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Pedagogical Conditions For The Formation Of Environmental Competences Among Students

Mirzaeva Nodira Abdukhamidovna

d.f.p.p.n., associate professor v.b faculty of medicine

department of medicine Alfraganus University

Abstract: This article discusses a wide range of issues, such as the organization of classes on environmental protection and the development of environmental literacy of students, their systematization based on the education system. The article is based on the fact that the educational process of students can be organized on the basis of the development of environmental competence.

Keywords: ecology, competence, education, green economy, environment.

INTRODUCTION

Uzbekistan has declared 2025 the "Year of Environmental Protection and Green Economy." This marks the beginning of a new era in the republic aimed at ensuring environmental sustainability and mitigating climate change. In addition, existing national legislation in the field of environmental protection is being improved, and the principles of green development are being embedded in every decision made.

In this regard, the most appropriate solutions are to organize environmental protection issues and develop students' ecological literacy, systematizing them based on the education system.

The development of students' ecological competence in the process of education and upbringing is inextricably linked with the concept of "pedagogical and psychological conditions". Pedagogical conditions are a system aimed at effectively organizing the educational process with pedagogical means, methods and forms. Pedagogical and psychological conditions are aimed at solving specific educational tasks and are divided into three types:

Pedagogical conditions for the development of environmental competence in students include the purposeful design (goal-oriented), implementation process, and evaluation and revision of the environmental competence of students in modern socio-ecological conditions . It is important to effectively build educational methods and techniques in a step-by-step manner. In the development of a student's environmental competence, psychological characteristics and internal motivation for personal development should be consistent.

It is important to use methods and methods based on the value system aimed at developing knowledge and skills, managing behavior and activities in accordance with the main content of competence. The pedagogical conditions of the educational system are achieved by gradually developing cognitive, motivational-reflexive and active behavioral features of students, self-development, internal motivations for professional

improvement. Pedagogical conditions in the development of ecological competence help to improve the independence and efficiency of educational activities, the level of knowledge and skills.

Based on the above, mnemonic activity methods, vitagenic and reflective technologies, methods of working with mental maps and their emotional impact are considered effective in developing environmental competence in students. These include: understanding and memorizing the information system (lecture), classifying and describing information, discussing personal views formulated in the form of a negotiation, organizing business games (practical exercises), understanding the axiological content of information, directing the value system to social and professional tasks (lecture-conversation lessons), forming a person's emotional attitude towards information, using the student's life experience, the Internet and additional sources (independent learning).

A competent approach to the educational process has an effective impact on students' knowledge, understanding and implementation of their social and professional tasks. The process of developing environmental competence in students involves taking into account the laws of thinking and the development of activity. Thinking is mainly manifested as intellectual consciousness or the ability to think.

We decided to use B. Bloom's taxonomy to develop students' environmental competence. B. Bloom's taxonomy helps to develop thinking at the highest levels, not just blind memorization of information in education, but also the ability to analyze and evaluate certain concepts, processes, procedures and principles. Bloom's taxonomy is a form of classification of pedagogical goals. B. Bloom mainly studies educational activities in three areas:

Cognitive - the basis is the knowledge of students to understand and know the environment . In this way, through the cognitive stage , nature-human-society relations and interactions in the process of education reveal natural, social, sociological and technological laws, theories and concepts.

Affective - at this stage, students develop knowledge about nature and environmental protection through emotional reactions. It is at this stage that the system of values is determined and understood through emotions , and it helps to develop spiritual and aesthetic attitudes towards the natural environment, to master the culture of consumerism and the unwise use of natural resources, to feel and enjoy the beauty of the environment, and to lead a healthy lifestyle.

Psychomotor - the operational unit associated with activity . It helps to form cognitive, practical and creative skills, develop students' determination, skills in solving environmental problems, and creative activity.

The scientific research work is dedicated to the issue of training mature ecologically competent personnel through the sustainable development of ecology and environmental protection education during the exchange process of the stages of society's development. In the research work, the object's complexity, scope and content determine the level of the work. As a result of the theoretical analysis of scientific concepts, experience in scientific pedagogical processes and diagnostic tests, the development of the concept of ecology and environmental protection education, which develops students' ecological competence, was achieved .

1 – methodological, systematic, synergetic, axiological, person-oriented and practical part reflecting the basic structure of the research;

2 – the main ideas in the theoretical, research understanding and knowledge system were studied;

3 - formal, focused on the study of basic structure forms, it included: the structural-task model aimed at developing students' environmental competence, the spatio-temporal model with tasks and models showing factors.

4 - an activating part based on the design of a methodical system aimed at developing technological and environmental competence among students.

5 - analytical-resultative, demonstrated experimental verification and validity of the developed theory and concept.

was developed based on several requirements :

- to study the essence of research aimed at researching society as a complex integrated system in the development of environmental competence among students;

whether the structure and content that develop environmental competence among students are covered ;

- identify mechanisms for developing environmental competence in students based on independence, self-development, and interaction with nature;
- creation of a methodical system aimed at developing students' environmental competence;
- consists in developing a system that reveals quality indicators aimed at developing environmental competence among students.

The development of the system of quality indicators led to the development of the effectiveness of the methodical system, the technology in it, the level of environmental competence of students and the activation of environmental activities. Reflection of ongoing actions is manifested as a means of self-determination. As a result of reflection, students' independent behavior in environmental processes, analysis of results, and clarity of thinking will be revealed.

As a result of such processes, the system of self-management of the person is activated. The idea of integrity is the basis of the methodical system . The formation of T learners as a mature person is based on the perfect functioning of the human brain . The basis of this idea is the students' logical analysis of problems , the creation of logical thinking in finding solutions , and the occurrence of creative activities as a result of abstract thinking . Activities related to sorting, grouping and classification of nature objects , deductive proof , mixed and probabilistic thinking cause the development of the left hemispheres. Design and experimentation, analysis and generalization focus on this form of knowledge.

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