

THEORETICAL AND METHODOLOGICAL GROUNDS FORMATION OF ECOLOGICAL COMPETENCE OF KINDERGARTEN FUTURE SPECIALISTS

Anvarjonovna Oygul Ashurova
Ferghana State University
Preschool Education Departments

Annotation

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.

Keywords: Future preschool specialist, environmental education, environmental expertise, preschool educational institution.

The system of environmental education in Uzbekistan continues to be fragmented, unsystematic, conceptually weak, largely declarative, and, consequently, ineffective.

It actually rests on enthusiasts, who often work without proper resource (informational, instrumental, methodological and methodological) support. 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 of the preschool educational institution, 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.

The analysis of the existing literature sources and the system of practical activities of DOW specialists indicates insufficient preparation for the formation of environmental competence of future DOW specialists (G. Glukhova, M. Kolesnik, R. Melnichenko, G. Naumenko, etc.). A significant problem in the implementation of the objectives of the concept of continuous environmental education in Uzbekistan is the orientation of teachers to the formation and development of the system of environmental knowledge of preschoolers without

reinforcement by practical experience of environmental activities and environmental work skills.

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, etc.).

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 DOW 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 (preparation of future specialists of preschool educational institutions for self-educational activities); T. Kukharchuk (adaptation 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.

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 an 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, combined with the necessary stock of knowledge and skills to act effectively in problematic situations

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.

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.

When we talk about girls and boys, whether we want it or not, we always mean that there are differences in their psychology and behavior. The presence of such differences C. V. Abramenkova (1987), R. Baron, D. Richardson (1997), V. E. Kagan (1987, 1989), A. V. Libin (1999), I. I. Lunin (1986), T. I. It was revealed and substantiated in empirical studies of scientists Yuferova (1985). There are two areas in which differences are identified: the cognitive sphere of personal development and the sphere of social behavior. In the cognitive sphere, it can be considered that the presence of gender differences in verbal, spatial and mathematical abilities has been identified. Women have good verbal abilities, while men have spatial and mathematical abilities. In social behavior, men are characterized by aggression and dominance, and women are characterized by a high level of development of such characteristics as friendship and communication.

This difference has been evident since childhood. Boys strive for independence, girls strive for reciprocity. Boys often play games where more people are better. Girls prefer to gather in small groups, in their games there is less aggression, partnerships, secret conversations are held more often, and adult relationships are imitated. Gender stereotypes of behavior have already been formed in childhood. In adulthood, gender differences are more widely manifested .

In any human society, boys and girls behave differently, and in any human society, children of different sexes are expected to behave differently and react differently. But how large and universal these differences are, what are the laws of sexual differentiation (sexual characteristics) and the ratio of the style of gender socialization characteristic of this culture or humanity as a whole .

The differences in the content and their functions in the socialization of boys and girls, on the one hand, depend on gender differentiation, what activity children are preparing for, and on the other – on gender symbolism: what moral and psychological qualities are trying to instill in them. Who is the main agent of Gender socialization-parents or other children, persons of their own or opposite sex. How Gender socialization is carried out, what are the methods of teaching a child the sexual/gender role and the psychological mechanisms of its assimilation by a child at different stages of individual development. What are the age limits and stages of this process .

The formation of male and female principles is carried out with the help of words, feelings and actions. It has been experimentally proven that boys and girls have different archetypes, images, on the basis of which their emotional sphere works and thinking is formed. Their imagination, dreams and fantasies are different. And different mosaics, the architecture of the brain. This has also been proven by foreign experts .

There are other fundamental differences in the psychology of boys and girls. In the unconscious of any person there are archetypes–fundamental images belonging to ancient times, common to different peoples, but different in the two sexes. Similar archetypal characters appear in children's dreams and pictures. For boys, these are symbols of freedom and travel (wind, window, mountains, bridges, horizon, space flights, cars, airplanes, rockets, bicycles, ships), enemy symbols (dragons ,robots, monsters, snakes), symbols of strength and struggle (sword, spear, bow, arrows, fortress), symbols of victory (flag, bugle, " Hurra!"). And girls have a completely different system of symbols in their dreams and drawings: symbols of motherhood (dolls, brides, baby cot or strollers), symbols of femininity, Grace, lightness, tenderness (balloons ,birds, Princesses), symbols of the hearth and the House. Comfort (House, table, curtains, dishes), symbols of comfort in the House (berries, fruits, vegetables, mushrooms), symbols of female beauty (flowers, bright lips, eyes, outfits) .

List of Literature:

- 1.Ashurova, O. A. (2021). AESTHETIC EDUCATION AS A FACTOR OF PROFESSIONAL TRAINING OF PRESCHOOL TEACHERS IN A PEDAGOGICAL UNIVERSITY. Theoretical & Applied Science, (5), 425-427.
- 2.Ashurova, O. (2021). Analysis of foreign experience on the development of eco-aesthetic culture of future preschool education specialists. Asian Journal of Multidimensional Research, 10(10), 1478-1484.
3. Ashurova, O. A. (2021). SOCIO-HISTORICAL TRADITIONS OF DEVELOPMENT OF ECOESTHETIC CULTURE OF PRESCHOOL EDUCATIONAL PROFESSIONALS. CURRENT RESEARCH JOURNAL OF PEDAGOGICS, 2(05), 46-52.
- 4.Ashurova, O. (2021, December). THE IMPORTANCE OF AESTHETICITY OF ECOLOGICAL CONSCIOUSNESS AND CULTURE IN THE ACTIVITIES OF

PRESCHOOL EDUCATIONAL PROFESSIONALS. In International Scientific and Current Research Conferences (pp. 88-90).

