

**THE NEED FOR DEVELOPING ECOLOGICAL COMPETENCE IN THE
CONDITIONS OF MODERN ECOLOGICAL EDUCATION**

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<https://doi.org/10.5281/zenodo.19970155>

Annotation: This article reflects the fact that today, in the development strategy of the new Uzbekistan and in the development of priority tasks related to education, special attention is paid to environmental protection and improvement of the ecological situation, and many regulatory and legal documents, decrees and orders have been adopted to form ecological stability in society, promote a careful attitude to the environment and rational use of nature, and special tasks have been set at each level of management.

The new development strategy of Uzbekistan prioritizes "eliminating environmental problems that harm the environment, population health, and gene pool," and for this, the tasks of radically reforming the system of environmental activities and environmental education and upbringing, and thereby developing the ethics of environmental activities, preserving nature, treating it rationally, forming ecological moral responsibility, and thereby forming a worldview aimed at preventing global ecological catastrophe, are gaining priority. Therefore, improving the system that allows students to form moral responsibility based on the development of environmental competence in them is of great importance.

Keywords: ecological competence, ecological education, sustainable development, interactive methods, assessment, competence, ecological destruction, retrospective activity, reproductive activity

Ushbu maqolada bugungi kunda yangi O'zbekistonning rivojlanish strategiyasida va ta'lim-tarbiyaga oid ustuvor vazifalarni ishlab chiqilishida atrof-muhitni muhofaza qilish va ekologik holatni yaxshilashga ham alohida e'tibor qaratilganligi hamda jamiyatda ekologik barqarorlikni shakllantirish, atrof-muhitga ehtiyotkorona munosabatni va tabiatdan oqilona foydalanishga doir ko'plab normativ-huquqiy hujjatlar, farmon va farmoyishlar qabul qilinganligi va boshqaruvning har bir bo'g'inida maxsus vazifalar belgilab olinganligi aks etadi.

O'zbekistonning yangi taraqqiyot strategiyasida "atrof-tabiiy muhit, aholi sog'lig'i va genofondiga putur yetkazuvchi ekologik muammolarni bartaraf etish" [1] buning uchun esa, ekologik faoliyat va ekologik ta'lim-tarbiya tizimini tubdan isloh qilish va bu orqali ekologik faoliyat etikasini rivojlantirish, tabiatni asrab-avaylash, unga oqilona munosabatda bo'lish, ekologik axloqiy mas'uliyatni shakllantirish va bu orqali global ekologik halokatni oldini olishga qaratilgan dunyoqarashni shakllantirish vazifalari ustuvorlik kasb etmoqda. Shu bois talabalarda

ekologik kompetentlikni rivojlantirish asosida ularda axloqiy mas'uliyatni shakllantirish imkoniyatini beruvchi tizimni takomillashtirish muhim ahamiyat kasb etadi.

Kalit so'zlar: ekologik kompetentlik, ekologik ta'lim, barqaror rivojlanish, interfaol metodlar, baholash, kompetentlik, ekologik halokat, retrospektiv faoliyat, repraduktiv faoliyat.

Аннотация: В данной статье отражен тот факт, что сегодня в стратегии развития нового Узбекистана и в определении приоритетных задач в сфере образования особое внимание уделяется охране окружающей среды и улучшению экологической ситуации, и принято множество нормативно-правовых документов, указов и распоряжений, направленных на формирование экологической стабильности в обществе, содействие бережному отношению к окружающей среде и рациональному использованию природы, а также поставлены специальные задачи на каждом уровне управления.

Новая стратегия развития Узбекистана ставит в приоритет «ликвидацию экологических проблем, наносящих вред окружающей среде, здоровью населения и генофонду», и для этого отводится задача радикального реформирования системы природоохранной деятельности, экологического образования и воспитания, а следовательно, развития этики природоохранной деятельности, сохранения природы, рационального отношения к ней, формирования экологической моральной ответственности и, таким образом, формирования мировоззрения, направленного на предотвращение глобальной экологической катастрофы. Поэтому большое значение имеет совершенствование системы, позволяющей учащимся формировать моральную ответственность на основе развития у них экологической компетентности.

Ключевые слова: экологическая компетентность, экологическое образование, устойчивое развитие, интерактивные методы, оценка, компетентность, экологическое разрушение, ретроспективная деятельность, репродуктивная деятельность

Introduction: In the world, the tasks of increasing environmental responsibility in society on the basis of reforming the system of environmental education are becoming more urgent. In particular, global environmental crises, socio-natural problems, instability in nature and the environment increase the need to further improve the mechanisms for the formation of environmental knowledge and skills in the system of continuing education. In the United States of America, Russia, Great Britain, Japan, Italy, systematic work is being carried out to implement large-scale projects to reduce the anthropogenic impact of man on the environment and develop the ecological competence of specialists. These aspects indicate the need to develop the ecological competence of students within the framework of pedagogical disciplines.

