Socio-Pedagogical Foundations of Improving the Environmental Education Readiness of Elementary School Students and Their Place in Education

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Abstract: This article discusses the environmental literacy of elementary school students and its place in society, focusing on the environment in elementary education. In addition, it provides areas where the acquisition of knowledge in this field is carried out.

Keywords: environmental education, behavior, education, environmental education, national strategy of environmental education, environmental education, place in education, practical content.

INTRODUCTION. The deterioration of the ecological situation is observed in the world under the influence of technical factors, many of which have a harmful effect on the environment. The ecological situation in the world requires changing human behavior in nature, changing values. Humanity is realizing the need to form a new mentality that ensures ecologically safe and sustainable development of society [1].

In building a new Uzbekistan, it is important to "increase the ecological culture of the population, increase the level of transparency of the activities of state bodies in the field of environmental protection, and strengthen the role of civil society" [2] defined in the concept of environmental protection.

Environmental problems are a priority in many countries of the world. Issues of sustainable development of society, protection of natural resources and environment are urgent.

ANALYSIS OF LITERATURE ON THE SUBJECT. M.A. Yuldashev, G. Sultonova, N. Ashurova studied various aspects of environmental problems in primary education, N.H. Egamberdieva aspects of moral education of students under the influence of the environment, M.Rakhmatullaeva conducted scientific research on the formation of interest in the aesthetics of nature in students outside of class and school[3].

RESEARCH METHODOLOGY. Theoretical and experimental investigation of the formation of environmental legal literacy in elementary school students in interactive ways.

ANALYSIS AND RESULTS. Environmental education is the most important component of national security and can become a national idea that unites its people. Only a person who is literate in environmental education can understand the scale of the changes taking place in the environment. The Council of Cultural Cooperation of Secondary Education, taking into account the context of globalization trends, defined the main, fundamental competencies that young people should have in the educational process. Therefore, the goal of education was to modernize the general educational content and the basic environmental education was related to the strategy of competence formation.
Although aesthetic, spiritual, ecological education - educational - nature is an important factor in the comprehensive development of a person through nature, this work cannot be done without the interest of elementary school students in nature. Therefore, the formation of aesthetic knowledge in young people is the first basis of environmental education and spiritual education.

President of the Republic of Uzbekistan Sh.M. In Mirziyoev's address to the Oliy Majlis, the programmatic and targeted tasks that need to be implemented in the economy in 2020 and the following years include increasing attention to environmental protection and improving the state of environmental education, improving the production process environmental education control system, revising the environmental education audit procedure and reviving the private auditor's activities were noted as important tasks[4].

Environmental education should fight against illiteracy, without teaching environmental education in school, it is impossible to form people's awareness of environmental education. Thus, one of the leading ideas of modernization of scientific education is ecological education and the formation of a clean personality. In this regard, in educational institutions, environmental education is provided to students who have knowledge about the world around us, who have the experience of self-expression, and who direct them to choose the appropriate direction of social behavior from the point of view of ecological education. work on the formation of a well-rounded person is being carried out. in behavior.

Elementary school students are the beginning of the formation of basic personal characteristics, including the sensitive period for the development of environmental education competence of elementary school students. Currently, there is no agreement on the purpose and result of environmental education for elementary school students, personality characteristics that are appropriate for their age and environmental education competence, and indicators of the quality of education. Environmental education, effective formation of educational competence, the state of our environment mainly determines the relevance of environmental education in modern schools. environmental education literacy of elementary school students cannot be formed only within one subject, because environmental education has an interdisciplinary nature of solving problems [5]. Therefore, STEAM projects can become one of the subjects of science and the world around us.

Therefore, it is necessary to search for educational and diagnostic technologies, tools and methods of environmental education, as well as to determine environmental education knowledge of environmental education, as well as environmental education and educational methods that ensure the formation of a sensitive attitude. need to search. the ability to assess nature, one's own behavior and that of others. Environmental education in elementary school graduates forms the basis of their knowledge, which leads to the development of educational competence.

National educational programs and textbooks that form the basic competencies and readiness of elementary school students to use the acquired knowledge, skills, and methods of activity play an important role, and practical environmental education is necessary for solving problems.

Ecologist-pedagogues took the principles, goals, tasks, organizational forms and methods of environmental education as a basis, developed the basics of its content, developed proposals for the formation of environmental education knowledge, skills and behavior in nature. came out, defined various aspects and conditions of environmental education. Ecological education educational ideas.

The President of the Republic of Uzbekistan, Shavkat Mirziyoev, in his speech at the solemn ceremony dedicated to the "Teachers and Mentors" Day on September 30, 2020, said, "Today, every teacher and educator, university lecturer is the latest in the field of education and science. who can apply positive news to educational processes, possess deep knowledge and worldview, in a word, they should be advanced representatives of our time and society" [6].

Competence is interpreted as an integral quality of a person formed based on the use of
knowledge, education and life experience, which determines his ability to solve problems and typical tasks that arise in life situations, in various spheres of activity. Competence is considered as a requirement to prepare a person for education[7]. Therefore, ecological education educational competence can be defined as a system of normative requirements for preparing students in the field of environmental education, problem solving, life preservation and sustainable reproduction.