5. Anvarjonovna, A. O. (2021). Factors for the Development of Ecoesthetic Culture of Future Preschool Educational Professionals. European Journal of Humanities and Educational Advancements, 2(5), 162-164.

6. Anvarjonovna, A. O. (2021, December). Methodological Foundations for Development of Aesthetic Culture Teacher of Preschool Education. In INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY RESEARCH AND INNOVATIVE TECHNOLOGIES (Vol. 2, pp. 254-258).

7. Anvarjonovna, A. O. (2022). TECHNOLOGY OF DEVELOPMENT OF ECOESTHETIC CULTURE OF FUTURE SPECIALISTS OF PRESCHOOL EDUCATIONAL INSTITUTIONS. Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL), 3(11), 7-12.

8. Mamasoliyevich, S. S., Abdumalikovna, M. S., & Kholmatova, N. (2022). A Life Sacrificed in the Development of Social Life. Kresna Social Science and Humanities Research, 3, 152-156.

9. Sidikova, G. S., & Ibrahimovich, T. A. (2021). FORMATION OF CHILDREN'S HEALTH CULTURE AS A SOCIAL AND PEDAGOGICAL PROBLEM. Conferencea, 71-74.

10. Сидикова, Г. С. (2022). ФОРМИРОВАНИЕ ЗДОРОВОГО ОБРАЗА ЖИЗНИ У ДЕТЕЙ СТАРШЕГО ДОШКОЛЬНОГО ВОЗРАСТА. TA'LIM VA RIVOJLANISH TANLILI ONLAYN ILMIY JURNALI, 2(1), 6-11.

11. Sabirovna, S. G. (2021, November). FORMATION OF A HEALTHY LIFESTYLE FOR PRESCHOOLERS. In Archive of Conferences (Vol. 22, No. 1, pp. 44-48).

12. Туйчиев, А. И., & Сидикова, Г. С. (2022). ОРГАНИЗАЦИЯ ФИЗКУЛЬТУРНООЗДОРОВИТЕЛЬНОЙ РАБОТЫ С ДЕТЬМИ ДОШКОЛЬНОГО ВОЗРАСТА. JURNALI, 178.

13. Sabirovna, S. G., & Ibragimovich, T. A. (2022). Organization of Physical Culture and Recreation Work with Preschool Children.

14. АИ Туйчиев, ГС Сидикова - INTEGRATION OF SCIENCE, EDUCATION AND ..., 2022

15. Ibragimovich, A. E. (2022). Athletics at a Higher Educational Institution. American Journal of Social and Humanitarian Research, 3(10), 83-88.

16. Allomov Erkin Ibragimovich. (2022). Athletics at a Higher Educational Institution. American Journal of Social and Humanitarian Research, 3(10), 83-88. Retrieved from <https://www.grnjournals.us/index.php/ajshr/article/view/1543>

17. Orifjon, M. (2021). NO ONE CAN MAKE THE COUNTRY FAMOUS IN SPORTS. Galaxy International Interdisciplinary Research Journal, 9(12), 908-911.

18. Tohtasinova Nafisa Imomovna, Akbarova Sevara Husanboy qizi. (2023). APPLICATION OF INTERACTIVE TEACHING METHODS IN MATHEMATICS LESSONS. *Academicia Globe: Inderscience Research*, 4(01), 86–93.
19. Alisher o'g'li, A. N., & Ilkhovich, A. B. (2022). THE ROLE OF NATIONAL GAMES AND THE FAMILY, SCHOOL AND COMMUNITY IN THE SPIRITUAL UPBRINGING OF CHILDREN. *Galaxy International Interdisciplinary Research Journal*, 10(3), 625-627.
20. Ashurova, O. A. (2021). AESTHETIC EDUCATION AS A FACTOR OF PROFESSIONAL TRAINING OF PRESCHOOL TEACHERS IN A PEDAGOGICAL UNIVERSITY. *Theoretical & Applied Science*, (5), 425-427.
21. Ashurova, O. (2021). Analysis of foreign experience on the development of eco-aesthetic culture of future preschool education specialists. *Asian Journal of Multidimensional Research*, 10(10), 1478-1484.
22. Ashurova, O. A. (2021). SOCIO-HISTORICAL TRADITIONS OF DEVELOPMENT OF ECOESTHETIC CULTURE OF PRESCHOOL EDUCATIONAL PROFESSIONALS. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 2(05), 46-52.
23. Ashurova, O. (2021, December). THE IMPORTANCE OF AESTHETICITY OF ECOLOGICAL CONSCIOUSNESS AND CULTURE IN THE ACTIVITIES OF PRESCHOOL EDUCATIONAL PROFESSIONALS. In *International Scientific and Current Research Conferences* (pp. 88-90).
24. Anvarjonovna, A. O. (2021). Factors for the Development of Ecoesthetic Culture of Future Preschool Educational Professionals. *European Journal of Humanities and Educational Advancements*, 2(5), 162-164.
25. Anvarjonovna, A. O. (2021, December). Methodological Foundations for Development of Aesthetic Culture Teacher of Preschool Education. In *INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY RESEARCH AND INNOVATIVE TECHNOLOGIES* (Vol. 2, pp. 254-258).
26. Anvarjonovna, A. O. (2022). TECHNOLOGY OF DEVELOPMENT OF ECOESTHETIC CULTURE OF FUTURE SPECIALISTS OF PRESCHOOL EDUCATIONAL INSTITUTIONS. *Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL)*, 3(11), 7-12.