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DEVELOPMENT OF ECOLOGICAL EDUCATIONAL MECHANISMS IN HIGHER EDUCATION AS A SOCIAL NEED AND NECESSITY

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ABSTRACT

In the article, the importance to improve the environmental education and culture of future specialists studying in higher educational institutions, to ensure their environmental competence, and to develop the skills of making rational decisions in environmental life situations was justified. In this regard, education, environmental education, concepts of mechanisms, identification of mechanisms of environmental education as components, perception of the environment, conscious attitude towards nature, sublimation mechanisms were analyzed in detail.

KEYWORDS

Education, environmental education, mechanism, ecological education mechanisms, identification, perception of surroundings, conscious attitude to nature, sublimation.

INTRODUCTION

Interrelationships and relationships between nature and society have become more complicated in recent times. This relationship turns into a strong anthropogenic pressure of society on nature, and as a result, various environmental problems in nature expand, and their transformation into material-ecological problems is observed. In the solution of these problems, along with modern innovative approaches, special importance is being paid to the

place of ecological culture based on the traditions of nature use of the local population.

The current ecological and social situation in the world is threatening the people of the whole world, which means the ecological education of the future specialists studying in the higher educational institutions, the increase of their ecological

competence supply, in ecological life situations Making rational decisions requires the formation of skills.

Based on the research tasks, we began a wide study of the concept of "ecological education" and ecological education-education and education (concepts and qualities received through formal and informal education in the field of the environment) - a conscious perception of the environment in a person we paid attention to the fact that it is manifested in making sure that it is necessary to treat nature with care, to use its resources wisely.

In pedagogical literature, the term "education" is broad and narrow used in meanings. In a broad sense, "education" refers to the sum of all influences, activities, actions, and aspirations aimed at shaping a person's personality, ensuring his production in society and his active participation in social, cultural, and educational life. In this understanding, education is not only the educational work carried out in the family, school, and youth organizations, but also includes the entire social system, its leading ideas, literature, art, cinema, radio, and television. means the process of education by giving, and "the broad concept of education includes education and information acquisition".

Mechanism- (Greek: "mechane"-structure, device of structured movement, etc.) is a structure in pedagogy that transforms one or several processes or events into a certain movement of other events, and forms the basis of the studied process. Depending on the task, the mechanisms transmit the movement; executor (executor); manager, supervisor and adjuster; supplier, sorter, carrier; pedagogic, didactic products consist of coordinating components [1].

Mechanisms of education are the processes that arise in the interaction of a person with the environment and the teacher and affect the changes that occur in it.

Education is that a goal-directed process with difficult to predict, inadequate results. This high level of uncertainty is characterized by various factors, because the individual develops under the influence of many external and internal factors, whose potential possibilities are not taken into account.

Education is a change in needs. There is a dialectical relationship between unmet needs and change. It is known that a need is a need for something, a motive is an internal force that is connected with a need and stimulates a certain activity.

Regardless of the level of development, people always live as a result of educational influences and other influences. BT Likhachev considers education from different points of view and distinguishes the concept of three main concepts:

1. "Education is a necessary and mandatory part of the social environment, through which human survival is achieved";
2. "From a socio-cultural point of view, education is an "objective social mechanism of transmission of life experience between generations";
3. From a philosophical and religious point of view, "education is a divine mechanism through which faith is transmitted from generation to generation."

N. Simonov According to him, the task of education is to satisfy needs. For example, children up to the age of 13-15 fulfill their biological self-development needs, and after the age of 13-15, adolescents need recognition,

recognition by others, self-expression and self-actualization. The development of social needs for self-improvement prevails. In the process of education of 15-19-year-old teenagers, the content of their activities is determined by their changing needs. Personal development occurs through activity, which challenges the individual to the extent that he is not ready for this activity. Conflict resolution is a joint activity, the essence of which is to maintain a

proportional relationship between the efforts of the student and the efforts of the teacher [2]. Therefore, environmental education, compared to environmental education, the hidden and anonymous position of the teacher is provided by joint activities (for example, the teacher wants to hold an event related to an environmental problem. Here he may not openly tell the students about the tasks of environmental education. This may remain anonymous, confidential).

