

## WAYS TO SOLVE ENVIRONMENTAL EDUCATION AND EDUCATION ISSUES IN TECHNOLOGY SCIENCE.

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**Abstract:** the article discusses the development of students ' environmental knowledge in school technology lessons. Today, the ways of providing environmental education to students of secondary schools are presented. In technology science classes, instructions and recommendations are presented that are used in the implementation of environmental education and upbringing..

**Keywords:** ecological culture, environmental education, environmental knowledge, environmental consciousness, environment, nature, natural resources

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The heated discussion of the science of " technology " at the level of the pedagogical and professional community was associated with the need to modernize it and go beyond the framework of understanding science only as a separate technology lesson, which led to the need for scientific justification of this science. The proposed point of view on the methodological problems of technology makes it possible to determine the main issues that are unimaginable for the development of technological education in the conditions of the transition to a new technological order and that arise in the near future.

A scientific approach to the science of " technology " implies the presence of a certain branch of scientific or scientific-practical knowledge, which can serve as the basis for determining the content of school science and the logic of its study by students. The result of the research shows that technology is a multidimensional, universal concept that covers all aspects of human life and Society[1,2]. In fact, "technology" is at least a philosophical, socio-pedagogical, economic category, requiring additional study.

When substantiating the essence of technology as a subject (or subject area, which is also one of the problems), the following three approaches can be distinguished[3]:

- scientific (referring to the fact that there is a certain branch of scientific knowledge that reflects the content of the subject);
- culturological (consideration of technological culture as one of the components of culture and serving schoolchildren as the basis and result of technological education);

- activity (disclosure of the structure of human transformational activity for the creation of objects of Labor, products).

The concept of ecological culture in teaching technology today occupies a special place for several reasons. Firstly, it is a systemic factor in changing the worldview of people in relation to the use of nature and nature, and secondly, in the process of forming all its components, and thirdly, it contains many problematic issues that are mainly related to environmental education and nature protection.

The novelty of our study lies in the detailed formulation of aspects of the need to educate ecological culture and the identification of a number of problems of the general scientific and educational cycle that we face along the way. The article is based on the fact that as a result of combining the efforts of teachers and specialists in the Natural Sciences, a whole set of problems can be solved in the process of an integrated approach.

How complex and important it is in organizational terms to respond to the tasks set before society in terms of educating the younger generation in the field of ecology as educated. Perhaps today it is impossible to fully answer the problems and questions posed in the study.

Scientific work on the unification of efforts and coordination of programs is just beginning. In this regard, there is a need to carry out research measures to solve the problems of the formation of ecological culture in education. Informatization and digitalization of Education will certainly expand the field of training and education. But the issues of the formation of ecological culture should be deeply understood by the subjects of the organization of the educational process.

In this sense, one of the objectives of the study is to discuss the bilateral increase in the level of education in the field of Ecology, which equally worries teachers and students.

The purpose of our study is to consider the methodological possibilities of combining traditional and innovative methods in the upbringing of the main elements of ecological culture. The formation of ecological culture creates conditions for spirituality and moral attitude to nature and the use of nature. The skills of a rational attitude to nature can be trained only in multilateral educational conditions, using innovative teaching methods, in which a comprehensive analysis is necessary, and using the opportunities that open up in the process of improving traditional approaches.

The most complete description of the concept of " ecological culture " is important. It includes all factors of the material, energy and Information World. Ecological culture should be understood as a broad set of foundations for the existence of Man and society, which have a direct and indirect effect as a result of various types of economic activity. The concept of " ecological culture " includes a

tendency to worsen the conditions for the existence of the environment, which is the result of the interaction of society and nature without the use of universal knowledge about the peculiarities of these processes.

In this study, Technology analyzed many years of experience in the educational discipline in the education of ecological culture, as well as the experience of shaping the necessary concepts in ecology at the country level. In addition, a lot of literature is used on ecological culture and its basic concepts[3,4].

