

PREPARING THE FUTURE PRIMARY SCHOOL TEACHER TO FORM IDEAS ABOUT ENVIRONMENTAL MANAGEMENT AMONG SCHOOLCHILDREN

Muazzamkhon Toshtemirova
Applicant, Ferghana State University
Ferghana, UZBEKISTAN

ABSTRACT

The national comprehensive school is called upon to form a modern person, a citizen capable of successfully solving a variety of problems, including environmental ones, both in familiar conditions and in unusual situations. The global environmental crisis, characterized by the tense relationship between man and nature, strengthens the attention of the Russian public to achieve high results in this interaction.

Keywords: Didactics, didactic basis, primary school, teacher, teacher training.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

However, the man himself, as noted by AI Subetto, is not ready to predict the consequences of his own activity, his reaction to what is happening in nature is late, he does not have time to adapt to new conditions, he lags behind in understanding his purpose in a careful attitude to nature.

The way out of this situation is in environmental education, in the formation of beliefs among schoolchildren in the biological and spiritual connection between man and nature. In this case, we are talking about improving the preparation of a future teacher for the formation of ideas about environmental management in younger schoolchildren. The need for educating preschool and junior schoolchildren on environmental management is growing. A teacher plays a special role in this process, along with the family and the media. His preparedness for equipping younger schoolchildren with environmental management skills is becoming an important task for the university.

Rational environmental management is not only one of the most important tasks facing humanity today, it is a necessary condition for the preservation and further development of civilization. In this regard, environmental education should be improved in society. The essence of environmental education is fully disclosed by N.N. Moiseev. In his opinion, it consists in the formation of a person's "knowledge of the scientific foundations of environmental management, the necessary beliefs and practical skills, a certain orientation and an active social position and in the field of nature conservation, rational use of natural resources and reproduction of natural resources" Y. Chelidze sees the main goal of teacher education in "the development and deepening of environmental education, which plays a paramount role in ensuring environmental safety, the formation of ideas about rational nature management".

The most important link in environmental education is the professional and environmental training of the future teacher. The environmental values system and the ecological culture of the educator and teacher are an important condition for the environmental education of the young generation. According to KD Ushinsky, education should be based on the personality of

the educator. Only a personality can act on the development and definition of personality, only character can form character.

Certain aspects of environmental education, the formation of teacher readiness for environmental education of schoolchildren are considered in the writings of AA Vakhrushev, SN Glazachev, IA Dobrovolsky, V. S. Ilyin, A. A. Inozemtsev, A. V. Kuvaldina, B. S. Kubantseva, A. V. Mikheeva, V. In Pasechnik, ES Petrova, IN Ponomareva, LV Ro Manenko, NM Romanenko, ES Slastenina, GD Filatova, BB Chervonetsky, VS Shandy, etc.

The issues of environmental education in extracurricular and extracurricular activities of schoolchildren are reflected in the writings of MS Denisova, AN Zakhlebny, AS Metelitsa, VV Rynkova, SS Solovyova, MS Starkina, in which the forms and methods of organizing extracurricular activities aimed at developing humanistic feelings for nature.

The approaches to the implementation of environmental education in the lessons were developed by G. Volkova, V. E. Gorovaya, E. A. Grineva, G. E. Kovaleva, S. S. Krasnovidova, G. A. Ladyga, S. B. Pavlyuchenko, E. V. Ogorodnikov, I. N. Ponomareva, N. A. Pustovit, etc. they disclosed the importance of educational subjects in the formation of the ecological convictions of schoolchildren, substantiated the need for the integration of scientific knowledge, theory and practice of environmental protection.

Research in the field of environmental education has been conducted in our country for more than thirty years. To date, a large number of theoretical, educational and methodological materials on the named topic have been published. Environmental education is considered as an integral component of the educational process in the school (AN Zakhlebny, ID Zverev, IT Suravegin and others) and the university (SV Alekseev, LD Bobyleva, AV Mironov, IN Ponomareva, E. S. Slastenina, etc.) However, in the practice of work of educational institutions on environmental education there are many difficulties.

Many researchers working on the problems of improving the environmental education of primary school students note the poor preparation of primary school teachers for this work (LD Bobyleva, EA Grineva, VM Minaeva, NA Rykov, LP Saleeva, MN Sarybekov, TI Tarasova).

In the studies of SV Alekseev, it is indicated that today the issue of training a teacher-educator irrespective of the subject of his specialization in the implementation of environmental education of children is being unduly developed.

