

# Using integrative approach in developing ecological culture and pedagogical projecting of future primary class teachers

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## ABSTRACT

Many factors influence the organizational, content and technological features of the development of the ecological culture of future primary school teachers in higher pedagogical education. The ecological culture of future primary school teachers is important not only as a type of professional and pedagogical education, but also as a personal quality of the teacher associated with achieving a high level of ecological professional readiness in order to cultivate an active attitude in students towards themselves, social groups of people, society, nature and the natural and social environment.

The complex problem of developing theoretical foundations for the development of ecological culture of future primary school teachers is manifested, first of all, in the methodology of such development and is determined by the following principles: firstly, the conditions that allow the integration of ecology and culture must be determined in advance. For this, it is advisable to regulate the degrees of generality of these definitions, secondly, the entire process of socio-historical development of man himself and his relations with nature, social groups and himself.

Observing the essential manifestations of the historical development of phenomena existing in nature, in the form of relations between man, humanity, nature and society, we considered the historical development of the reflection of these relations in the human mind.[4,5]

At the same time, reflection is also a relation (albeit a specific one), that is, an objective phenomenon, and it is determined not only by its content, but also by its methods of material existence and manifestation (M.M.Novosyolov, Z.A. Kuzicheva, B.V.Biryukov).

The historical development of man and humanity's relationship with the surrounding nature, social groups (society) and himself is reflected in an increasingly deepening cognition (a reflection of the material world in the human mind). In this, a person first pays constant attention to certain existing phenomena with the help of his feelings, sensations and perception, and then forms, consolidates, processes, uses and develops the received ideas in his mind on the basis of corresponding concepts, terms, reasoning and conclusions.[6,10,15]

Of course, on the condition that the logic of knowledge is based on the proportionality (isomorphism) of form with the objective logic of nature and the objective logic of the universe.

Developing in the direction of ecological-valeological substantiation and provision of rational human relations with nature and society, this natural integration of the foundations of ecology and valeology acquires not only practical, but also theoretical, scientific significance. An effective solution to the problem of ecological relations with the environment, which is relevant in the present era, is impossible without preliminary ecological-valeological substantiation and provision of general

education. General education, on the one hand, is aimed at the rational formation of a person's relations with himself, other people, nature and society, and on the other hand, becomes one of the main factors in organizing a health-preserving, health-developing educational environment and an educational process that is more health-consuming in the present era (A.I.Subetto, V.P.Kaznacheev, Z.I.Tyumaseva, T.F.Orexova et al.). [7,8,11]

Thus, overcoming the boundaries of the scope of "health-consuming education to health-developing education" allows us to re-understand the general goals of preschool, school and higher education at each stage, and to take a new approach to planning educational outcomes, especially from the point of view of its modernization. In this regard, education has enormous potential for the purposeful formation of the health of a growing person, generation, society, natural and social environment and earthly civilization.

Turning to the theoretical foundations of the development of the ecological culture of future primary school teachers, it is necessary to take into account the determining factors that give rise to these foundations:

- a) definitions selected (from among many) according to the essence of and support of human development" is described;
- b) individual and age-related features of the formation of a person's relationship to the environment, other people, nature, society and himself;
- c) the nature of systematic ecological training and preparation for the development of the ecological culture of future primary school teachers is substantiated and applied in practice. [9,12,13]

The general knowledge that led to the historical stage-by-stage formation of the foundations of ecology, as shown in the first chapter, began to be accumulated before the emergence of written history. In our time, there are dozens of definitions of ecology itself. The question that arises here is not so much to choose the "best" definition, which is confirmed by the words "we agree with this", but to ensure that it is appropriate to the phenomenon or phenomena that researchers are studying. In addition, the diversity of definitions of "ecology" is important for our research because in such diversity, deeply and essentially interconnected definitions are combined into the substantive phenomenon of "ecology" in a coherent interpretation of the word "integration".

