

**CONTENT AND REQUIREMENTS FOR THE DEVELOPMENT OF ENVIRONMENTAL COMPETENCE IN FUTURE TEACHERS**

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**ABSTRACT**

*Personal development in the education system is ensured by the formation of universal educational actions as the basis of the educational and upbringing process. The concept of universal learning activities takes into account the experience of the competence-based approach, i.e. using the acquired knowledge and skills in practice.*

**KEYWORDS:** *Preschool Institution, Student, Teacher, Content, Development, Environmental Competence.*

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**1. INTRODUCTION**

From the first days of independence, the Republic of Uzbekistan has been building a democratic rule-of-law state and an open civil society that ensure the observance of human rights and freedoms, the formation of a socially and environmentally oriented market economy, and full integration into the world community. The main goal and driving force of the transformations being implemented in the republic is the harmonious development of a person, the creation of favorable conditions and effective mechanisms for realizing the interests of the individual.

The current harsh conditions of the global environmental crisis, the need to overcome it, presuppose the inclusion of environmental criteria as mandatory and priority for all branches of human activity. Implementation of the strategy of innovative development of Uzbekistan in the current circumstances requires the training of human resources aimed at optimizing the relationship between man and nature, increasing environmental safety based on advanced domestic and foreign achievements.

The main goal of ecological education of society in Uzbekistan is to form a socially active personality with a high ecological culture, a personality focused on continuous self-development, capable not only of adapting to rapidly changing socio-ecological conditions, but also clearly aware of the consequences of the actions taken and having a sense of responsibility of contemporaries and descendants for their ecological behavior.

These tasks are priorities in our republic. In order to form an environmental culture and professional training of specialists, a system of universal and comprehensive environmental education is being established, including preschool, general school education, secondary and higher vocational education, postgraduate education and professional retraining, advanced training, as well as the dissemination of environmental knowledge, including through the media, museums, libraries, cultural institutions, environmental institutions.

The content of environmental education involves an analysis of the types of leading activities, the allocation of universal educational actions that generate competencies [1].

The search for technologies, means, methods of environmental education is becoming relevant, ensuring overcoming the insufficient development of environmental knowledge in younger schoolchildren, the formation of a value attitude towards nature, the ability to assess their behavior and the behavior of people around them and to act confidently based on their own knowledge, which ultimately ensures development environmental competence of a primary school graduate.

Effective formation of environmental competencies is possible within the framework of the course "The World Around", because this course has ample opportunities to form the foundation of environmental literacy and relevant competencies in younger schoolchildren - the ability to conduct observations in nature, set up experiments, follow the rules of behavior in the world of nature and people, the rules of a healthy lifestyle.

Let's consider the semantic difference in the use of the concepts "competence" and "competence" in different languages. The concept of "competence" was widely used earlier in life and literature in Russia, in relation to the characteristics of an adult. In foreign sources, one can find the formulation "early competence" - "competence of young children", which is equated to the concept of awareness, the optimal amount of skills that allow a child to effectively solve the problems facing him in everyday life.

In modern education, the concepts of "competence" and "competence" are often used as synonyms (A.A. Pinsky); or subordinate, for example J. Raven uses "competence" as a specific, narrower concept, as a synonym for "diversity of competencies" [2].

General compulsory environmental education and education of the younger generation, student youth and environmental education of the entire population directs educational institutions to design a system of environmental education in educational institutions. However, in the field of environmental education design, a complex and contradictory situation is emerging today. On the one hand, the importance of environmental education as a direction of spiritual and moral development of the student's personality increases, namely:

- Axiological approaches in the organization of environmental protection are becoming a priority.
- The demand for ecological culture and ethics is growing.
- The principles of sustainable development of society are updated.

The developers of the state educational standard for future teachers set before teachers the task of forming an ecological component within the framework of general educational subjects for basic school and choosing a separate course on environmental orientation for high school students within the school component of the invariant part of the curriculum. In this regard, the new socio-cultural and environmental situation has significantly changed the role of the teacher in overcoming the environmental crisis and the content of his activities, moving beyond the narrow professional subject competence and increasing the degree of responsibility for the results of environmental education of the younger generation, giving rise to the need for the formation of new professional competence of a specialist in the field of education. - ecological and pedagogical competence.

Pedagogical competence is in demand in many areas of social practice: in the system of general and vocational education, in institutions of additional education and the social sphere, the media, public organizations, environmental management, ecotourism, etc. The formation of the environmental competence of a future teacher is based on an ecological approach, in which the educational process is focused on the formation of ecological culture as above the professional and interprofessional quality of the personality of the future teacher.

A.N. Zakhlebny defines environmental competence as the ability of a student to independently transfer and comprehensively apply general educational skills and subject knowledge for the design and organization of environmentally friendly activities in educational socially problematic environmental situations in the interests of sustainable development, human health and life safety [3].

Model of the student's personality, Exploring the features of the formation of environmental competence, D.S. Ermakov notes that “from a functional-target point of view, environmental competence, which can reproduction of life, should be considered as one of the key, general education.

According to B.I. Khasan's definition, competence is a characteristic of a place, i.e. characteristic of a social role, which in the personal plane is manifested as competence, i.e. correspondence of the person to the place occupied. Determines the ability of a person to carry out activities in accordance with the social requirements and expectations of society. The level of competence is a characteristic of the results of educational practice for an individual. A.V. Khutorskoy defines competence as a set of interrelated personality traits (knowledge, abilities, skills, methods of activity) in relation to a certain range of objects and processes and necessary for high-quality productive activity in relation to them. Thus, competence is a person's mastering of the corresponding competence, including his personal attitude towards her and the subject of activity, an already established personal quality (characteristic), and competence is a pre-set requirement for the educational preparation of a student [4].

Environmental competence in primary school provides for the student's ability to design and organize their educational activities, taking into account the spatial-subject and temporal conditions of its implementation; relations between educational objects; requirements of the State Standard and curriculum; individual resources of the learner; training loads and their impact on health and environmental safety [5].

Having analyzed the already existing definitions of environmental competence, we propose the following definition for a primary school graduate [6]. The environmental competence of younger students is the ability of a younger student to conduct observations in nature, observe the rules of behavior in the world of nature and people, and independently apply the acquired knowledge and skills in a new situation and the organization of environmental activities. The environmental competence framework includes components:

- General cultural (nature as a value; value attitude to natural heritage; greening culture; formation of environmental needs and feelings; setting for a safe, healthy lifestyle).

-Educational and cognitive (formation of environmental literacy; planning of environmental activities; development of cognitive processes for the successful implementation of environmental projects; successfully apply ICT when working with various sources of information on an environmental topic). [7]

## **2. CONCLUSION**

In the end, it should be noted that the development of the ecological competence of the future teacher ensures ecological safety. Environmental safety is a component of national security associated with maintaining the balance of the natural environment under conditions of anthropogenic and man-made influences and their destructive consequences. Environmental safety includes natural and man-made safety, which reflect the state of protection of natural objects, characterize the level of their protection, serve as a criterion for assessing the protection of natural objects and, above all, of the person himself.

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