A similar idea is expressed by B. Sh. Aliev, M. Yu. Guildenkov, TD Zambalova, T. G. Kalennikova, AE Tikhonova, VA Yasvin.

Our study of the training of primary school teachers in schools suggests that there is a purely professional and psychological problem of the environmental competence of teachers. For most working teachers, the importance of environmental education is understood and accepted, but remains beyond their professional self-awareness. The established stereotypes of pedagogical consciousness of ecology do not give the required values in pedagogical activity A significant part of teachers are distinguished by the sufficient depth of knowledge of ecology and nature management, which makes it difficult to work with students to form ideas about rational nature management.

Analysis and systematization of sources, the materials of our study of preparing students for work with primary schoolchildren to form ideas about environmental management in them, found contradictions between the society's need for the formation of environmental management skills and the lack of socio-economic prerequisites for its implementation, between the teacher's significant pedagogical potential in the formation of ideas about environmental management and its deficiency in younger schoolchildren. Normally the full realization; between the need to prepare the future primary school teacher for the formation of ideas about rational environmental management among younger schoolchildren and the undeveloped nature of this issue in the theory and practice of higher pedagogical education.

In the study, we studied and systematized materials on the essence of the concepts of "presentation", "rational nature management", determined the criteria, indicators and levels of teacher's readiness for working with younger students to form ideas about rational nature management, developed and tested a model for preparing students for formation in younger students views on environmental management.

The process of preparing students for the formation of ideas about environmental management will be successful if this aspect is organically included in the pedagogical process of the university and stands out as the most important independent task in preparing the future teacher, preparing students for working with younger students to form ideas about environmental management is carried out in stages (motivational -value, cognitive, operational and reflective readiness), student preparation is based on the principle Stand-continuity, consistency and continuity in education, pedagogical cooperation of students and teachers, students and teachers, students and pupils, integration of theory and practice.

The theoretical significance of the study lies in the fact that the content of the concept of "rational environmental management" is clarified, the necessity of including students in the educational process of higher education for the formation of ideas about rational environmental management among younger schoolchildren as a separate independent task is proved, the need for introducing a model of student preparation in the educational process is justified to the formation of ideas about rational nature management among younger schoolchildren.

The practical significance of the study lies in the fact that its results can significantly improve the quality of preparing students for environmental education of younger schoolchildren, in testing the model of preparing students for the formation of ideas about environmental management in younger schoolchildren, in the possibility of using research materials in the educational process in higher education school, teacher training colleges in preparing students for environmental education of primary school students, as well as in the training courses of primary school teachers.

Rational nature management, understood as the optimal human impact on nature in the process of obtaining and using natural resources, is an important component of the comprehensive development of man. The idea of the nature of rational nature management must be formed at the primary school age. Success in the implementation of this function by a teacher is ensured by his knowledge of the nature of rational nature management and knowledge of the technology of forming ideas about rational pr rodopolzovani in primary school children.

The model of preparing a future teacher for the formation of ideas about environmental management among younger schoolchildren includes a) the goal (preparing students for the implementation of the function of forming ideas about environmental management at younger

schoolchildren), b) tasks (to form a clear and clear idea of the nature of rational nature management among students, education students have a conscious attitude to the implementation of the function of forming in junior schoolchildren ideas about rational environmental management, will form 1 students have motivational-value, cognitive, operational and reflective readiness to organize work with younger schoolchildren to form ideas about rational nature management), c) content (assignments for pedagogical practice, assignments supplementing the educational material of the Ecology course, special course “ Theory and practice of teaching environmental management ”), d) forms (lectures, seminars, practical exercises, lessons, discussions), e) methods (conversation, pedagogical situations, assignments, disputes), e) pedagogical loviya (phased nature of work on preparing students for the formation of ideas about environmental management, continuity, consistency and continuity in preparing students for the formation of ideas on environmental management, pedagogical cooperation, the integration of theory and practice) The readiness of a future primary school teacher to form ideas on environmental management is the result of a purposefully organized process and is seen as integrative achestvo identity, the content of which is mo-tivatsionno-of values, cognitive, operational readiness and reflective.

In conclusion, we want to note that we systematized the material on the essence of “ideas about rational environmental management in younger schoolchildren”, disclosed the structure and content of teacher’s readiness to form ideas about rational environmental management in younger schoolchildren, developed a model for preparing students to form ideas about rational environmental management in younger schoolchildren, Criteria and indicators of the levels of students’ preparation for the formation of ideas about rational nature management.

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