

THE METHODOLOGY OF THE FORMATION OF ECOLOGICAL AND VALEOLOGICAL READINESS OF FUTURE TEACHERS

Zebo Almatova

Teacher of Jizzakh State Pedagogical Institute
Jizzakh, UZBEKISTAN

ABSTRACT

The development of man and mankind takes place on the basis of natural, social and personality factors (in their essential historical relationships), which lead the system "man - society - nature" to a modern complex crisis that has social, political, economic, environmental, valueological, educational and other manifestations, it determines and actualizes the scientific and applied problem of co-adaptation of these components.

Keywords: Valeology, preparedness, teacher, methodology, formation.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Currently, this problem is being developed, and in connection with this, a number of international and state binding and recommendatory documents have been adopted that emphasize the important role of education in shaping the younger generation, aimed at rational, responsible relations to social groups of people (society), nature, socio-natural environment and to oneself. This is the great reason for the development of advanced education. The path to such a scientific understanding and phased practical development of education is indicated in the works of Ya.A. Comenius, I. Kant, K. Marx, F. Engels, K.D. Ushinsky, P.P. Blonsky, L.S. Vygotsky and others

The ecology (developing since the second half of the 19th century) and valeology (developing since the 70s of the 20th century), as well as the corresponding educational fields, contributed little to its effective solution, coupled with the solution of the problem. This is confirmed by the results of independent international and all-Russian examinations, as well as the crises that have arisen and, above all, environmental and valueological.

The search for adequate scientific and applied tools to solve the problem under consideration led to the integration of ecology and valeology into ecological and valeology, and the need to develop environmental and valeological education at its different levels. In this case, it is advisable to solve this problem with the environmental and valeological training of teachers of preschool education, as the first link in the continuous educational process.

The relevance of the study aimed at creating, scientific, methodological and technological development and the sound implementation of the system of formation of ecological and valeological readiness of future teachers is considered by us at the following levels:

The level of pedagogical anthropology highlighted by the founder of pedagogy in Russia K.D. Ushinsky, and subsequently developed by V.P. Kaznacheev, A.I. Subetta, M. Scheler, V. Frank, V.V. Rozanov, M.M. Bakhtin et al. And the corresponding systemogenetic law N.F. Reimers. Based on the analysis of publications on anthropology and the need to study the socio-historical development of human relations with social groups, nature, the natural

and social environment and with himself, firstly, the logic of the historical transition from one stage of socio-historical relations to another stage is determined in connection with the current focus of such relations on their co-adaptive version, secondly, the ontogenetic development of human relations with its phylogenetic development is correlated;

Socio-pedagogical level: due to the need to overcome the complex crisis noted above, which is exacerbated by the educational crisis. Moreover, it is education (in typological level manifestations) that should be aimed at the formation of personality, and, consequently, the relationship of a person with the world around him and himself. However, systematic and targeted training of teachers in the field of such relations is not effective enough, and often even absent. In this regard, it is necessary to proactively form the ecological and valeological readiness of teachers aimed at rational, responsible relations of a growing person to the natural and social environment and to their well-being and health. Society is interested in this, especially during the period of social and environmental-valeological crisis, and the person himself must see the high value of life and health;

Scientific and pedagogical level: in the next two decades, research appeared in the field of the formation of the relationship between a growing person and nature and the social and natural environment (human ecology) and relations to oneself, to one's well-being and health (valeology). Moreover, the concepts of environmental and valeological education have been developed in the general education system, however, there is no theoretical and applied environmental and valeological support for the professional training of teachers.

The scientific and methodological level is determined, firstly, by major discoveries in the field of intellectual, rational, socio-behavioral and communicative activity, which cannot but predetermine the further development of education, upbringing and purposeful development of a growing person, and, consequently, the training of teachers who implement these processes; secondly, the phylogenetic and ontogenetic dynamics of a person's relationship with the natural and social environment (external and internal) and with himself; thirdly, the adequate development of the methodology of modern pedagogy, and in particular, the theory of education, which has been carried out since the beginning of the 20th century in the form of pedology, deepening the ideas of pedagogical anthropology, and is currently developing in scientific and methodological approaches to the creation of modern theories of teaching, upbringing, education; and fourthly, ecological-valeology, which induces environmental-valeological education, fits into the mainstream of the noted scientific and methodological approaches.

The formation of ecological and valeological readiness of teachers is based on appropriate training, which is a projection of environmental and valeology, as a science, on the general professional and pedagogical training of future teachers. Thus, the types of training and readiness formation under consideration are oriented in our study to the fundamental ecological-valeological idea of achieving harmonious, co-adaptive relationships between a person and nature, the bio-eco-social environment and himself, which is an important philosophical factor.