Environmental education competence is a person's ability to act in accordance with environmental education knowledge, skills, beliefs, motives, value ideas, important personal qualities of environmental education and others acquired in nature, society and the social system. It is a holistic quality and environmental education activity, practical experience. Competence is the ability to solve problems and tasks at various levels that arise in life situations based on personal characteristics, inclinations, formed values and educational motivation, knowledge and life experience [8].

The definition of environmental education competence for students can be formulated as follows: environmental education competence of elementary school students is the ability to choose a direction of social behavior that is suitable for environmental education, readiness to predict the consequences of actions, to acquire environmental education knowledge and experience.

During the educational process of elementary school students, the development of environmental education competence is carried out within the framework of mastering medical science, this environmental education creates opportunities for the formation of all components of competence. In this regard, there is a need to develop such a technology for the formation of environmental education competence of elementary school students, in which sufficient attention is paid to the motivational-value and behavioral components of environmental education, as well as Special attention is paid to environmental education. motivational-value and behavioral components of environmental education. regional education. component - studying the area where students live.

In this regard, it is proposed to implement a special program on the active involvement of young people in the establishment of a "green economy" based on the initiative of our President. It was specially shown that in the future, "green", that is, environmental education will create a great opportunity to form a culture of consumption of clean products [9].

There is no unity in the scientific application of the term "pedagogical technology". We believe that it is correct to define pedagogical technology through the organizational and methodical means of the process under consideration. From this point of view, technology means a set of psychological-pedagogical relations that determine a special set and order of forms, methods and teaching tools. as a result, a strategy for the organization and implementation of joint events and the coordination of individual activities will be developed.

The technology of formation of ecological education educational competence takes into account the interaction of the principles of organizing the pedagogical process (perception, unity of experience and action, natural compatibility, cultural compatibility, integration, interdisciplinary, ecology) and includes takes stages: installation, initial diagnosis, content-technological, middle diagnosis, content-action, result-diagnosis.

The technology we have developed covers three areas:

the first is aimed at creating the basis and methodological base of the problems that arise in the teacher's work in the process of forming an ecologically literate personality of elementary school students;

the purpose of the second one is to ensure the formation of uniform views, pedagogical positions and requirements of the educational institution and the family in the education of environmental education competence of elementary school students;
The third direction is to design environmental education activities together with students. Therefore, the formation of competencies is related to changing the content of teaching technologies.

We have developed an environmental education project "Planet of the 21st century" for elementary school students. The project consists of four departments: "Ekomaktab", "Ekohudud", "Ekoshahar", "Ekoolam". The process of learning about nature begins with simple thinking, emotional perception of the surrounding world, and is connected with the cause-and-effect relationships and worldviews of people in their relationship with the social and natural environment. This project aims to develop the following qualities in students:

- the ability to receive, search and process;
- the ability to independently identify environmental education problems;
- environmental education skills and competencies;
- to be able to use the theoretical and practical knowledge obtained in the course of teaching natural sciences;
- ability to cooperate and work in a group;
- the ability to participate in environmental education projects and find new solutions;
- ability to present project results;
- the ability and desire to communicate with people.

The educational process in our program corresponds to the psychological age characteristics of primary school students and includes the use of new pedagogical methods and methods tested by local and foreign experts, which together provide high results.

When developing diagnostic tools, we took into account the composition of environmental education competence, its structure, as well as the principles of accuracy, validity and stability. This made it possible to determine the criteria and indicators of the level of development of ecological education educational competence, to form appropriate methods of their determination, to develop step-by-step monitoring of the level of development of environmental education competence of elementary school students of junior school age. In order to determine the level of formation of environmental education competence of elementary school students, it is necessary to determine the criteria and indicators for the development of this quality.

According to the structure of ecological education competence, its main indicators are as follows:

- environmental education, knowledge and skills;
- mastering the ways of knowing the natural and social environment;
- the ability to search, receive and process;
- availability of environmental education skills and abilities;
- ability to cooperate and work in a group;
- participation in project activities;
- the ability to find new solutions to problem situations;
- manifestation of a personal, emotional relationship.

For each criterion of environmental education competence, it is assigned to one of five levels. Taking into account the rules of mathematical statistics used in the calculation of rating scales, we determined the importance of each indicator from 1 to 5 points.

A comparative analysis of the data of the initial diagnostic, intermediate and final diagnostic stages of the experimental work shows significant changes in the success of practical
pedagogical technology and the formation of environmental education competence of primary school students in the experimental group (Table 2). If at the beginning of the experiment there were no elementary school students with high environmental knowledge in the experimental group (i.e. 0%), at the end of the fourth grade there were 40 such elementary school students.

CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS. During the pilot study, most of the students with below-average competence levels in environmental education were raised to above-average levels, and Environmental Education was as close as possible to high levels of competence formation. By the end of the fourth grade, the number of elementary school students with a low level of environmental education competence formation decreased from 21.4% to 0%. The number of students with above-average qualifications in environmental education increased significantly - up to 45.8% (before the experiment, they were 2%). These results prove that the pedagogical technology we use accelerates the process of formation of environmental education competence in elementary school students.

Our research has shown that with the help of the pedagogical technology we have created, it is possible to form environmental education competence in elementary school students, but it is necessary to pay more attention to the education of an emotional-valuable attitude to nature, a sense of responsibility for the environment, to develop an aesthetic approach to the well-being of our planet and natural environment objects, to expand the experience of practical, environmental educational activities outside of school.

REFERENCES: