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## Research Article

# BASIC LAWS AND PRINCIPLES OF FORMATION AND DEVELOPMENT OF ECOLOGICAL CULTURE OF FUTURE TEACHERS IN THE SYSTEM OF PEDAGOGICAL EDUCATION

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## ABSTRACT

This article presents the methods of ecological education in learning foreign languages in the teaching of modern science, there is adjustment of the educational process with the necessary consistent focus on clear goals. And the article outlines the principles of the content of ecological culture in solving problems, the combination of regional and global approaches to the study of current problems, as well as the orientation of learning to develop the value-motivational sphere of the individual, and the harmonization of relations with the environment.

## KEYWORDS

Modular teaching, motivational sphere, professional motivation, leadership qualities, reproductive activities.

## INTRODUCTION

The modern system of environmental education and upbringing should be called upon to directly influence the personality of the future teacher, forming his spirituality and morality, preparing his students for future educational work on environmental education, with the indispensable

inclusion in the participation of state educational institutions and public formations.

It is well known that environmental education was also an independent direction in pedagogical activity with the formation of its own system. The

specificity of environmental education follows from a certain specificity of the culture transmitted in it, and it is "complementary to general education». In addition, in the understanding of S.N. Glazachev, the structure of environmental education, being in the context of environmental pedagogical activity, may include the following components:

- environmental education (the most general category);
- environmental education;
- environmental education (formal education);
- non-directional education and informal education, which are the basis for environmental education, upbringing and pedagogical development.

The position of V.A. Ignatova is also particularly significant for us, who believes "that the most important conditions for fully realizing the ecological potential of education should be a dialogue of cultures, rapprochement and mutual enrichment of science and art, science and religion, integration of natural science, technical, humanitarian and artistic-aesthetic education, synthesis of discursive and emotionally-figurative, system-synergetic approach and nonlinear thinking».

In modern conditions, the necessary increase in the requirements for the personality of the future teacher and the appropriate quality of training of students of pedagogical universities for their

future professional activity – the problem of formation and development of the professionalism of the future teacher in the process of studying at the university begins to acquire special importance. It becomes necessary to have a high-quality professional formation in the preparation of a future teacher to master the content, methods and forms of professional and pedagogical activity, consistent with the necessary aspects of environmental culture. The implementation of such formation during teacher training provides an opportunity to indirectly influence the development of environmental views and beliefs of the majority of students, which should certainly enhance the pedagogical effect of the first important level — environmental education of future teachers.

**METHODS.** The basis of this training as necessary and specially organized for the implementation of educational activities of teachers and students is the development by future teachers of socio-pedagogical experience related to environmental culture and education of the younger generation, their assimilation of relevant knowledge and skills, with the formation of skills based on active and productive activities. Based on various scientific studies, we identify certain pedagogical patterns expressed at certain levels when preparing students for ecological culture and upbringing in the process of higher pedagogical education (Scheme 1).

### **Scheme 1. Pedagogical patterns**

### **in preparing students for ecological culture**

The level of readiness of future teachers for ecological culture should depend on the quality of their knowledge in theory and practice, as well as their life activity.

The process of preparing future teachers for ecological culture includes providing students with theoretical, scientific, methodological, technological and methodological knowledge.

The level of readiness of future teachers for ecological culture should depend on the degree of inclusion of students in various activities. And for success in teaching, students need skills that are based on theory, but are formed by means of practice. And the more diverse the students' activities, the more effectively the skills necessary for them will be formed.

The level of effectiveness of preparing future teachers for ecological culture should depend on the degree of integration of elements of the culture in question at all levels of education, as well as with coordinated pedagogical influence on behavioral, cognitive and emotional levels.

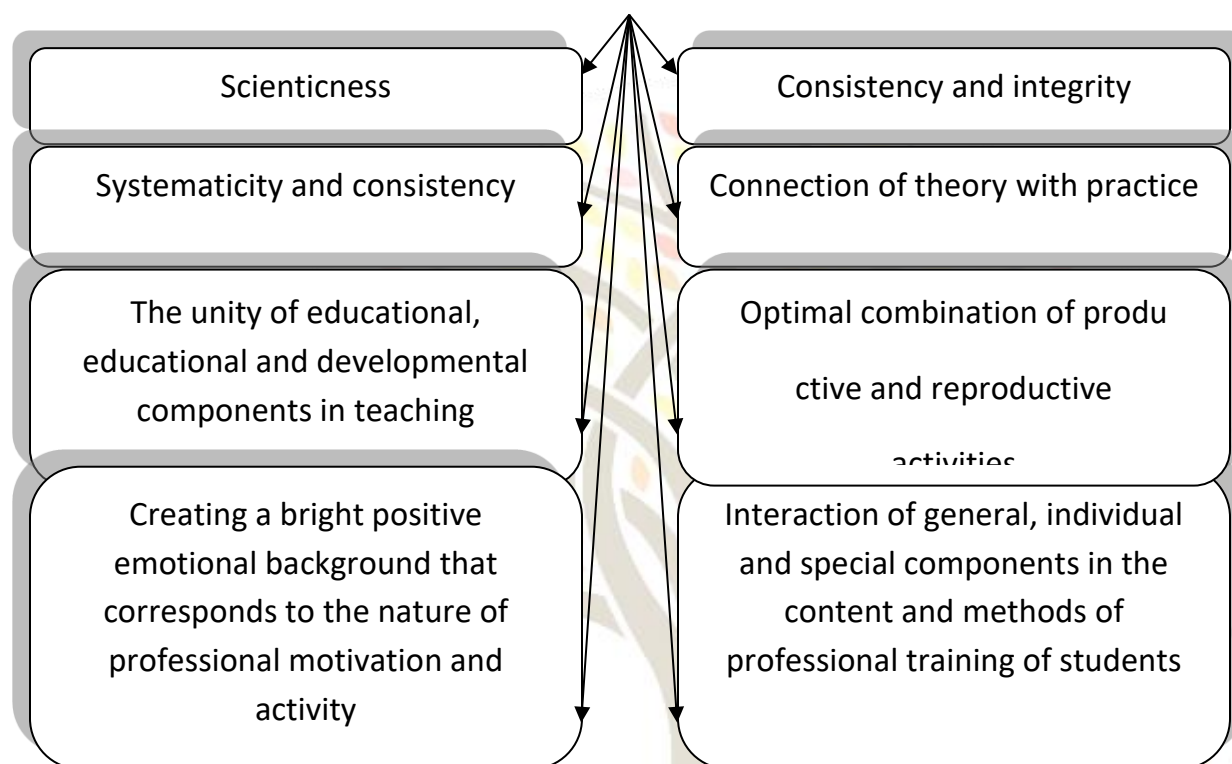
The level of effectiveness of the training of students of pedagogical universities should depend on the variety of methods and forms of the educational process, whose use will certainly contribute to the development of genuine interest of students in the relevant professional activity.

The patterns we have identified allow us to further formulate certain principles when preparing students of a pedagogical university for the ecological culture and education we are studying (Scheme 2)

We need to consider and characterize each of the above principles. First of all, let's start with the principle of scientific training of future teachers

for ecological culture and education, which assumes in its essence a reliance on a natural connection between the necessary content of science and academic discipline and requires students of pedagogical universities to familiarize themselves with objective scientific and educational facts, laws, theories, concepts from the main categorical sections of pedagogical science.

## Scheme 2. Principles of training students of a pedagogical university towards ecological culture and education



## DISCUSSION

One of the most important principles of organizing students' preparation for ecological culture is consistency and integrity. It is worth noting here that the system becomes a whole when all its individual parts are in a certain functional dependence, while each element is a consequence of the state of another element.

The above principle is closely combined with the principle of interaction of general, individual and special components in the content and methods of

professional training of students. This principle assumes a special relationship of 3 components:

- the first component contains knowledge on the methodology of pedagogy, the theory of the holistic educational process, as well as general pedagogical skills and abilities;
- the second one contains knowledge of the peculiarities of the ecological culture of students in modern conditions, with a combination of forms, methods, principles and the ability to carry out the necessary educational impact on all students;



- the third one contains knowledge and skills that contribute to the formation of an individual style of practical educational activity of future teachers.

One of the most important principles of preparing students for ecological culture is the principle of systematicity and consistency. With regard to it, it should be noted that in modern conditions this principle has been widely covered in the works (Sh. Avezova, S.P. Baranova, M.A. Danilova, M.N. Skatkina, N.A. Sorokina, E.O. Turdikulova, etc.). The significance of the presented principle can be determined by the needs of professional and pedagogical training of future teachers, the qualitative development of their professional orientation and training, the laws of the process of assimilation of scientific theory and the corresponding foundations of the scientific and theoretical organization of students' activities.

The presented principle of systematicity and consistency is closely interrelated with the principle of unity of theoretical and practical training, because the connection of theory with practice is one of the main principles of modern didactics.

An equally important principle in the preparation of future teachers for ecological culture is the principle of unity of educational, educational and developmental components in teaching. The implementation of this principle may involve the organization of a comprehensive and productive impact on the personality of the future teacher in the educational process.

The next principle we call the principle of combining productive and reproductive activities of students. The principle under consideration is based on the scientific and philosophical position that the activity of a learning personality is one of the main factors of its development. At the same time, the success of the process in training a specialist should be based on the active and cognitive activity of a student of a pedagogical university, which should include both productive and reproductive activities.

The following principle is the principle of creating a bright positive emotional background that corresponds to the nature of professional motivation and activity in preparing students for environmental culture. This principle is able to reflect the qualitative pedagogical patterns of preparing future teachers for ecological culture and educating students.

The principles that can reflect specific natural connections in the preparation of pedagogical university students for ecological culture and education of trainees include: adequacy of the content of professional training, according to the requirements of modern society; helicity; algorithm city.

Defining the principle of adequacy of the content in preparing students for the requirements of modern society, we condition it with changes in all spheres of public life, in the educational sphere, in all conceptual approaches to teaching and upbringing of our younger generation.

The principle of helicity can mean a combination of the principles of concentricity and linearity in

the construction of educational plans and programs with implementation in the educational process in such a way that future teachers initially become familiar with the basic concepts of environmental culture and education, acquire the most general pedagogical skills and skills, with further gradual expansion of the horizons of knowledge based on the interrelated study of the necessary subjects psychological, pedagogical and general cultural cycles, as well as improve general pedagogical skills and abilities, which are necessary for the full-fledged formation of ecological culture.

The principle of algorithmicity, in our opinion, is capable of assuming the development of various algorithms by future teachers in pedagogical activity, which should correspond to a variety of pedagogical situations. And for this, in the process

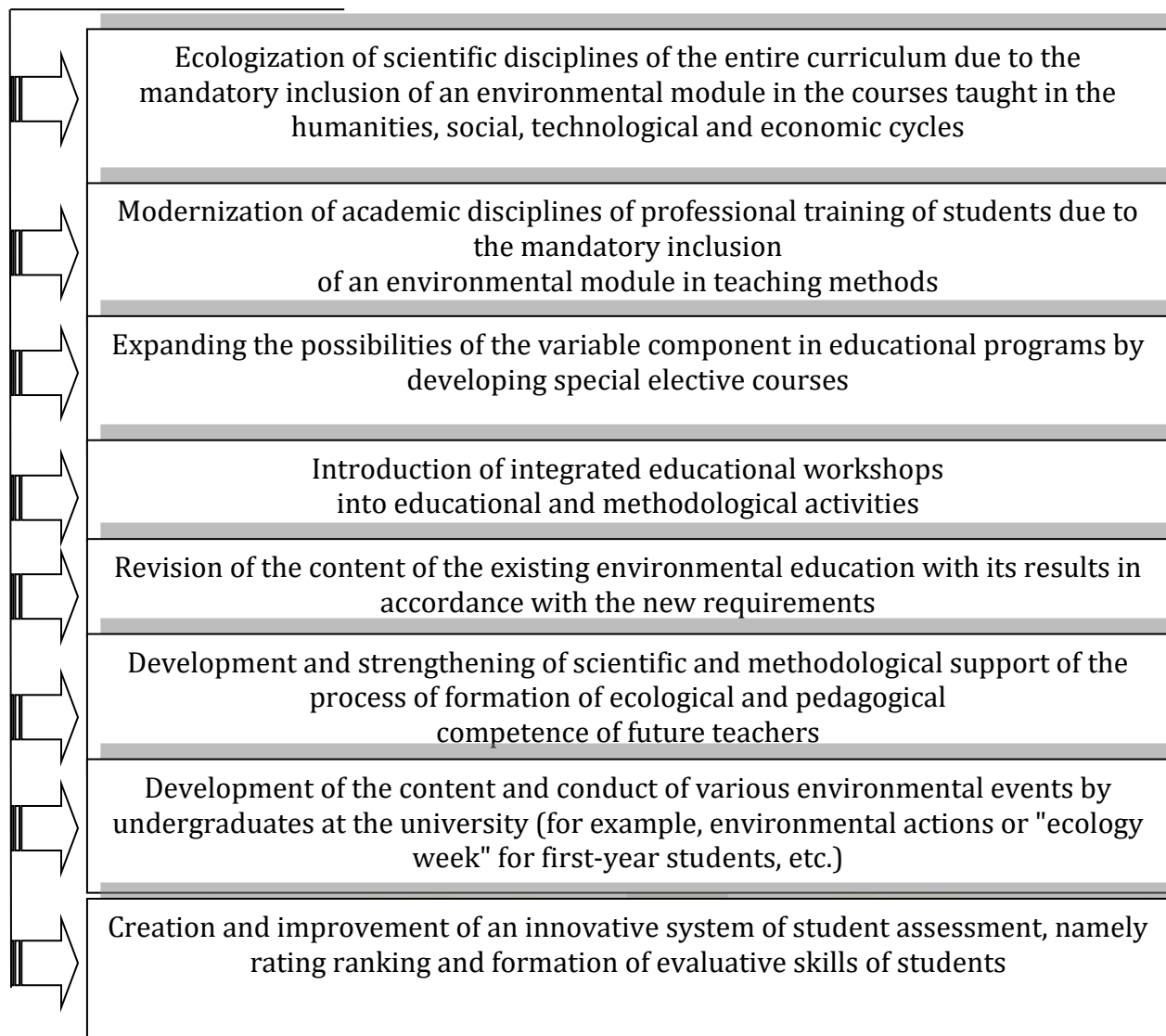
of preparing students, such classes are provided where they learn to solve the necessary pedagogical tasks with rigid, and then stochastic algorithms, while losing situations with various changing conditions that require the use of heuristic and stochastic algorithms.

## CONCLUSION

Thus, the implementation of the process of professional training of pedagogical university students for ecological culture and education of trainees is based on a qualitative set of general pedagogical and specific principles.

In addition, in the process of preparing students for environmental and pedagogical activities in any educational institution, the following criteria should be implemented (Scheme 3.3).

### **Scheme 3.3. Criteria implemented in the process of preparing students for environmental and pedagogical activities**



It is important to note here that in the near future, in solving the problem we are considering, it may be to strengthen the development of scientific and theoretical foundations and methods for the formation of ecological culture among teachers of primary education, as well as testing the most effective methods and technologies for the formation of ecological and pedagogical competence at all stages of training at the lyceum,

college, university and in the system of advanced training qualifications taking into account modern requirements. At the same time, the following important aspects should act as educational factors in the development of the ecological culture of future teachers:

- the responsibility of a group of students for the qualitative implementation of the presented



research topic as a necessary component of the overall task;

- joint activity, support, mutual assistance and partnership of students as necessary conditions for teamwork;
- formation of leadership qualities among students themselves;
- creation of a special psychological space that is safe for educational activities, harmonization of interaction and relevant value relations;
- Productivity of the work performed with the receipt of joint results, grants, publications, participation in conferences, projects and forums

As we can see, the ecological culture of pedagogical university students is a multifaceted, dynamic and multi-stage process, the study of which is necessary from various positions. The social order of society to the higher education system should include today both mandatory requirements for the ideal model of a young person, and trends towards worldwide international cooperation in approving the priorities of existing universal values. And all this is significantly capable of changing the goals and objectives of modern education, the tasks and functions of the teacher, the main professional and pedagogical value orientations with a focus on the formation of a spiritual and moral personality, its ideological and socio-cultural foundations.

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