Their generalizations will be the basis for analyzing the possibilities of teaching environmental sciences and introducing basic and additional topics into the school technology science curriculum. Because science is closely related to the technological preparation of products from various raw materials and its recommendation for consumption. The study used methods such as the historical-genetic method that allows you to observe the development and main topics of teaching ecological culture, the noosphere, evolution, a comparative method that allows you to compare different positions in teaching many concepts.

Ecological culture today occupies a special place for several reasons. Ecology itself, on the other hand, is an integrated science that includes the knowledge of many natural and Human Sciences. In ecology, it is customary to understand the science of the relationship of living beings with each other and with the surrounding nature, the structure and functioning of systems higher than the organism.

In turn, there are a lot of definitions of culture. Definitions are basic, and culture emphasizes the understanding of human activity in the most diverse manifestations of a person himself, including all forms and methods of human self-expression and self-knowledge, the accumulation of skills and abilities by a person and society as a whole.

Culture also appears as a manifestation of human subjectivity and objectivity (character, competence, skills, abilities and knowledge). In this regard, ecological culture is the preservation of human activity, skills and abilities in the environment of living beings, including humans. It is a system of concepts and practical skills for the protection and organization of the environment and the natural processes inherent in it.

It is important to understand how three aspects of ecological culture are distributed among different components of the content of science:

1. Compliance is due to the fact that ecology is a component of various knowledge, including: biology, technology, economics, chemistry and other natural science fields, etc. Therefore, these parts must be interconnected with subjects that are similar in their basis and structural result. In doing so, it is necessary to preserve both the peculiarities of Science and ecology.

2. Unlike metaphysics, dialectics views nature as a state of continuity. As in the process of developing its basic definitions of the subject of Ecology itself, becoming more and more accurate, the ecological component is being improved in each individual science.

3. The problematic organizing points are that ecology has not completely resolved the content of educational programs in each individual subject. Therefore, it takes time and practice to improve the content of training courses and bring them as close as possible to strong environmental content in each subject.

Problems are identified as a result of their examination in the process of preparing recommendations for Ecology on topics or in the process of technological education. The problem, on the one hand, is aggravated by the need to form an ecological culture in the younger generation in order to eliminate environmental problems, and on the other hand, in the conflict between a formal approach to the formation of an ecological culture in education.

Anthropogenic impact on the environment is growing from year to year, and the stage of development of society leads to the emergence of a number of environmental problems. The teacher is recognized as a link in the study and implementation of systemic factors for which the formation of an ecological culture in their person is important.

Currently, the concept of environmental culture of the teacher is not sufficiently defined. The formation of the ecological culture of the individual should be attributed to all activities of the educational system. A prerequisite for this should be the leading elements of school education, which should consist in the assimilation of various relations of society, natural resources and norms of values that make up an assimilated ecological culture.

The following should be taken into account when teaching subjects:

- To focus on special knowledge that helps in the education and training of skills and abilities to protect the environment and act to protect it;

- the latter is due to the general nature of Environmental Education, which is integrated into various disciplines and gives a comprehensive picture of how a person in general forms his activities in the environment.

Particular attention can be paid to such specific aspects as the original beauty inherent in nature, the moral principle, the individual world-the elements that develop vision and the disclosure of personal characteristics that affect human life and its orientation in various areas. It is impossible to imagine a modern person without understanding that he brings some aspects of a responsible and moral attitude to the use of nature and nature into an active life. The upbringing of such qualities is in the first place today and requires more attention.

Only a teacher who is a carrier of ecological culture can influence the ecological consciousness of his students. It is possible to organize such professional

training of a teacher that he will solve the problem of the formation of an ecological culture, will be able to organize work on the formation of special knowledge with students, regardless of his specialty.

The existing nature of their interaction with their natural and social environment serves as clear evidence that the cause of the environmental crisis is not in backward technologies, poor environmental indicators and imperfect legislation, but in the crisis of culture and spirituality. It is impossible not to pay attention to this.

