

Aspects Of The Organization Of Environmentally Oriented Environment In Pedagogical Universities.

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Abstract

The article considers aspects of the organization of environmentally -oriented environment in pedagogical universities. The teacher is the main figure in the organization of ecologically oriented educational environment, and his professional-pedagogical preparation plays an important role. The teacher designs creation of ecologically focused educational environment, transfers the educational environment to ecologically focused level, directs formation and development of theoretical knowledge and the practical skills important for formation and realization of the maintenance of ecological education of students. Ecologically oriented environment forms ecological motivation, ecological consciousness, ecological culture, aesthetic taste, humanitarian and patriotic qualities in students by acquiring the necessary knowledge and skills about the living world. In modern understanding education includes the concept of "continuous ecological education" aimed at mastering systematic ecological knowledge, nature protection skills and habits, formation of ecological culture. Ecological education is a purposeful process, which includes formation of common system of ecological, social-ecological and applied knowledge as well as mastering of methods and forms of ecological activity and ability to apply this knowledge in practice. Ecological education is a formation of views, beliefs and norms of behavior, characterized by emotional, moral, careful and responsible attitude of students to the nature. Ecological education is a continuous process of formation of social consciousness of ecological type, based on activation, expansion and maintenance of interest to ecological problems in the society. It is a process of improving environmental literacy of the population in matters of environmental knowledge, information formation, environmental safety and environmental protection.

Key Words: Environmental Motivation, Environmental Awareness, Environmental Culture, environmental skills, environmentally oriented educational environment, environmental education.

Today, in the 21st century, preservation of ecological balance, rational use of natural resources, prevention and protection against water, soil and air pollution have become a universal problem waiting to be solved. The high demographic growth of the world's population and the related high growth in consumption, global warming, depletion of the ozone layer, pollution, and depletion of natural resources have created and are creating a number of problems. The solution of such environmental problems requires urgent and important measures in thinking and activity related to the environment. One of the environmental problems of the millennium is the acceleration of technogenic development, as a result of which the impact on nature is global in nature, and the solution to the problems is complex. During the environmental crisis, the anthropogenic impact has reached such a level that abnormal climate changes, natural disasters have become commonplace and have a negative impact on economic development. In order to overcome this global crisis, countries around the world are implementing various measures. In our republic, it adopts certain programs to solve environmental problems and actively participates in their solution. Despite this, environmental problems waiting to be solved in our republic do not lose their relevance.

Considering the requirements of higher education, modern global trends of socio-economic, spiritual and cultural transformations set new challenges in training a new generation of specialists who will meet the demands of society in the field of professional training, with modern high standards. The physical condition and development of man is influenced by the environment, as a result of which man also develops and changes the environment. At present, the international world is protecting the components of the environment and the application of progressive methods in solving existing environmental problems. And the cause of all environmental problems, and the savior of these problems is people themselves. In such a situation, the training of young people, future managers, from this point of view, the formation and

development of their environmentally conscious worldview is one of the particularly important issues. Thus, people animate and realize in their consciousness a sketch of all their activities. Hence, the processes occurring in the human brain are realized in its relationship with the environment.

Ecological consciousness in the broadest sense of the word constitutes the field of social and individual consciousness, perceiving nature as an integral part of being. As a special attitude toward the natural world, a unique attitude toward it is formed, resulting in the formation of ecological consciousness. In turn, the already formed environmental consciousness affects the peculiarities of the perception of natural objects and phenomena, the attitude toward them. In modern times, the rapid and flexible development of scientific and technological progress, the penetration of information and communication technologies, nanotechnology in all spheres of human life make relevant the formation of careful and respectful attitude to nature, its resources, flora and fauna. In the minds of people. This necessitates the formation of a new type of culture in people - ecological culture. Today the formation and development of ecological culture, thinking, consciousness, upbringing and education in people is an urgent need.

In order for environmental education to be consistent and systematic, this process should begin from the first days of the formation of personality, from a young age, and its basis should be laid in the family, in pre-school educational institutions, is fully formed in general education, secondary special and higher education institutions. Undoubtedly, such an urgent issue falls on the shoulders of specialized universities, especially adpu in connection with teacher training.

Ecologically oriented educational environment is a set of pedagogical conditions providing activities of all participants of educational process aimed at formation of ecological skills of future teachers, expansion of methods of solution of regional ecological problems by involving students in various ecological programs and projects.

