

A SYSTEMATIC-ACTIVE APPROACH TO FORMULASTING FUTURE PRIMARY SCHOOL TEACHERS' ECOLOGICAL CULTURE

Karamatova Dilfuza Sadinovna

Teacher of Tashkent State Pedagogical

University named after Nizami, Tashkent, Uzbekistan

Abstract

The paper discusses how to help future primary school teachers create an ecological culture by presenting a methodical, proactive approach. The systematic-activity method helps students improve their personal, social, and cognitive skills as well as their civic engagement and self-control. The global environmental issue that concerns people now is far more complicated. When human wrongdoing is committed without considering the inherent environmental rules that govern the earth, the results are swift and catastrophic for all of creation.

In order to meet human demands for survival and development, a serious hazard is emerging, such as the ongoing depletion of natural resources and environmental pollution that endangers the flora and wildlife. The incorrect use of natural resuscitation by an entire younger generation, without considering the disastrous ramifications of their actions, is a cause for particular concern. Because of this, concerns about the development of a younger generation's ecological culture—which are linked to both the destiny of the individual and the future of the planet as a whole—are becoming more and more pressing in society.

In this regard, training environmentally literate specialists who are conscious of the negative impacts of human interference in nature and possess the specific skills required to make moral decisions is one of the major responsibilities in the field of higher education today [10].

The degree of readiness of the younger generation, the positive experiences gained from their interactions with the natural environment, and their capacity to research, preserve, restore, and update natural resources and conditions all play a significant role in how successfully emerging socio-environmental problems are resolved [1].

The need to create an ecological culture among future specialists and not just center higher education's objectives and curriculum around the topic of greening is primarily responsible for the continued development of the capacity to broaden and enhance environmental experience and optimize socio-environmental connections.

Good understanding of the socioenvironment, prudent use of natural resources, and tevarak—a peaceful coexistence with the environment—all contribute to the need for the formation of an ecological culture, which is directly tied to the professional development of future specialists through the ability to preserve its potential for future generations. Since all vocations are connected to the environment in one way or another, utilizing its resources and depending on specific experiences to preserve and revitalize it[11].

Incorporating an environmental component into each person's civic and professional duty framework is pertinent given contemporary ways to resolving local and global

environmental issues. Our view is that an individual's civic duty to protect the environment is expressed through the state of his ecological culture. Based on a systematic-activity approach, the Republic of Uzbekistan's new official educational standards place a strong emphasis on academic achievement. Not only is education based on a systematic-activity method aimed at developing an educational personality based on global knowledge and information assimilation, but education's primary outcome is likewise this.

The conversion of external objective activity into internal mental activity through a series of individual psychological characteristic changes is what gives rise to the distinctiveness of the systematic-activity method [12]. Educational content simultaneously projects an empirical or theoretical way of thinking in a systematic-activity method. In turn, a set of scientific principles that comprise a certain field compose the content of science. The systematic-activism approach seeks to foster self-control by focusing on personal growth, civic identity building, and adherence to sound principles [13].

The following is made possible at every level of education by the methodical, proactive approach to developing the ecological culture of aspiring primary school teachers:

- Determining the basic educational results in the form of student accomplishments in their personal, social, and cognitive development;
- basing the goals on the methods of action that must be formed in the educational process as well as the training content in their interconnection;
- establishing the educational goals in the form of a system of fundamental tasks that reflect the directions of the formation of certain personal qualities [14].

It indicates that an individual recognizes the intrinsic worth of the natural world, aspires to engage with tolerance in the global "Man-Nature-Society" system, acknowledges their own role in resolving environmental issues, and works to advance their moral and spiritual development [15]. Life values are a fundamental idea that denotes a person's readiness to make the necessary changes to the socio-natural reality as it currently exists. The content of these ideas can be expanded to define the phenomena of an individual's ecological culture from the perspective of the systematic-activity approach [2, p.2). 94].

Currently, a number of studies in the subject of secondary special and higher professional education have been conducted by Russian scientists, including F.S.Gaynullova, S.N.Glazachev, V.A.Naumova, E.G.Nelyubina, A.I.Novikov-Kachan, L.V.Panfilova, O.E.Perfilov, and E.A. Shulpina. They specifically looked into the pedagogical aspects of developing environmental competence as a component of future teachers', engineers', and physicians' professional skill sets. It is also emphasized that environmental competence has a complex multi-component structure. Practical and cognitive activity components are among its primary constituents [16]. In the process of developing environmental competence, they simultaneously emphasize environmental knowledge. Because of this, the systematic-activity approach's efficacy as a methodical instrument for establishing educational goals and outcomes is greatly diminished.