In this regard, the leading research idea is induced, which consists in immersing students in the field of pedagogical activity, based not only on the knowledge, abilities and skills that are acquired in the process of environmental and valeological readiness, but also on competencies in the field of environmental and valeological education of children, starting from preschool age.

The formation of ecological and valeological readiness of future teachers will be effective if: the study of the socio-historical development of a person's relationship (relationship) with nature, social groups (society), the natural and social environment and himself is based on the homology of the phylogenetic and ontogenetic components of human development, pedagogical anthropology and provides a bio-eco-social as well as personal orientation of the nature-like formation of the relations of the developing child, and this, in turn, becomes the basis for the rationalization of professional training of teachers, which acquires an environmental-valeological essence; the assessment of the synergy of integrated environmental-valeology, environmental-valeological education (appropriate training of teachers) is compared with the functional and methodological capabilities of ecology, valeology and the corresponding types of education; deductively substantiated and methodologically sustained the process of creating a pre-existing system for the formation of ecological-valeological go originality of future teachers; the concept of the formation of ecological and valeological readiness of future teachers was developed; the organizational, substantive and technological support of the named pedagogical phenomenon has been completed; a functional model of the formation of ecological and valeological readiness of future teachers was developed and implemented, which aims to achieve the appropriate competence; A comprehensive analysis and corresponding correction of the process of creating the system in question and pedagogical monitoring of the development and implementation of the functional model, as well as verification of the conceptually provided model and the results of the experimental implementation of this system, were performed.

Our study is as follows: The author analyzes the socio-historical development of a person's relationship with another person, social groups of people (society), nature, the natural and social environment and himself; The main stages of the development of relations of the named type are identified, which, according to the homology of phylogenesis, sociogenesis and ontogenesis, in a substantial and characteristic manner determine the ontogenetic development of the relationship of modern man with the environment and himself. Thus, the historical prerequisites of modern ecological and valeology are highlighted in the form of real phenomena and knowledge about them, as well as adequate human activities. The subject-methodological approaches to the development of ecological-valeology as a science, which was preceded by environmental-valeological education: systemic, synergetic, axiological, integrated, activity-oriented, conceptual and informational, are determined.

A sequence of factor stages of creating a system for the formation of ecological and valeological readiness of preschool teachers has been developed: updating, analyzing everyday and historical experience, inducing ideas, realizing insight opportunities, developing a thematic project for the first time, inventing it, creating a "working model", comprehensive system analysis, modernizing and elaboration of the basic system, technological support, performance evaluation, concept development, longitudinal analysis. The concept of the formation of ecological and valeological readiness of teachers of preschool education has been introduced, including the methodological foundations, core, organizational and substantive content and pedagogical conditions for the effective functioning of the phenomenon under study. A structural and functional model of ecological and valeological readiness of preschool teachers has been developed and scientifically substantiated. An apparatus has been developed for expert assessment of performance, the formation of environmental and valeological readiness of preschool teachers, including longitudinal analysis, pedagogical monitoring, verification and validity of testing used.

The significance of our study is: A comprehensive methodological approach was used in our study as a scientific and applied one when creating a system of environmental and valeological training of preschool teachers, which did not exist before and is based on an objective relationship between the theoretical and practical support of the creation process, as well as the homological use of ideas sufficiently developed social engineering projected on pedagogy, and leading, thus, to pedagogical engineering Series Based on the use of wide and multifaceted experience in the development and creation of artificial systems, a systematic methodology of scientific and applied development and the creation of effective artificial systems (including pedagogical) have been formed. The conceptual and terminological field was broadened, deepened and refined, on the basis of which the deductive basis of the study was formed: the concept of “pedagogical projection” was refined, which allowed (in connection with the unified methodology of designing one system to another) to substantiate and adequately use the selected main methodological approaches: systemic, synergetic, axiological, integrated (differential), activity-related, conceptual and informational - which are linked vayutsya into a coherent methodological system as a sequence of stages factor - the study of the formation and development of eco-valeologicheskoy readiness preschool teachers; the concepts of “ecological-valeology”, “ecological-valeological preparation”, “ecological-valeological preparedness”, “ecological-valeological preparedness”, “the formation of ecological-valeological readiness of preschool education teachers”, “ecological-valeological education” are clarified and specified. the concept of the formation of ecological and valeological readiness of preschool teachers, which is considered as an intermediate link between other related concepts of modernization of higher education nogo education and framework of ecological and valeological education doshkolnikov. Kontseptsiya formation of eco-valeologicheskoy readiness of preschool education teachers includes methodological basis, core purpose, objectives, laws and principles defined set of pedagogical conditions for effective implementation of the model.

