



**ORGANIZATIONAL AND METHODOLOGICAL BASIS OF  
DEVELOPING ECOLOGICAL COMPETENCE IN STUDENTS**

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**Abstract:** *This article discusses the pedagogical features of developing environmental competence in students, as well as the forms and methods of developing environmental competence.*

**Keywords:** *ecological competence, methodological foundations, tools, ecological education, selection of methods*

**Introduction.** In the current era, when environmental problems are expanding and their solution has become an urgent task, the role of ecological awareness and ecological culture in solving these problems is incomparable for humanity. Ecological culture is manifested in responsible activity in accordance with moral duty and the rule of law. The formation of ecological culture occurs gradually, starting from ordinary observation of processes in nature, which give rise to the need for ecological actions. Today, the work of providing ecological education and upbringing to young people is one of the most important tasks of any educational institution.

**Analysis and results.** Ecological competence is a special qualitative level of social, material, practical, spiritual-theoretical relations to nature, which directly includes and describes the process of re-mastering life [2]. It is necessary to develop material and cultural aspects of ecological culture in a balanced way. Education and upbringing arising from interests in the formation of ecological culture is becoming the main direction that embodies education and upbringing in other areas. Ecological education and upbringing is the basis for the formation of ecological culture. The global significance of ecological problems and their determination of the fate and



value of humanity require the unification of various educational and upbringing areas on the basis of common interests. This requires the development of a universal methodology. The development of ecological ideology, a broader ecological culture, implies the need for a synthesis of rational attitudes to nature in different cultures, both in the East and in the West. The basic qualities of ecological knowledge and ecological competence should be defined as “Ethical-ecological awareness”, “Ecological responsibility”, “Ecological volition”, “Respect for ecological values”. The formation of ecological competence is based on the scientific theory of social development, which includes the laws of a new science currently being formed - social ecology. Social ecology analyzes various indicators of social development, techniques and technologies used from the point of view of environmental requirements [1]. If traditional sciences aimed at studying natural processes arose on the basis of the need to expand society's influence on nature in order to “subdue” nature, then social ecology arises due to the need to harmonize the interaction of society with nature in order to protect and improve the natural conditions of human life.

Celebrating days dedicated to environmental protection and ecology at all stages of education and upbringing among family, friends, classmates and the community is also an important step in raising an ecologically spiritual person. Only when conducting these eco-friendly days, it is necessary for teachers to determine specific ecological goals and objectives for themselves, organize appropriate contests, quizzes, competitions and competitions, among the methodological requirements. In order to select methods in ecological education and introduce them into the continuous national education system, it is necessary, first of all, to identify, analyze and define the existing natural conditions and objects affecting them [2]. If the legal basis of ecological education and the foreign and domestic policy of the state do not correspond, the need to apply certain methods in practice disappears. The object of ecological sciences is natural or anthropogenically changed ecosystems, and the subject is their protection, rational use and restoration [3]. The difference between the sciences in the ecological system may be either the object or the subject, or both. In



any case, the ecological sciences should reflect various aspects (natural, economic, social, political, legal, spiritual and educational) of its three main subjects of research - natural, social and natural-social phenomena, processes and situations that have occurred, are occurring and may occur within ecosystems. Only then will the research acquire an ecological character. (Table 1)

Table 1

Research technologies of environmental sciences

<b>Biological knowledge</b>	<b>Environmental skills-competence</b>	<b>Environmental qualifications</b>
The set of biological knowledge, skills, and competencies specified in the DTS	To master biological knowledge thoroughly, to be able to use it throughout life, to form an ecological culture	Active participation in environmental protection, greening and events
Biology lessons, extracurricular activities, and extracurricular activities	On the example of work in the experimental field, work in the living nature corner and circles	Excursions, practical training (development of environmental competence)
Active methods, innovation and use of ICT technology	The use of design educational technology in didactic educational technology	Using educational technology methods in collaboration

**Conclusion.** The widespread adoption of advanced pedagogical technologies, the introduction of a differentiated approach to education in accordance with the abilities and capabilities of children, the creation of advanced pedagogical technologies of education, modern educational and methodological complexes, and the didactic provision of the educational process are the basis for improving the education management system. This, in turn, imposes on the heads of educational institutions various new tasks in terms of organizing the pedagogical process on a scientific basis and designing it, as well as positively solving non-traditional problems





arising in management activities, while applying world-class achievements in education, science, technology and innovation.

## LIST OF USED LITERATURE.

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