J.Raven, who emphasizes that competence is an activity related to cognitive knowledge and conduct and also incorporates affective components, is one of the architects of the competence-based approach in education [17, p. 83]. The creation of ecological culture must be viewed as a psychological-pedagogical process that aims to raise ecological consciousness at this point in society's evolution. A set of environmental values that act as an internal, meaningful framework for environmental actions embodies this goal's implementation in a way that is consistent with the idea of sustainable development.

✚ The study findings of several Russian psychologists and educators, including S. D. Deryabo, I. D. Zverev, T. A. Kryaj, and V. A. Yasvin, demonstrate that pupils' behaviors toward the natural world are primarily pragmatic and anthropocentric. In other words, consumer interests are driving this, which motivates people to learn more about the environment and take appropriate action. In this sense, it is especially crucial to match these motivations with the following categories and incorporate a non-pragmatic attitude toward environment into the creation of ecological culture's content: cognitive - study of natural laws, plants, animal world and ecosystems; aesthetic - enjoying the beauty, sounds and colors of nature, feeling pleasant feelings towards natural creatures; moral - care and protection of nature and natural creatures in general; practical - caring for animals and arranging local landscapes [18, p. 118].

Therefore, the systematic-active approach to the development of future primary school teachers' personal ecological cultures aims to protect human life, the future of our world, and the continuation of plant and animal life. manifests as a collection of interactions [4]. It is appropriate to carry out a variety of hands-on activities to help future primary school teachers develop an ecological culture. Specifically, we held a competition called "Our Initiative" for students in the Tashkent State Pedagogical University's primary education department to showcase socially meaningful ideas. The competition's primary goals are to foster young people's creative endeavors, establish the framework necessary for pupils to build a civic identity, and foster creative self-realization [5]. The main focus of the competition was on encouraging and supporting students' initiatives to solve socially important environmental problems in the regions and cities of the Republic of Uzbekistan.

The following projects were also offered for the selection:

- ✚ "Environmental professional competence";
- ✚ "Ecological culture and creativity";
- ✚ "Healthy lifestyle";
- ✚ "social environmental situation and volunteering (Volunteering)";
- ✚ "Local studies and ecology";
- ✚ "Ecological Design";
- ✚ They worked on the basis of a socially important environmental project such as "Our Footprint on Earth".

The following are the main directions of these projects:

- student research and education;
- guaranteeing student participation in events and actions pertaining to the greening and beautification of university property;
- familiarizing students with the environmental services of city and regional enterprises and researching the operations of ecological laboratories;
- guaranteeing student participation in various environmental competitions at the district, regional, and international levels;

The main directions of these projects are as follows:

- educational and research work of students;
- Ensuring the participation of students in various events and actions related to the cleaning of forests, city parks and territories, greening and beautification of the university territory;
- Acquaintance with the environmental services of city and regional enterprises, studying the activities of ecological laboratories;
- ensuring the participation of students in various environmental competitions at the district, regional and international levels;

The following results are expected to be achieved during the implementation of the project "Our Footprint on Earth":

- Organization of joint activities of students, university teachers, residents of the city and region to implement the main activities of the project;
- raising the civic consciousness of students, inculcating responsibility for the state of the nature of the Republic of Uzbekistan;
- increasing students' intellectual ability and interest in research activities, increasing their general cultural level;
- encourage students to lead a healthy lifestyle and respect the environment [6].

In our opinion, ensuring the participation of future primary school teachers in such events and competitions:

- ✚ personal and professional development;
- ✚ to provide pedagogical support for self-awareness;
- ✚ involving in the organization of interesting, meaningful, socially significant, practical and ecological events, identifying individual environmental experiences;
- ✚ serves to direct the protection of the environment of his educational institution, his city, region and republic [7].

The methodical, hands-on approach of ecological education guarantees that aspiring primary school teachers will get the skills and knowledge required to address environmental issues as participants in ecologically focused activities. For this reason, when working with aspiring primary school teachers, it is crucial and suitable to employ practice-oriented methods including hands-on training, outdoor work, socio-ecological initiatives, and environmental activities. Thus, all of this contributes to the steady formation of future teachers' ecological cultures. The establishment of a "culture of

action" that aims to maintain student harmony in the environment determines the importance of these kinds of activities and competitions.