Promoting the concept of developing ecological culture cannot be considered without the concept of modernization of the existing education, as well as the concepts of ecological education and the concept of higher professional education (according to opinion of V.A. Slavenko). The basic training of teachers should be based on the following principles: universality, integration, integrity of the worldview, validity, professionalism and variability. [14,16,17]

It is precisely the need to go through a number of mentioned stages of development and study of the problem under consideration that requires a special scientific methodology, which directs the research to reveal the integrity of the object and its mechanisms, to identify various types of connections of a complex object and to combine them into a single theoretical picture (I.V. Blauberg, E.G. Yudin).

Since the conceptual justification of the phenomena perceived by a person occurs with systematic and substantive knowledge, the need for such justification can arise only at a certain stage of the development of consciousness, and therefore, in the evolutionary-historical, social and personal development of a person. At all stages of human history, a well-rounded personality must be brought up to prevent the ecological situation. The future of independent Uzbekistan, which has laid the foundation for a legal democratic, humane society, is in the hands of spiritually and physically well-rounded youth. The level of formation of concepts related to environmental education on the basis of comprehensive well-being is an important criterion. When forming concepts related to environmental education in people, it is advisable to take into account the level of psychological and pedagogical preparation. [18,22,24]

The knowledge and creation of many objects, phenomena and processes by a person are closely interconnected: a person perceives not only those things that exist in the material and

ideal worlds, but also those that do not actually exist, but which a person creates out of necessity, corresponding to his developing needs and value-based ideas, for example, stone tools, houses, clothing and so on, at the initial stages of human development, and at later stages - factories, airplanes, education and such others.

The division of integration courses into classes can be made on various grounds: based on goals and problems; based on their tasks in the natural-scientific system of the school; based on the branches of science that are included; based on the methods and paths of integration; based on their place in the curriculum; based on the time spent on studying the course; based on the level of difficulty for students. We note that the authors of these courses usually set themselves several goals and problems to solve, so the courses are multi-purpose and have different tasks.

The complex process of inventing, creating, and inventing objects, phenomena, and processes that do not exist in nature in an explicit, clearly expressed form is associated with the sequence of cognitive activity. For example, if a person were not tormented by the problem, then by the idea of convenient and fast movement, a car would not have been created; and at the same time, the wheel, a pair of wheels, then a cart, and then an internal combustion engine would not have been invented first, metalworking would not have been mastered, and some physical and chemical laws would not have been understood. If the idea of a purposeful, mass, and comprehensive formation of a person based on a social problem and sufficient (for his time) knowledge and skills of the "teacher", "educator" did not exist and did not develop, formal education, upbringing, and purposeful development would never have appeared. [19,20,21]

In due time (the last decade of the 20th century), solving the complex problem of developing ecological culture inevitably led to the development and implementation of the relevant scientific and practical foundations, and therefore to the final formation of the concept of a particular pedagogical phenomenon being studied. It is difficult to imagine human life without the environment and natural resources. Therefore, protecting nature, preserving its purity is a sacred duty of humanity. In particular, preventing the environment surrounding us, the flora and fauna, and the pollution of the soil, natural resources - water, air, and protecting the biosphere are among the important tasks of each of us.

The internal balance of the relationship between nature and society and the balance of the biosphere form the socio-ecological relations of man towards nature and provide it with a certain cultural and moral content.

Ecological culture is not only a set of theoretical and scientific ideas aimed at protecting nature in the process of historical development of mankind, but also encompasses the mental state, emotions, moods and aspirations of individuals living in a particular society, and expresses the strength of forms of social consciousness at various levels within the framework of ecological goals and interests. [1,23,24]

In this case, emotions are not only evidence of the natural existence of man, but also the transformation of nature by man in the course of his labor activity based on his own interests. However, people, like any living creature, did not engage in some abstract, aimless activity by satisfying their natural and biological needs of eating and drinking, but, on the contrary, they transformed nature with tools of labor, satisfied their needs and engaged in social activity. Accordingly, production relations were formed, which were based on the development of society and consisted of the transformation of nature by some people in order to master it.

The formation of the ecological culture of the individual has its historical roots. In this regard, reliance on national and universal values and the use of their effective potential in the educational process are of great importance [1,2,3].

