

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

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

ABSTRACT	KEY WORDS
In this article, the technology for the development of the eco-aesthetic culture of future preschool specialists	Educator, formation, technology, society, culture, process, foundation, subject, culture, factor, teacher, organization, ecology, education.

## Introduction

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

Ecological culture is an indicator of an individual's ecological consciousness, it is a universal culture based on a system of universal values based on the experience 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 surrounding world and the interconnection of all living things foster a humane attitude towards it.

The main role in educational work is assigned to the teacher, because, first of all, the result depends on him - the promotion of children along the path of acquiring ecological culture. Of course, a teacher who teaches his students in any educational institution must be a 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 environmental situation not only of the planet as a whole, but also of his region, be aware of his civic responsibility for the prevailing to be ready to change the situation, to master the methodology and professional skills of developing the principles of ecological culture in children of the school and preschool period.

A teacher with environmental 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 systematic scientific knowledge about nature, ecological and

pedagogical knowledge necessary to work with children, understanding the fundamental problems of interaction between society and nature.

Since the problems of the development of ecological culture in Uzbekistan occupy an essential position in pedagogy and require multilateral consideration and complete research not only at the theoretical level, but also at the level of organizing practical work with children, the phenomenon of ecological culture was studied in detail in their research by N.N. Veresov, N.S. Dezhnikova, I.T. Suravegina.

The formation of an ecological culture of a personality is considered in the scientific works of A.A. Verbitsky, S.N. Glazachev, M. O. Iskakov Mangasaryan V. N., N.N. Mammadov. 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 a teacher: an axiological and pedagogical aspect", Tkachenko Y. L., Komissarova M. V., Shcherbakova I. S. "Ecological culture of society and ways of its formation", S.N. Nikolaeva "Ecological culture in the educational space of preschool educational institutions: the leading role of environmental education technologies".

O.A. Zyкова 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: "Ecological culture of a kindergarten teacher", "Development of ecological culture in kindergarten", "Development of ecological culture of a kindergarten teacher", "Organizational and pedagogical conditions for the development of ecological culture of subjects of the educational process of a preschool institution".

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

V.A. Guseva "The influence of the ecological culture of a teacher in the process of educating mercy to animals in older and younger preschoolers". The article is aimed at examining the influence of the environmental culture of the teacher, its scientific and cognitive aspect, on the process of fostering mercy for animals in preschoolers and younger schoolchildren in the educational activities of kindergarten and school.

T. Y. Makashina "Formation of an environmental culture of an educator within the framework of a professional development program". The article considers the issue of the formation of the ecological culture of the educator, which arose on the basis of the environmental problem that has developed at the present stage of "man-nature-society". The importance of additional professional development programs is emphasized.

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 practical activities. Considering this issue, we will first of all talk about the means of developing ecological culture among teachers of preschool organizations.

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 they 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 a teacher is designed to determine the development of both the ecological culture of society and an 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.

Ascent: from the sum of ecological knowledge to the system of knowledge, from the isolation of natural science and social science to their integration, from a rational attitude to nature to its emotional and value perception, from the nature management disunited in the "national houses" to the dialogue of cultures of communication with nature that have developed in the North and South, in the West and East of the planet, ascent from excessive material needs for spirituality. The researchers emphasize that the formation of a systemic, holistic vision of ecology, the phenomenon of ecological culture is an incomplete process and its main principle is the interconnectedness, complementarity of all forms and phenomena of life.

V. A. Ignatova comprehensively (theoretically and experimentally) explores the process of formation of ecological culture among schoolchildren. The starting point in the study is the position: ecological culture is a part of universal culture, its separate facet, reflecting the relationship of man and the whole society with nature in all types of activities. The center of ecological culture is universal values and such ways of activity that allow you to preserve these values. The criterion for the formation of ecological culture is the actions, behavior and human activity justified from the point of view of the laws of ecology, actions that are ecologically consistent with the socio-natural environment. In her opinion, the cognitive model of environmental education should be based on theories that consider universal relationships.

These include, for example, synergetics, which describes the world as a process of development of a hierarchically arranged macrosystem. Synergetics allows us to understand the universal unity of the world, in which randomness and uncertainty are fundamental properties of the Universe. Synergetics gives an idea of how a complex and ordered system emerges from chaos, gives a complete, detailed understanding of the processes of development and evolution of various systems, how their self-organization and organization of biological, planetary, cosmic, social and other systems occur. Ignatova argues that such an approach to the consideration of socio-natural and man-made systems reveals the mechanisms of their simultaneous existence, interaction and development and therefore can become a new (higher-level) basis for the integration of educational content.

The researcher points out that currently the methodology and didactics of the new content of education are just beginning to mature. It takes time for a different approach to develop – an approach of deep integration to the formation of school and university subjects. In the meantime, the author believes that at school (in high school) it is necessary to introduce a generalizing integrated course, the core of which will be a systemic synergetic approach. This course will help students understand the unity of the world in all its manifestations – in nature, social life, human creative activity, understand and realize their role and purpose in the world, develop behavior and activities that contribute to its indestructible development, and therefore raise them to a higher level of ecological culture.

The integrated courses were aimed at forming the foundations of ecological culture among students based on an ecological worldview, ecological thinking, ecological consciousness, humanistic ideas and universal values and ideals. The latter included such universal values as the Earth, Nature, Man, and Health.

Without going into the details of the experiment, we can state the following conclusions:

- ecological culture can be formed among schoolchildren in the learning process under certain conditions. The key indicators of ecological culture are: a holistic view of the socio-natural environment, a generalized picture of the world, an understanding of the system and processuality of the world; ecological thinking; environmentally consistent activities and behavior;
- the most important condition for the formation of an ecological culture of a person is the integration of natural science and humanitarian knowledge in the content of education;
- the modern approach to the integration of knowledge in education, implemented through interdisciplinary connections, does not provide a conceptual basis for unity, does not raise a person to the level of awareness of his place and role in the system of the Universe. The existing level of integration is an empirical level that forms an emotional and sensual image of the surrounding world and from the standpoint of which it is impossible to make a deep understanding of reality, scientific and environmentally sound activities are impossible;
- the basis for integrating the content of education can be modern cognitive models of science – the theory of systems and synergetics, the leading concepts of which are: system, interconnection, interaction, process. The use of these ideas makes it possible to transfer the ecological thinking of students to a higher level and use the concepts of a systemic synergetic approach to the correct modeling of processes occurring in a socio-natural environment, to predict possible results and choose the optimal management option;
- the content of education should combine within reasonable limits, according to the age and psychophysiological capabilities of children, both the ideas of integration and the ideas of differentiation. The level of education in primary and partly secondary schools remains predominantly empirical. Further, as students accumulate intellectual baggage and practical experience, it becomes possible to master the integrative essence of the Universe. High school students can be led to philosophical generalizations and understanding the role of different ways of cognition in mastering the world around them.

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 levels of continuing environmental education. In preschool pedagogy, the idea of integration has been maturing for a long time, but research is needed to reveal the possibility of "deep" unification of various aspects of the educational process with preschool children on an emotional, sensual and activity basis, with the inclusion of rational and irrational knowledge.

Thus, it is obvious: ecological culture is a complex category that develops throughout a person's life, it originates in preschool childhood, its formation takes place with the participation and guidance of an adult. Environmental culture of the teacher

An adult is engaged in educational work, therefore, first of all, the result depends on him - the promotion of children along the path of acquiring ecological culture. The teacher who educates them in any educational institution must be its bearer.

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

Environmental education of a teacher can act as a measure of his value orientations in moral, aesthetic, and intellectual aspirations (L. V. Romanenko).

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

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