determined and the model of the pedagogical process in the pedagogical college is theoretically substantiated, ensuring the development of the ecological culture of the future educator. It represents the unity of education, upbringing and development, which are based on pedagogical technology, including ecological-cognitive, professional-communicative, imitation-game, socio-practical, personality-oriented components.

5. The study has convincingly demonstrated that for the development of the ecological culture of students, it is not enough only to study in the classroom. Mastering the methodology of environmental education should be combined with a specially planned system of extracurricular activities of a cognitive, entertaining and socio-practical nature, only in this case knowledge acquires a personally significant form for students. k

6. The results of the experimental study make it possible to isolate the main indicators of students' ecological culture. These include: environmental education - knowledge of ecology and methods of ecological education of preschoolers, the ability to ecological thinking, showing interest in environmental knowledge and activities in nature; culture of activity and behavior in nature; culture of feelings - emotional sensitivity and responsiveness to the natural environment, the manifestation of aesthetic feelings.

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