The independence of a person in this case in relation to nature is not the result of the development of a practical attitude. Therefore, it requires "pure" theoretical activity. Because the social essence of a person's practical and theoretical activities is manifested in the dialectical unity of his actions. Of course, ecological relations find expression in ecological consciousness.

However, it is inappropriate to isolate ecological relations and abstractly lay the foundation for ecological consciousness.

The level of ecological consciousness corresponds to the characteristics of the development of ecological relations. Ecological relations, on the one hand, are the process of materialization of ecological consciousness, and on the other hand, they reflect the objective and subjective conditions of existence of ecological relations. Therefore, it is appropriate to consider the connections of ecological consciousness and ecological relations in a cause-and-effect manner.[10,13,14]

In addition, the development of ecological consciousness depends on the mechanism characterizing the ecological attitude. In other words, any phenomenon, labor, technique, technology, science and culture are rooted in ecological needs. In this case, ecological relations should be considered as a technological process of satisfying ecological needs. That is, these socio-economic relations constitute the means and methods of satisfying human needs. After all, practical and theoretical relations to nature constitute a process dialectically connected with all areas of spiritual activity.

Since the second half of the last century, in connection with the aggravation of the problems of ecology, nature protection and human health, the issue of ecologically hygienic education of students has become an urgent problem. Although these two areas of education are recognized separately, in fact they require each other [21,24].

The development of the ecological culture of future primary school teachers in higher pedagogical education is influenced by many factors, both organizationally, substantively and technologically. However, we should start with the active reality in the form of their relationship to the subjects of education, the educational environment, the surrounding nature, the social environment and lifestyle (in particular, in the family). And these relationships are clearly, objectively and effectively manifested in the well-being and health of the aforementioned subjects of education and the environment in kindergarten; of course, they depend on the lifestyle, family and natural-social environment. Assessment and analysis of these phenomena allow us to draw certain conclusions aimed at deeply and increasingly motivating students, that is, future primary school teachers, to actively participate in the subject-subject process of developing their professional capabilities, knowledge, skills, creative skills, with interest in the targeted improvement of preschool children and, of course, themselves. Such a complex process should, of course, be aimed at assessing the degree of formation of the ecological culture of primary school teachers, their well-being (health), their relationship with their parents, the environment and their own living conditions.[8,14]

These assessments are objective-subjective in nature, therefore, the slight variations (variability) allowed in them to some extent can mean a lot. However, this is not a reason to reject these assessments, since in this case they can serve as motivation and orientation factors and be used throughout the entire process of developing the ecological culture of primary school teachers.

In addition, it should be noted that, firstly, the reasons for such variability are significant, although they are subjective additions to objective factors; secondly, the strong subjectivity of the assessment is due to the specificity of opinions, their learning, unprofessionalism, and variability; thirdly, these indicators may have significant differences in different regions due to regional characteristics; fourth, even in the presence of all possible variations in some of the indicators presented in the tables, they record the reasons for the manifestation of the corresponding relationships.[7,12]

As a result of the conversation, it is possible for most students to conclude about the specific types of problems. Objective factors of ecological culture include: ecological situation, health guidelines, heredity, overload and medical care.

The attitude towards the environment and individuals was considered from the point of view of activity. In this case, activity is understood as an active desire to achieve a certain goal, development and strong aspiration. Aspiration in one form or another is necessary for everyone, especially for a teacher, because he is a leader for his students, pupils. [8,25]

So, the teacher must not only be active himself, but also teach his students to be active - firstly, in life, and secondly, in his educational activities, that is, in his relationships. Activity is one of the aspirations and indicators of a person. Not all first-year students of employability as future teachers are distinguished by a sufficiently high level of practical activity. The ecological culture of future primary school teachers is important not only as a type of professional and pedagogical education, but also as a personal quality of the teacher associated with achieving a high level of ecological professional readiness in order to educate students in an active attitude towards themselves, social groups of people, society, nature and the natural and social environment. In the traditional training of future primary school teachers at a pedagogical higher educational institution, students do not have the opportunity to purposefully and effectively form rational relationships with nature, the socio-natural environment, their study groups, and themselves.[19,21]

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