



WAYS OF ECOLOGICAL EDUCATION AND TRAINING IN THE TRAINING OF FUTURE CHEMISTRY TEACHERS

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<p>Received: 26th January 2021 Accepted: 11th February 2021 Published: 1st March 2021</p>	<p>In the context of the requirements of the modern educational process for teacher training and the need for its continuous education, the teacher's desire for self-development and self-organization in a dynamically changing environment is of particular importance. The university phase (PMP) of school and methodological teaching plays a crucial role in the formation of such skills. In the context of expanding and deepening objective knowledge, the search for new models of professional and methodological training of teachers at the university requires the application of new approaches aimed at interdisciplinary synthesis and integration.</p>
<p>Keywords: Chemistry education, ecochemical skills, ecological experience, ecological culture, pedagogical professional skills, fundamental knowledge.</p>	

The education of higher education institutions combines the content of methodological disciplines, requires consideration of the impact of psychological and pedagogical training of students on general chemical science and general scientific knowledge. The environmental and methodological experiences of a chemistry teacher are part of the training of specialists at the university. It consists of general cultural, general scientific training, preparation of students to become future chemistry teachers.

In the process of teaching chemistry, it is planned to provide students with knowledge and skills in accordance with state educational standards, as well as to form in them a responsible attitude to culture and the environment. In the context of chemistry education, the structure and properties of matter, chemical language, the most important chemical concepts and laws, theories, chemical production technologies, the achievements of the chemical industry in the country, some representatives of organic matter, the ecological impact of chemical production on nature and society. skills building.

The process of determining the ecological content of chemistry education involves identifying the factors that manifest as its source. The main source is the social ecological experience, which reflects the essence of the interaction and interaction of the environment with man, recorded in the material and spiritual culture of society. Social environmental experience is less reflected in the environmental culture of a society. This experience represents the interaction of nature and the environment, not the interaction of man and the environment. Basically, social environmental experience is positive (human and environmental influences correspond to socially recognized values and is passed down from generation to generation) and negative (human and environmental impact results create conflicts between values and needs and are not passed down from generation to generation). Hence, a positive social ecological experience should be included in the ecological content of chemistry education.

According to tradition, the ecological content of chemistry education is formed by ecochemical knowledge, ecochemical skills and abilities, but in recent years the idea of incorporating not only knowledge, skills and abilities, but also elements of social experience has dominated the practice of pedagogy and higher education. There are some peculiarities of the approach to the ecological content of chemistry education according to the diagram described in the above scheme, including a set of chemical knowledge about human-environmental interactions and interrelationships (ecological components, ecological interactions, ecological contradictions, ecological development, ecological balance) Experience in mastering previously known methods of environmental activity (description, explanation, re-formation of the ecological culture of an individual or society; use of knowledge of creative activity, practical behavior) a sense of further development of the level of ecological culture of the society, the experience of valuable relationships (interpretation, analysis on the basis of differentiation, comparison) ensures the ecologically

expedient activity of adolescents and a responsible attitude to the environment and the shape of the line of restraint in it.

In higher education institutions, our young people have a clear direction and specialization, and reduce the level of environmental and legal knowledge in a few areas. Helps students majoring in chemistry to gain an understanding of chemical production, especially the saving and full use of raw materials, the impact of manufacturing enterprises on the external environment, chemical technological processes. Today in our country biologist-ecologist, lawyer-ecologist, pedagogue-ecologist, ecologist-technologist, ecologist-engineer, ecologist-chemist, ecologist-auditor and other specialists are being trained. In the current context of escalating environmental problems, our priority will be to ensure environmental security, to pass on natural resources to future generations, their rational use and protection, to improve legislation for this purpose, to further strengthen environmental and legal education in the family. This will serve to leave the existing natural resources of our country intact for future generations, to preserve, respect and use and protect them wisely. In short, holding such events in the family will greatly contribute to the formation of a new modern state of legal and environmental thinking among our youth, the establishment of the foundations of environmental and legal spirituality, culture and thinking.

The importance, relevance and practical significance of the process of formation of ecological culture of student youth is closely linked with the ongoing socio-economic reforms in the country, the modernization of all spheres of life, as the share of youth in the population is 64.0%. During the years of independence in Uzbekistan, the Oliy Majlis has adopted more than 30 environmental laws and more than 250 directives. The content of these environmental documents of national importance is being explained to the population, to our students through systematic means of education.

At the present stage of development of science and education, the goals and requirements for the chemical education of a chemistry teacher determine the main content and structure of his methodological training. A structure is a relatively stable unit of a set of interconnected elements that characterizes the integrity of objects. The structure determines the invariability of any complex system object, as it ensures the preservation of its basic properties in various internal and external changes.

The structure of methodological training can be considered in terms of the integrity of the PMP as the unity and interconnectedness of all its components, the sequence and continuity of its implementation. The methodological training of a chemistry teacher involves a set of interrelated components, the composition and complexity of which are determined by the goals and objectives of the PMP. The main goal of a PMP teacher is to form professional competence. Professional competence is understood as an individual-individual outcome of education that reflects the student's ability to solve a set of pedagogical problems independently at different stages of the PMP. The professional competence of a future teacher is a synthesis of basic competencies and additional powers related to the implementation of PMP goals, providing them to the university graduate to develop creatively in the changing conditions of social development and professional activity to give oneself the opportunity to understand. Professional competence describes the individual characteristics of the acquisition of professional knowledge and skills, while the PMP system is formed and operates in a mass training environment.

The study of the phenomenology of teachers' professional skills shows that, on the one hand, pedagogical professional skills represent a complex, multifaceted and multifaceted nature of teacher activity, which is socially oriented and teacher-oriented. is a pedagogical phenomenon. professional teacher. On the other hand, a teacher's professionalism is a qualitative characteristic that includes a set of combined fundamental knowledge, generalized skills and pedagogical abilities, his personal and professional essential qualities, culture and skills, which is a readiness for constant self-improvement.

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