In developed scientific research institutes and centers of the world, scientific research is being conducted to expand students' knowledge of ecology and environmental protection, to ensure the harmony of nature and human relations, and to create electronic methodological tools for environmental education in modern conditions. In these studies, special attention is paid to scientific research on the formation of students' ecological competence based on various means, the introduction of new approaches to the system of environmental education, and the use of historical and cultural heritage, natural and scientific views of great scientists and thinkers in the development of students' ecological knowledge and skills.

Literature review: The term “competence” was first introduced into practice by Noam Chomsky in the 60s-70s of the 20th century at the University of Massachusetts in the USA through “language competence” and was defined as follows: “Competence is a set of knowledge, skills and abilities directed at activities in the process of using language”. According to some sources, in 1959-60, R. White’s works interpreted it as “Competence is a holistic concept based on the motivation of a person (motivation reconsidered the concept of competence)”. Thus, in Europe, this term began to be used in the 1970s. The term competence literally means the level of ability, competence based on direct deep knowledge. In content, it means “the effective use of theoretical knowledge in activity, the ability to demonstrate a high level of professional competence, skills and talent”. In general, in the definitions of the concepts of "competence" and "competence", competence is interpreted as the behavior and conduct required in a particular activity, and competence is interpreted as the degree of compliance with this requirement, that is, the final result of demonstrating competence. [2]

In the dictionary of pedagogical terms, “competence is knowledge in a particular field,” while in the National Encyclopedia of Uzbekistan, “competence is 1) the scope of powers, rights and duties of a specific state body (local self-government body) or official determined by law, charter or other document; 2) knowledge, experience in a particular field.”

Based on research, the following meanings of the word competence are distinguished: the ability to apply knowledge and skills in specific situations; compliance with the description of a professional standard; a general set of knowledge, skills and qualifications (KSC), abilities, motives, personality, communicative qualities and other concepts; readiness and skills for quality work; responsibility and authority for job duties; KSC + important professional qualities; various aspects of competence; professional qualities in combination with the organizational context, a deep understanding of professional experience; personal characteristics, individuality; the human factor in successful activity; criteria for effective production activities; creativity; production tasks in specific [3] organizations. Thus, competence is a general combination of knowledge, skills, qualifications, causal factors, personal qualities, target situations.

According to the researcher I. Aliyev, competence is understood as a certain acquired competence, that is, a fully formed set of certain qualities. This concept is defined in dictionaries as “possession of knowledge that allows one to think about something”, “to be aware, to be entitled”. “The definitions of competence are similar and replace each other (complement), at the same time there is no single interpretation of the word competence, this concept is understood as “a set of powers (rights and obligations) of a body or official determined by law, regulations of this body or other circumstances”, “possession (possession) of knowledge that allows one to think about something”, “a set of questions (area) that someone is well aware of”. Therefore, the meanings of competence have different meanings in different areas.

So, competence is the ability of students to creatively use the theoretical and scientific knowledge acquired in the subjects during their studies to solve educational problems arising from the content of the subject during the educational process.

Discussion: So, based on the above tariffs, we have formed an author's tariff. According to it, ecological competence is an integrative quality that determines the ability of students to act in the system “man - society - nature - enlightenment” in accordance with the acquired eco-

pedagogical knowledge, skills, qualifications, beliefs, motives, valuable landmarks, personal qualities of ecological educational and educational significance and practical experience of eco-pedagogical activity.

The study of scientific and theoretical literature and the state of practice in the development of students' ecological competence required attention to the following issues in finding a solution to this problem: the relevance of the problem of developing ecological competence in students and expanding pedagogical opportunities; improving the mechanisms for developing students' ecological competence in higher pedagogical educational institutions; determining indicators of the development and development of students' ecological competence; creative use of the experience accumulated by the world's leading universities in creating a new generation of environmental education manuals, textbooks, and methodological guidelines.

Results: As a result, competency-based education creates a basis for students to understand the main problems that arise in science, production, society, in the future independent life and professional activity, to find solutions to them, and to make correct and justified decisions. Ecological competence is the ability, as a result of ecological education and upbringing, to develop students' ecological thinking, consciousness, natural-scientific worldview, to direct their ecological knowledge, skills, and qualifications to make decisions on preventing or stopping general ecologically dangerous situations, to identify environmental problems in professional activities, to promote practical measures aimed at eliminating them, and to carry out propaganda work.

The basis of ecological competence is ecological knowledge, skills, and qualifications. Also, ecological activity is one of its manifestation factors. Ecological activity can be divided into three groups according to its goals and objectives:

- 1) reproductive activity - reorganization and improvement of the mutual relations of social, economic, and political institutions of nature protection based on ecological requirements;
- 2) alternative activity - determining the sequence and consistency of alternative methods and means, driving forces that meet the needs of nature conservation;
- 3) retrospective activity - establishing relations of dialectical negation and creative succession of ecological values. [4]

Conclusion: In conclusion, in modern educational conditions, the development of environmental education and upbringing, the organization of a pedagogical process aimed at forming a careful attitude towards the environment, has an impact on the development of environmental knowledge and skills in learners. Therefore, the use of new approaches aimed at developing environmental competence and the use of various mechanisms of influence is of great importance.

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