Systematic Approach to Ecopedagogical Conceptual Principles in Continuous Ecological Education

Shermatova Uljamol, Jumayeva Oysanam Anvarovna
Masters of Termiz State Pedagogical Institute

Abstract: The article introduces future teachers to continuous ecological education, pedagogical conceptual professional and personal qualities, educational process, ecological culture, use of funds, educational process, creativity created by students, science education educational and methodological complex, systematic study of ecological, legal, political, economic, philosophical, pedagogical, technical-technological, aesthetic and moral aspects of a person is reflected.

Keywords: teacher, ecology, education, environmental, culture, conceptual, competence, continuous, conceptual, technology.

INTRODUCTION. Nature, nature and man, nature-technology-man relations are a complex system, the completeness of which means the completeness of the study subject "Ecology". At the same time, it shows the need for a systematic study of the ecological, legal, political, economic, philosophical, pedagogical, technical-technological, aesthetic and moral aspects of man, who is a part of nature.

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" [1] defined in the concept of environmental protection.

Today, environmental protection is one of the most important problems of our century. This problem is no less than a nuclear disaster in terms of the bad consequences it can bring to humanity. The most important issue is that we should seriously focus on increasing the ecological culture of the population. Of course, such problems cannot be solved by administrative means alone, it can be achieved by cultivating love and respect for mother nature in the hearts of the young generation [2]. 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 pointed out that this will create a great opportunity for the formation of the culture of consumption of "green", that is, ecologically clean products in the future [3].

THE MAIN PART. The process of forming ecological culture in future students is explained by the conscious "mastering" of methods and concepts in all educational disciplines for many years.

According to its content, ecology reflects the essence of various relationships of mankind with natural things. That is why there are currently such concepts as city, sanitation, production, technology, agriculture, water bodies, flora, fauna, human, family, neighborhood ecology.

Ecological concepts are covered by the science of ecology. This generality reflects the systematic content, includes the international, legal, political and aesthetic aspects of a person's view of the world through the prism of ecological education. Therefore, the content of environmental education represents the synthesis of knowledge related to natural, concrete and
social educational sciences, and vice versa, all academic subjects absorb the content of general environmental education. Their holistic state forms a modern ecological culture in the student.

Ecology is scientifically and practically related to the subject, purpose, goal and content of all educational subjects. All educational disciplines, science and technology, and human potential serve as the main source in solving the problems of ecological culture formation.

The science of ecology provides an opportunity to consciously study applied sciences, arouses the student's interest in learning the basics of science, and as a result, the ecological culture of a person is formed. Therefore, environmental education is multifaceted.

The nature of environmental education is multifaceted.

Ecological education: based on psychological, pedagogical, personal activity-oriented factors:
- understanding the need for an ecological approach to nature and the environment;
- knowing in advance the environmental consequences of one's activities;
- recognition of nature, environment, living, development, national-social assets;
- relying on natural-scientific, technical and humanitarian knowledge when choosing the type of contact with nature and environment;
- it is necessary to rely on national historical development and universal human values in communication with nature and environment.

In order to study the scientific-pedagogical and methodological aspects of the systematic approach to the formation of continuous environmental culture, it was necessary to take into account the features of the formation of modern continuous ecological culture of future teachers. practical and effective experience. This uniqueness is manifested in the diversity and complexity of the studied continuous ecological processes, the need to combine scientific and pedagogical factors in the process of continuous ecological education.

In the implemented system of environmental and professional training of primary school teachers, the scientific research activity of students on the problems of environmental education of schoolchildren occupies a special place. In the course of this work, students deeply study and analyze the theory and practical experience of environmental education at school, learn the latest pedagogical technologies in this regard, conduct experimental tests of theoretical conclusions, and engage in creative search for interesting methodological solutions. The problems under study, future elementary school teachers will acquire the skills of applying scientific methods in their future professional activities, working on the study of actual scientific and methodological problems [4].

At the next stage of introducing the system of environmental education and upbringing to students, the scope of the subject of environmental-pedagogical activities of students will be expanded, knowledge, skills and experiences will be formed on the organization of environmental education activities in the school. This is supported by a well-organized pedagogical practice, during which students have the opportunity to master various ecological and educational methods, for example, to diagnose the formation of ecological knowledge in young students, to determine the level of their environmental education, to learn how to learn. designing the process of environmental education and using the most effective tools in educational activities, methods and methods of environmental education of students, analyzing the results of their pedagogical activities.

An important stage of the ecological training of future elementary school teachers is field practice aimed at introducing students to the flora and fauna of their native land, its natural-climatic and ecological features, and the diversity of nature [5]. Natural communities and ecological systems. Studying diversity and the laws of nature in direct contact with it not only increases the level of acquired knowledge, but also arouses interest in his knowledge, aesthetic,
moral and patriotic feelings, which forms the future teacher's ecological culture and increases responsibility.

Nature, nature and man, nature-technology-man relations are a complex system, the completeness of which means the completeness of the study subject "Ecology". At the same time, it shows the need for systematic study of ecological, legal, political, economic, philosophical, pedagogical, technical-technological, aesthetic and moral aspects of man, who is a part of nature.

The process of formation of continuous ecological culture in future students is explained by the conscious "mastering" of methods and concepts of all continuous environmental education subjects for many years.

According to its content, ecology reflects the essence of various relationships of mankind with natural things. That is why there are currently such concepts as city, sanitation, production, technology, agriculture, water bodies, flora, fauna, human, family, neighborhood ecology.

**CONCLUSION.** Continuum of ecological concepts is covered by the science of ecology. This generality reflects the systematic content, includes the international, legal, political and aesthetic aspects of a person's view of the world through the prism of continuous ecological education. Therefore, the content of continuous environmental education represents the synthesis of knowledge related to natural, concrete and social continuous environmental education, and on the contrary, all academic subjects absorb the content of the general continuous environmental education. Their integrated state forms a modern continuous environmental culture in the student.

Ecology is scientifically and practically related to the subject, purpose, goal and content of all educational subjects. All continuous environmental education disciplines, science and technology, and human potential serve as the main source in solving the problems of continuous ecological culture formation.

**REFERENCES:**

1. O’zbekiston Respublikasi Prezidentining “2030 yilgacha bo’lgan davrda O’zbekiston Respublikasining atrof-muhitini muhofaza qilish kontseptsiyasini tasdiqlash to’g’risida”gi PF-5863-son farmoni Toshkent, 2019 yil 30 oktyabrg’.


5. Kuchkinov A.Yu. International Journal on Integrated Education https://journals.researchparks.org/index.php/IJIE, This is an open-access article distributed under the terms of Creative Commons Attribution License (CC BY).To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/ Socio-Pedagogical Foundations of Improving the Environmental Education Readiness of Elementary School Students and Their Place in Education.