One of the main pressing issues of today is the expansion of a person's view of the world, the formation of a holistic worldview, the adoption of a new system of values, the preservation, restoration and development of cultural values that ensure the interaction of nature and human-ecological culture. In the environment of students, it is important to systematically disseminate knowledge that reflects the tasks of acquiring and educating ecological culture. The desire of the audience of readers to behave carefully, economically and correctly in the natural environment should be supported at all levels.

An integrated approach is needed, which includes a set of data on all levels of cultural relations to nature and the use of nature. Ecological culture is part of the general culture of mankind, which focuses on rational methods of working with nature and Natural Resources. The essence of the issue is that the problem of educating ecological culture is also a complex process that affects all levels of human existence in the world. There is no power other than human consciousness to understand all the features of the development of ecological culture.

Today, the attitude to living and inanimate nature cannot be imagined without a sufficient level of knowledge that allows you to distinguish and effectively use the means of Labor and consumption. However, culture is a necessary condition for ecological consciousness. It maintains the positive and negative experience of generations. Today, when society has a global character, it is not enough to understand what is good and what is bad. Knowledge should lead to the implementation of universal means, the meaning of which is understandable to different peoples on different continents.

That is why the upbringing of ecological culture and the formation of environmental consciousness in education is carried out in a complex, embodying various scientific knowledge: philosophical, biological, chemical, technological knowledge. For this knowledge to harmonize and be functional, long-term work is needed, which must be continuous in education and include programs for all generations, ages and qualification levels.

Today we can say that the reader's audience should be saturated with knowledge in the field of Ecology and its main issues. In particular, we are talking about the fact that advanced achievements in the field of environmental knowledge

should have not only a popular, but also a deep scientific character in the form of academic disciplines. The goal achieved as a result of such actions is that the formation of responsibility and maturity in matters of Environmental Management and resource use should become the usual norm of knowledge and skills.

Innovative approaches to teaching the disciplines that make up ecological culture can be fully implemented today. Special computer programs allow you to communicate with natural objects in different parts of the world, get acquainted with the system of their protection or restoration.

Today, experimental work of students in the field of Environmental Protection is rare, most of which are thought out as an important part of a future profession or activity.

The study consisted of comparing traditional and innovative educational factors in the process of educating ecological culture. It turns out that this topic is a promising area in educational processes that is able to combine the efforts of teachers around a modern and heuristic topic. It is effective both for the science of technology and for solving everyday problems of the formation of the worldview of the younger generation. It is devoted to the types of teaching using new technological solutions of environmental education in teaching technology.

In the broad sense of technology science teaching, efforts related to new technological approaches and innovative methods aimed at systematizing educational disciplines that shape ecological culture are still concentrated in small quantities.

As a result of the study, it was concluded that an important system requirement in the process of training specialists with elements of environmental literacy is the use of innovative approaches in harmony with traditional approaches in the process of professional training of specialists.

When analyzing literature and educational practice, it turned out that in the process of implementing educational programs on ecology, it is important to form an interest in environmental issues, to actively demonstrate that competence in this regard does not contradict the main areas of Personnel Training. The methods listed in the work can help to activate learning, create an optimal awareness environment that creates a whole complex of motivation and incentives for studying and practicing environmental culture disciplines. In this regard, it should be noted that the acquisition of ecological culture is a mutual process that equally worries the teacher and the student. In the mutual assimilation of knowledge, an atmosphere of a creative approach to solving environmental problems and problems arises.

The materials of the article can be used in the preparation of special courses on ecological culture for teachers and educators, and also serve as a methodological guide to reflect the problems of environmental education.

It should also be taken into account that the scientific problems of ecology are the task that teachers undertake who are able to explain the essence of the profession, explaining the meaning of extremely general knowledge in philosophical and biological content.

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