The main role in designing the ecologically focused educational environment belongs to the teacher and his professional and pedagogical preparation which essence is directed on creation of the ecologically focused educational environment, transfer of the educational environment to ecologically focused level, formation and realization of the maintenance of ecological education, and also theoretical knowledge and the practical skills necessary for assimilation by students of the collection. At creation of the ecologically focused educational environment it is necessary to consider a complex of economic, political, socio-psychological, cultural and other factors, and also features and consequences of ecological activity for environment.

Methods of organizing an environmentally oriented environment

Effective design of environmentally oriented educational environment, aimed at improving the educational process, involves the creation of conditions for the comprehensive development of a creative person, the formation of his ecological experience, the ability to make environmentally significant decisions and take responsibility for them. A complex of didactic components, namely: impulsive-motivational, operational-activational, control-regulatory, reflective, ecological knowledge and is directed to creation of personal space of development. Pedagogical conditions of designing environmentally oriented educational environment of higher education institution:

Formation of students' awareness of personal participation in solving environmental problems;

Improving the content of academic subjects, including elements of environmental law, management and monitoring;

formation of environmental skills through the use of innovative methods in the educational process; generalization of environmental information at the regional level. The aim of the biology subject is to give students the necessary knowledge and skills about living things, to form an ecological culture, aesthetic taste, humanistic and patriotic qualities [1].

In the biology curriculum, students identify the relationships of living things with each other and with the non-living world, acquire a culture of communication and use of nature, knowledge of environmental

factors and the interaction of these factors in the living and environmental content. The acquired knowledge and skills provide opportunities to use the living world for sustainable development, in addition to exploring the causes of global and regional environmental problems. Students become familiar with the living creatures that make up the flora and fauna of Azerbaijan and take a direct part in the protection of nature. Students understand global environmental issues, being educated in the spirit of patriotism, humanity, and humanism, recognizing the need to protect the environment. They come to the conclusion that the protection of man is related to the protection of the earth as a whole. They enjoy the beauty of nature, have a more native attitude to the homeland and the earth. All this is important in terms of the intellectual development of students, the formation of mature individuals who love their country. Students explain the role of environmental factors in evolution, connect regional and global environmental problems, prepare reports, essays and presentations [2].

The aggravation of environmental problems and the need to solve them leads to a new direction in education - the development of environmental skills of future professionals. Ecological education of the younger generation is the guarantee of continuous harmonious development of human civilization and society, the formation of personality at every stage of life.

Ecologically motivated behavior is defined as a system of actions and deeds of a person in connection with understanding of norms of moral behavior in nature, careful attitude to nature, material and aesthetic needs in nature, self-control. At different stages of personal development it is characterized by the presence of certain personal characteristics, interests, knowledge, skills and habits.

Environmental skills of students are the ability to use knowledge, skills and abilities in the field of modern ecology, environmental protection and optimization of nature management in professional and life situations, realizing personal participation in solving environmental problems and responsibility for environmental consequences [3].

The main components of environmental skills of future teachers:

Ability to apply knowledge of modern achievements in the field of traditional and modern ecology, environmental protection and optimization of nature management;

Know and possess the methods of development of perspective and current plans and projects for monitoring, assessment and forecasting of environmental conditions, optimization of nature management, environmental protection and restoration;

Have fundamentals of regular development of socio-economic systems and ability to take into account environmental problems to facilitate the transition of society to sustainable development;

Ability to use knowledge and practical skills for protection of atmospheric air, soil cover and geological environment (subsoil), ensuring the quality of natural waters (water bodies), protection of biological and landscape diversity, efficient use of natural resources and creation of conditions for nature protection;

Sustainability of natural ecosystems, the ability to organize an environmentally oriented educational process at school.

Environmentally-oriented educational environment is a set of pedagogical conditions that ensure the activities of all participants in the educational process and the formation of environmentally necessary settings aimed at the formation of environmental skills of future professionals, expanding methods of solving regional environmental problems through the involvement of students. In various environmental programs and projects.

The main role in designing environmentally oriented educational environment belongs to the teacher and his professional and pedagogical training, the essence of which is aimed at creating an environmentally oriented educational environment; transfer of the educational environment to an environmentally oriented level, formation and implementation of the content of environmental education, acquisition by students of a set of theoretical knowledge and practical skills necessary for learning.

At creation of the ecologically focused educational environment it is necessary to consider a complex of economic, political, socio-psychological, cultural and other factors, and also features and consequences of ecological activity for environment.

Effective design of environmentally oriented educational environment, aimed at improving the educational process, involves the creation of conditions for the comprehensive development of a creative person, the formation of its environmental experience, the ability to make environmentally significant decisions and take responsibility for them.

