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FORMATION OF ENVIRONMENTAL CONSCIOUSNESS AND WORLDVIEW IN THE SYSTEM OF CONTINUING EDUCATION TODAY

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ABSTRACT

The task of systematizing and improving the process of forming environmental consciousness and worldview in the system of lifelong education, researching the components of environmental education, and developing environmental knowledge and skills of future teachers and educators is discussed. innovation basis.

KEYWORDS

Continuous education, eco-aesthetics, eco-aesthetic educational factors, eco-aesthetic education, basic principles of environmental education.

INTRODUCTION

Today, in the system of continuous education, the tasks of systematization and improvement of the process related to the formation of ecological consciousness and worldview, researching the components of ecological education, developing ecological knowledge and skills in future pedagogues and educators on an innovative basis are gaining importance. In the development of eco-aesthetic culture in future preschool education specialists,

attention was paid to the following components: In such conditions, one of the important pedagogical tasks is to develop the ecological knowledge and skills of future preschool teachers, to form their eco-aesthetic culture, and through this, to understand the ecological sophistication, feel the beauty of nature, and to be careful with the environment. in Kalmyk. As a result, the level of the children they bring up will increase in their careful attitude to the environment,

care for it, love for it, and awareness of its greatness. The effectiveness of environmental education will change in a positive direction.

Future preschool educators are required to influence the formation of ecological and aesthetic worldview of children based on the formation of eco-aesthetic culture, to develop ecological knowledge based on aesthetic taste and refined attitude to nature. The minimum requirements set by the state for the level of school readiness of children include the realization that everything that surrounds a person is nature, including fruit trees (apples, grapes, peaches, pears, cherries, etc.), distinguish between flowers (roses, basil, ranunculus, tulips), vegetables and fruit crops (tomatoes, cucumbers, potatoes, onions, carrots, cabbage, melons, watermelons, pumpkins, etc.) and houseplants; domestic animals (sheep, cow, horse, donkey, dog, cat, goat); wild animals (wolf, fox, bear); insects (dragonflies, wasps, butterflies, ants, beetles, etc.); distinguish between birds (swallows, sparrows, warblers, pigeons, nightingales, crows, parrots, etc.), mountain, river, lake, garden, spring, flower garden, meadow, crops, air, water, sun, wind, snow, rain, clouds, stars, moon, etc. The issue of instilling love for nature in young people remains an urgent problem of the past, present, and future.

Eco-aesthetic education has social, biological and aesthetic importance in human life. The social importance of eco-aesthetic education is that a person lives directly in the bosom of nature, lives in constant communication and relationship with all the material resources of nature. Among them, this complex system of relationships is called "life". Nature is the guarantee of the existence and continuity of human life. However, at the same time, man is the owner of the main force that plays the most important role in the

preservation and protection of nature. It is necessary to enrich nature with his mind and intelligence, to use its resources wisely and sparingly, to guarantee that natural objects will not be damaged, lost or polluted. If the balance of social relations between man and nature is disturbed, then either nature or man will definitely suffer.

The ecological significance of eco-aesthetic education is that since man is a part of nature, his natural-biological needs are satisfied directly through the material wealth and beauty of mother nature. The main means important for human biological survival are food and clothing products obtained from the earth, air, water, plants and animals; sources of light and heat are all invaluable gifts of nature to mankind. This person cannot live without them. Therefore, the cleanliness, non-pollution, non-disappearance, and non-destruction of basic necessities is a guarantee of prolonging human life. In addition, people derive spiritual pleasure and benefit from them. Beautiful natural scenes can affect human emotions so much that, as a result, the feeling of discipleship burns in the heart of a person, or he takes a pencil and seals this beauty on paper forever. agrees to stay.

Man has felt his closeness with nature since time immemorial. Therefore, he tries to get close to him as much as possible, to get along with him. When a person is deeply saddened, and on the contrary, when he is very happy, he wants to throw himself only in the caress of nature. The nature is as follows: whether it is by the river, climbing the mountain, wandering through the rocks, they keep the nature familiar to themselves, to their heart's desire and joy or pain and sorrow.

When children enjoy the beauty of nature, their hearts open and their creativity develops. On the contrary, if children come across ugly, ugly things in nature or witness its beautiful scenery being trampled, their tongues become restless and their anger flares up. Therefore, preserving natural beauty is important for human life. It is especially important to develop an aesthetic attitude towards nature in children by introducing them to insects. So, nature plays an important role in a healthy, beautiful life of a person.

The main goal of eco-aesthetic education in preschool children is to instill in them a strong love for nature. Although this goal is considered general, there are also specific goals arising from the same general goal: For example, when studying the topic "Introduction to insects", the main goal is to instill in preschool children a sense of love for insects, not to kill them, and to educate them to enjoy them. are listed, when introduced to their species (butterfly, ladybug, bee, beetle),

loving insects and caring for them will rise to the level of the main goal. Also, loving nature, respecting it carefully, taking care of living animals not only arouses interest in nature, but also fosters patriotism, hard work in children, honoring and increasing natural resources of adults. qualities of respect for one's work are formed. The nature corner of the preschool educational institution, where houseplants and some animals are cared for, helps to introduce children to nature and instill love for it. After all, a child should understand that nature is a blessing, that a person gets everything necessary for his life from it, and that nature is a nurturer of a person.

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