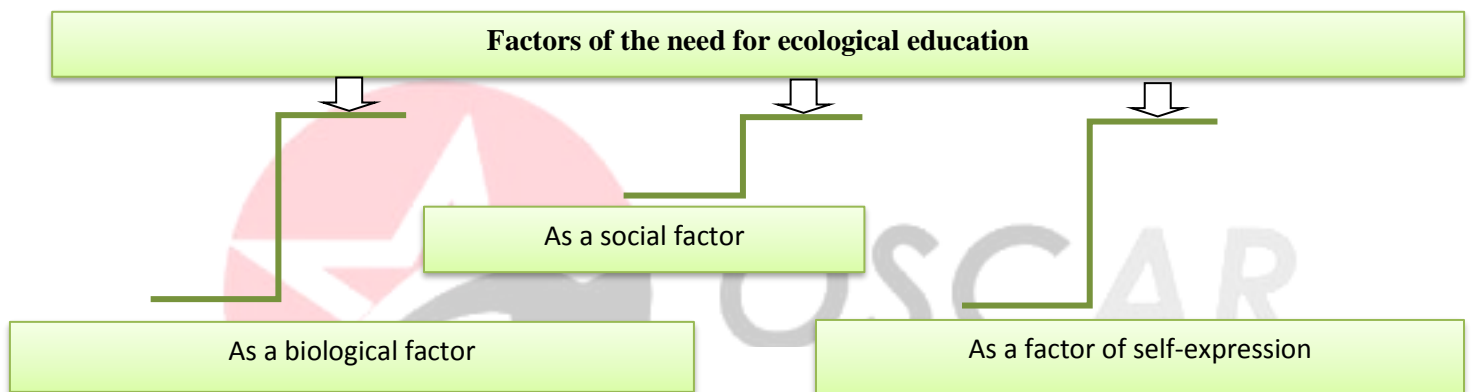


Figure 1. Meeting needs as a task of environmental education

It is worth noting that when we say the mechanisms of ecological education, we understand the process of changes that occur in the personality of both the teacher and the student as a result of environmental and pedagogical influences. This mechanism is expressed in the teacher's views on ecology; and in the student, the attitude towards nature, its benefits, the formed worldview, is expressed in the ecological position.

In our opinion, the mechanisms of ecological education consist of the following components:

Identification;

Perception of surroundings;

A conscious attitude to nature;

Sublimation (directing, transfer of human energy to socially useful high purpose and objects of ecological thinking).

Identification mechanism of ecological education - comparing one's personality with images of the surrounding world in the process of education. It can be observed that it is expressed on the basis of two

processes, i.e.: internalization (implementation through the internal state) and self-projection, by comparison with external figures, standards, images.

Identification steps:

- whether or not the views on environmental education are consistent with the views of the student, his position, or the differences;

- the growth of ecological consciousness and the fact that these views are present among peers, or, the difference, different aspects;

- the reflection of the ecological worldview in the social roles in the society and the feeling of comparison with his own worldview. The task of pedagogues of higher education institutions is to:

- creation of ecological education environment;

- pedagogical opportunity (a direction of development that exists in every educational event. This tendency can be explained only as an opportunity. Therefore, an opportunity is, on the one hand, future (existential), revealing the content, on the other hand, explanatory, that is, a category performs the task) and organization of pedagogical conditions (an external situation that has a significant impact on the course of the pedagogical process, is consciously developed by the teacher to one degree or another, and implies the achievement of a certain result);

- ensuring that the social situation is transferred to the pedagogical situation, etc.

2. Environment perception mechanism of ecological education. It is a process that allows students to reflect the ecological reality in the process of receiving and processing information and to assess new natural and

man-made situations in the external world and perceive them accordingly. The mechanism of environmental education is the creative process of mind and brain. In this case, the physiological basis of perception consists of the analysis and synthesis activity of the cortex of the cerebral hemispheres. This activity is not related to a single feature of the things affecting our sense organs, but to the effect of their total features.

3. The mechanism of ecological education for conscious attitude to nature. It is necessary for families, educational institutions, and public institutions to form a spirit of love for nature in the young generation, and to bring to their consciousness ecological education in order to effectively use natural resources and protect them in a conscious manner. It is showing. This is an important condition for the formation of a generation that will protect the environment and use nature wisely in the future. After all, if the growing young generation acquires the knowledge of nature and can appreciate the beauty of the surrounding environment, their love for the Motherland and its nature will increase.

The mechanism of ecological education is important in maintaining harmony between nature and society, in using nature in a conscious manner, and instilling love for nature in their hearts and teaching them to be thrifty at will come. In the educational process, the implementation of ecological education in students is considered as an integral part of their ecological level, culture, crime, crime, prevention of occupational diseases in the future. Promotion of ecology and environment protection, hearing publishing of articles in mass media on ecology and environment protection, hearing

of public-ecological It is important to increase ecological culture have

4. Sublimation mechanism of ecological education.

The concept of "sublimation" was put forward by Sigmund Freud in his theory of psychoanalysis [3]. According to this doctrine, during the life and maturity of most people in the society, their natural tendency energy is focused and spent on labor activity, mental and creative activity. Sublimation is involved in this as a factor providing psychological protection. In ecological education, sublimation is the phenomenon of reducing tension in various situations by transferring the hereditary manifestations of the psyche corresponding to the society and the individual. In ecological education, sublimation is a mental process of changing and replacing the energy of affective actions for the purposes of social activity and cultural creativity, that is, in the cultivation of ecological consciousness in the student not by banning, but by liberating (legalizing) processes (computer, sports, active recreation) are used.

There are many ways to promote ecological-legal education of our youth, ecological cultural culture. Most importantly, if they serve the development of skills, such as preserving nature's blessings in the life of young people, we will achieve our goals. The modern world is going through such a period from the beginning, ecological cultural education among young people has become one of the current directions of educational activity. The earlier the ecological education is formed in young people, the more effective this education will be. That is why this process is supported by the scientific organization of the state.

However, while emphasizing the complex nature of ecological education mechanisms, developmental

technologies, pedagogical possibilities, and improvement, the innovative approach to the field is scientific. For this reason, implementation of classical (classical, traditional) models of education and traditional views remain ineffective. At the end of the day, students' ecological education and educational system are directed to the student's personal development trajectory, which shows the life itself. Implementation of ecological education mechanisms in educational institutions, through the use of new pedagogical technologies, helped to eliminate the monotony of the learning environment and the monotony of the learning process, and to change the activity types of students created and maintained healthy knowledge of didactic and educational importance principles in order to be implemented. It is recommended to choose a technology based on the subject content, training goals, students' level of preparation, their ability to satisfy ecological educational needs. In this, the provision of pedagogic views, approaches in a didactic compendium, in the process of higher pedagogic education, opens the way to the improvement of the theoretical foundations, mechanisms and technologies of the ecological thinking of students who served.

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