Formation of motivation regulates the incentive-motivational component, forming awareness of participation of the person to environmental problems. When designing an environmentally oriented learning environment it is useful to supplement the reliance on subjective experience with practical exercises and various types of training. Operative-activative component provides realization of various types of ecologically oriented activity of a future specialist, mastering of ecological subjects and modules. Students should master theoretical bases of ecological processes and organization of rational, balanced nature management, methods of ecological research of nature protection and information technologies, be able to conduct complex innovative research works on ecology, environment protection, optimization of nature use.

It is effective to use research projects that are integrative in nature and involve the implementation of interdisciplinary approaches to the formation of environmental skills of students. The control-regulatory and reflective components act as a link between the goal and the achieved result.

Now the ecological culture becomes not a wish, but strictly obligatory requirement of life in the world community. The presence of ecological culture is strictly necessary not only for the citizens of each country, but also for humanity as a whole. Ecological culture is a part of culture, which determines the compatibility of social activity with the requirements of the natural environment [4].

Developed ecological culture involves the ability to appreciate each component of nature and becomes a necessary condition for the preservation and development of modern civilization. It is manifested as a set of world outlook and moral-political relations, socio-moral values, norms and rules, providing environmental sustainability, environmental safety and efficient use of natural resources.

In environmental education the selection of educational content occurs in a new way, as it is characterized by the principle of "new synthesis", which has a special methodological significance.

The fact that environmental education should be prognostically oriented, connected with careful attitude to nature and preservation of living conditions of future generations of people, assesses the effectiveness of educational systems in a new way. Evaluation of the results of environmental education should include measures to protect and improve the quality of the Environment, As Well As the value attitude of students to nature, in addition to knowledge, skills and abilities [5].

Environmental education as a system is a set of educational programs, state educational standards and educational institutions implementing them.

At present the structure of ecological education process is conditionally singled out:

Environmental education is a purposeful process, which includes formation of general system of environmental, socio-ecological and applied knowledge, as well as mastering methods and forms of environmental activities and ability to apply this knowledge in practice;

Environmental upbringing - forming views, beliefs and behavior standards, characterized by emotional-moral, careful and responsible attitude towards nature;

Ecological education - continuous process of forming public awareness of environmental type, based on activation, expansion and maintenance of interest to environmental issues in the society.

It is a process of formation of environmental knowledge and environmental information, improving environmental literacy of the population in matters of environmental safety and environmental protection.

In modern understanding, education should accompany the existence of each person throughout his life.

That is why "continuous ecological education" aimed at mastering systematic ecological knowledge, nature protection skills and habits and forming ecological culture is included here as well. Currently, environmental education is implemented in many educational institutions through the use of various forms and methods. The activity of environmental clubs, training centers and associations in the system of additional education of schoolchildren becomes more and more important. Continuous ecological education implies not only training and upbringing of personality in educational institutions of pre-school, general, secondary and higher professional education system but also advanced training of specialists. international cooperation of european universities in the field of environmental education is carried out in the following areas:

- exchange of information on the results of the study of the ecological state of the environment;
- joint scientific and methodological developments in the field of educational technologies, contributing to formation of ecological culture;
- initiation and implementation of joint environmental education and research projects and programs;
- organization of international ecological tourism and field studies;
- joint organization of international forums, conferences and seminars;
- participation in activities of international foundations;
- scientific experience of specialists in the field of environmental education and enlightenment.

Conclusion.

Ecological culture is a part of human culture, it is a harmonious coexistence of human society and the natural environment, relations between a person and nature, social and individual moral and ethical norms, views, relations and system of values. Having defined the essence of formation of ecological culture, first of all it is possible to allocate features of this process:

1) stage-by-stage nature:

- A) formation of ecological ideas;
- B) development of ecological consciousness and feelings;
- C) formation of conviction in necessity of ecological activity;
- D) development of behavioral skills and habits in nature;
- E) elimination of consumerism in relation to nature;

Secondly, the psychological aspect is important, including:

- 1) development of ecological consciousness;
- 2) formation of appropriate (natural) needs, motives and attitudes of the individual;
- 3) development of spiritual, aesthetic feelings, skills and abilities;
- 4) formation of a strong will;
- 5) formation of important goals of ecological activity [6].

Relying on the structure of the ecological culture of the personality, teachers should develop projects to give children the maximum knowledge about nature and to form cognitive activity in junior high school students to understand the environment and phenomena correctly. In the classroom systematically traces the interaction and dependence of non-living and living nature, as well as humans as part of wildlife. In the process of learning ecological excursions and virtual trips at different times of the year show the beauty and attractiveness of the natural environment, create the necessary conditions for the formation of environmental consciousness of the student youth.

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