The practical significance of our research is: Implemented the developed structural and methodological sequence called the creation of factor stages, the creation of pedagogical systems, which allows, within the framework of the general professional training of future teachers, to ensure the solution of the problems of the formation of ecological and valeological readiness of these teachers. The developed structural-functional multi-level model for the formation of ecological and valeological readiness of future teachers of preschool educational institutions is implemented through the use of the capabilities of the university components of the curriculum in the specialty "Preschool Pedagogy and Psychology". The developed ecological-valeological content-technological filling programs for a number of basic training courses, as well as the created environmental-valeological university training courses, elective classes and systematic trainings for active recovery of students and the educational environment, focused on the formation of professional competence in the field of environmental and valeological education, have been implemented. Used in practice are the developed teaching aids and methodological recommendations that provide environmental and valeological training for future teachers of the preschool educational institution, which focuses on various forms of educational, educational, research and practical work with students (compulsory and optional courses, creative work, pedagogical practice, active healing of students and educational environment, as well as calendar events). A systematic assessment of the effectiveness of the created, developed and experimentally worked out system “the formation of ecological and valeological readiness of preschool educators” was carried out using the parallel use mechanism: general longitudinal analysis of the sequence of factor stages of creativity; pedagogical monitoring of environmental and valeological training of students, future teachers of preschool educational institutions, according to the functional stages of the

implementation of a multi-level model for the formation of this training; verification of the concept (theoretical foundations of creation) and the results of the implementation of the system under study; validity - in the form of a comparative assessment of the results of the formation of environmental and valueological training of students (working in a preschool educational institution together with trained teachers) and the results of environmental and valueological education of preschool children.

The conclusion of our study is that the expediency and socio-personal significance of rational, responsible relations of a modern person with social groups of people (society), nature, the socio-natural environment and itself is determined not only by the modern need for stable, harmonious relations of the named type, but and the socio-historical development of human relations with the outside world and himself, which are considered in the aspect of pedagogical anthropology, as well as in historical development of knowledge about these relationships, reflected in scientific research and in legislative, recommendatory international and state documents and materials.

The special methodology of ecological-valueology and environmental-valueological education was chosen due to the fact that, firstly, the methods of ecology and valueology and the corresponding types of education cannot effectively solve the problem of the formation of rational relations of a person with the natural and social environment and himself and, secondly, the analysis of the socio-historical development of human relations with the natural and social environment and with ourselves allows us to conclude that the integrated ecological and valueological approach to formations NIJ such a relationship is more appropriate than individual specific approaches. The consistency and logical consistency of the basic concepts used in the dissertation is ensured by the generic-specific subordination of them on the basis of the basic concept of "system design", which allows us to substantially refine and concretize a number of concepts: "environmental-valueology", "ecological-valueological training of teachers", "ecological and valueological preparedness of teachers", "the formation of ecological and valueological readiness of teachers of preschool education", "ecological and valueological education". The concept of the formation of ecological and valueological readiness of preschool teachers is a set of key provisions that comprehensively reveal its essence. Its main components are: methodological approaches - systemic, synergetic, axiological, integrative (differential), activity and information; the core of the concept is the goal, objectives, patterns (updating, the adequacy of the scientific support of the formation process; interconnected, co-adaptive relations: integro-differentiated structuring); principles (humanization, scientific, predictive, continuous, systematic); Organizational and substantive foundations (ecological and valueological modernization, qualification characteristics of teachers, ecological and valueological regulation and variability, scientific and methodological support for the process of creating and developing the system). Organizational-substantive multi-level model of the formation of ecological and valueological readiness of preschool teachers is organically fit into the system of professional and pedagogical training of students enrolled in the specialty "Pedagogy and Methods of Preschool Education", regulated by the federal curriculum - for basic and university components. Technological support for the practical implementation of the model for the formation of ecological and valueological readiness of preschool teachers is determined by the adequate ecological and valueological content (according to ideas, content and methods) of the training courses of the basic component of the federal curriculum, the development and implementation of environmental and valueologized and environmental and valueological courses of the university component of these educational programs plans, active rehabilitation of students, educational and recreational and educational activities, as well as ecological and valueological support of pedagogical

practice or an ecological and valeological component of it and educational and research environmental and valeological work of students.

The effectiveness of the created and implemented dynamic system for the formation of ecological and valeological readiness of preschool teachers is assessed by the final results of the corresponding pedagogical experiment and a comprehensive analysis of the multi-stage process of creation, scientific and applied development and practical implementation of this system, which is based on a combination of longitudinal analysis, pedagogical monitoring, verification and validity.

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