References

1. Асмолов А.Г. Системно-деятельностный подход в разработке стандартов нового поколения/ Педагогика М.: 2009. - № 4. - С18-22.
2. Глазачев С.Н. Экологическая культура учителя: исследования и разработки экогуманитарной парадигмы: монография. - М.: Современный писатель. 1998. – 432 с.
3. Иващенко О.В. Системно-деятельностный подход как основа формирования экологической культуры будущих учителей начальных классов / О.В.Иващенко. - Текст: непосредственный // Аспекты и тенденции педагогической науки: материалы III Междунар. науч. конф. (г. Санкт-Петербург, декабрь 2017 г.). - Санкт-Петербург: Свое издательство, 2017. - С. 167-170.
4. Karamatova S.D. (2022). Integrative approach to forming ecological culture of future primary class teachers // British Journal of Global Ecology and Sustainable Development, 6, 82-86.
5. Karamatova D.S., Safarbayeva R.N., Murodova M.M. Bo'lajak pedagoglarning integrativ yondashuv asosida ekologik madaniyatini shakllantirish // "Образование и наука в XXI веке" Международный научно-образовательный электронный журнал. Выпуск № 25 (том 3), март, 2022. – В.950-955.
6. Karamatova D.S., Tolliyeva G.R., Qilichova M.J. O'quvchilarda ekologik ong va ekologik madaniyatni rivojlantirish dolzarb pedagogik muammo sifatida// "Образование и наука в XXI веке" Международный научно-образовательный электронный журнал. Выпуск № 25 (том 3), март, 2022. – В.956-962.
7. Karamatova D.S. Kichik maktab yoshidagi bolalarda tabiatga, jamiyatga va o'z-o'ziga nisbatan munosabatlarni tizimli rivojlantirish / International Scientific and Practical conference "Topical Issues of Science" Xalqaro konferensiyasi. - USA: NEW York university.
8. Мамедов Н.М. Культура, экология, образование. -М.: Изд - во РЭФИА, 1996.- 51 с.
9. Равен Дж. Компетентность в современном обществе: выявление, развитие и реализация. - М.: Когито-Центр, 2002. - 400 стр.
10. Salaeva M.S., Luxmanovna N.M. Kichik maktab yoshdagi o'quvchilarni ijtimoiy faolligini rivojlantirish // Scientific progress. Volume 3 | ISSUE 3 | March, 2022. ISSN: 2181-1601. Uzbekistan www.scientificprogress.uz Pages 380-383. <http://www.scientificprogress.uz/storage/app/media/3-3.%20064.%20380-383.pdf>
11. Salaeva M.S. Bo'lajak pedagoglarning kommunikativ kompetentligini shakllantirishga innovation yondashishning psixologik-pedagogik imkoniyatlari // Journal of Integrated Education and Research, 1(2), 83-91. ISSN 2181-3558.

- Volume 1, ISSUE 3. August 2022. 10.5281/zenodo.6675309.
<https://ojs.rmasav.com/index.php/ojs/article/view/141>
12. Salaeva M.S., Koshnazarova M.A., Abdukodirov G., Radjabova D.A. Professionalism of the Teacher as a Pedagogical Credo in the Age of Innovation // Specialusis ugdymas / Special education. 2022 1(43). Pp. 10571 – 10576. <https://www.sumc.lt/index.php/se/article/view/1637>
 13. Салаева М.С., Абдурасулова Ш.К. Педагог профессионализмининг шаклланиши касбий қадрият сифатида намоён бўлиши // Eurasian journal of social sciences, Philosophy and culture. Innovative Academy Research Support Center. www.in-academy.uz. ISSN 2181-2888. With Impact Factor: 8.2. Volume 2 Issue 02, February 2022 Pages 183 -188. <https://doi.org/10.5281/zenodo.6242575>
 14. Салаева М.С., Джумабаева М.Б. Педагогнинг кичик мактаб ёшидаги болаларни ижтимоий мобиллигини оширишга таъсири // Ijtimoiy fanlarda innovasiya onlayn ilmiy jurnali, ISSN - 2181-2608. With Impact Factor: 8.2 SJIF: 5.426 - Б. 59-62. <http://www.sciencebox.uz/index.php/jis/article/view/1552>
 15. Салаева М.С., Бекназарова Х.Х. Бошланғич таълим ўқувчиларини ижтимоий мобиллигини ривожлантириш // Eurasian journal of social sciences, Philosophy and culture. Innovative Academy Research Support Center UIF = 8.2 | SJIF = 6.051 Volume 2 Issue 4, April 2022. ISSN 2181-2888. Pages 136-139. <https://doi.org/10.5281/zenodo.6511330>
 16. Салаева М.С., Бекназарова Х.Х. Формирование мобильности личности как педагогическая проблема // Scientific progress. Volume 3 | ISSUE 3 | 2022 ISSN: 2181-1601. – Pp. 384-390. <http://www.scientificprogress.uz/storage/app/media/3-3.%20065.%20384-390.pdf>
 17. Слостенина Е.С. Основы экологической подготовки учителя // Система подготовки учителя к экологическому образованию школьников. Сб.н.тр./Под ред. Е.С.Слостениной. - М.: АПН СССР, 1985,- 106с. - С. 11-29.
 18. Ясвин В.А. - Психология отношения к природе. - М.: Смысл, 2000. – 456 с.