



ENVIRONMENTAL COMPETENCE: THEORETICAL AND METHODOLOGICAL APPROACHES

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RESUME

In the conditions of modernization of modern education, the competence-based approach is one of the leading principles for determining the content of education and ways of organizing it. Environmental competence is an important area of modern educational systems at different levels - school and university - and acts as both a general cultural and professional component. This article analyzes the essence of environmental competence and environmental competence, their relationship in the system of categories of environmental psychology and pedagogy. The structure and content of environmental competence at the level of general secondary education are proposed.

KEYWORDS: *competence, socio-natural environment, environmental competence, ecocentric type.*

Competence is formed not only in the process of specially organized educational activities, but is the result of the entire life and educational experience of each person. Therefore, one should immediately pay attention to the integrity of the educational process in the broad sense of this concept: as an organized learning process in a special institution (school, additional education institution, college, institute, etc.) and as an organically assimilated social experience in the direct living of a person in a socio-natural environment. This is one of the aspects that shows the phenomenological nature of the concept under consideration. In the development of students' competencies, the purposeful activity of teachers, and the influence of parents, and the entire system of family life, schools, institutions of additional education, and society as a whole are essential.

Environmental competence should be considered as a holistic personal education, the formation of which involves:

- formation of a system of basic values (life, health, people, conservation of biodiversity, cultural heritage, educational dominants, etc.),
- awareness and assimilation of environmental knowledge at the level of facts, concepts, theories and laws, ideas of ecology, the role of environmental education in the development of the personality and individuality of each participant in the educational process;
- the ability to operate with this knowledge for the formation of their own picture of the world and the worldview of students, for the theoretical and practical development of reality by all participants in the educational process; systemic vision of pedagogical reality;
- development of methodological and speech culture of teachers, their mastery of system-synergetic, humanistic, acmeological, axiological, activity, polycentric and other methodological approaches in education;
- the development of ecological consciousness (a system of ideas about the world, which is characterized by a focus on environmental expediency, the absence of opposition between man and nature, the perception of natural objects as partners in interaction with man, the balance of pragmatic and non-pragmatic interaction with nature) both among teachers themselves and among students;
- development of ecological thinking - flexible probabilistic thinking, which implies the ability to establish cause-and-effect relationships, modeling and predicting the development of the environment, including in the field of interpersonal relations, which is especially important for pedagogical activity;



- an emotional attitude to the world around in all its fullness and diversity, perception and attitude to it as a significant condition for one's own development and the development of students, a condition for the existence of the entire diversity of life and culture on the planet; - developed skills of environmentally competent behavior in the environment, interaction with other people, harmonious interaction and sustainable development in the system "Nature - Society".

Environmental competence is a multidimensional concept, its content depends on many factors. To determine the essence of environmental competence and, accordingly, competence, it is necessary to analyze the relationship of these concepts in the system of categories of environmental psychology and pedagogy [1].

The central element of this system is an eco-friendly personality — a personality with an ecocentric type of ecological consciousness and characterized by the following features: psychological involvement in the natural world, subjective nature of the perception of natural objects, the desire for non-pragmatic interaction with the natural world. Within the framework of the competency-based approach, it can be assumed that an essential feature of an environmentally friendly person is environmental competence, which is a specific individual manifestation of environmental competence.

The basis for determining the essence of environmental competence is the category of environmental activities, which, in turn, is associated with environmental consciousness, environmental thinking and environmental values [2]. Considering the concept of "environmental activity", it should be noted that it is not interpreted unambiguously (in the psychological and pedagogical literature, eco-oriented, nature-oriented, environmental, nature-saving and other types of activity are also considered). However, in any case, it is necessary to proceed from the fact that the basis of a person's personality is the totality of his relations to the world, which are realized through activity, more precisely through the totality of diverse activities [3]. Ecological activity can be considered as a component of social activity that reflects the attitude of society to nature, which includes "all interactions of the subject of this activity with its object, i.e. eco-environment (which we will call ecological interactions), leading to certain environmental consequences, results (positive or negative)". So, the conditions of ecological activity are associated with such a way of interaction between man and nature, in which a person not only uses and organizes natural processes, is included in them (which is typical for hunting and gathering, agriculture, cattle breeding), but creates processes that become part of the natural environment.

Like any other form of human activity, ecological activity is determined by the quality of consciousness (ecological consciousness), which allows a person to acquire the properties of a subject that not only changes or transforms, but creates an ecological environment.

There are two approaches to the definition of environmental consciousness [4], which seem to be very productive for understanding the essence of environmental competence and competence, in contrast to environmental literacy and education. The epistemological approach is based on the fundamental nature of the cognitive attitude to the world. The consciousness of the subject of the epistemological type performs a reflective function and a regulatory function, mediating his activity in relation to the world from the moment of goal-setting to achieving the goal. In this aspect, it is logical to present the main components of the content of competence: knowledge, skills, experience in the implementation of theoretical and practical actions.

At the same time, it should be noted that understanding life as an activity does not mean reducing it to a multitude of separate actions. Life is integrity, and as one of its many characteristics, the essence of competence can also be understood, reflecting a certain unity of the life manifestations of a person as an individual, their relative stability in time and space. The ontological essence of competence lies in the fact that it determines such interaction of a person with the world, in which the world is experienced as capable of satisfying a wide range of needs and becomes significant for a person, and a person feels that he has the opportunity to master a significant world. Such a state of the fullness of being can be quite stable in the case when it is the result of not learned ideas, but an adequate mental reflection of the objective significance of the world and one's own objective capabilities, i.e. own competence, which acts as a meaningful dominant of the subjective world of the individual. Thus, the ontological approach to the definition of competence lies in the fact that it can be considered as a form of being that is realized in the interaction of a person with the world.

So, the driving forces behind the process of developing environmental competence are the resolution of environmental contradictions, for example, between a person's desire to live in environmentally more favorable, safe conditions and the lack of conditions and opportunities for this. Such contradictions are resolved in environmental activities, the object, subject and content of which, presented as components of the content of education, determine environmental competence.

The relationship of environmental competence with other categories of environmental psychology and pedagogy suggests the following logic. Environmental knowledge acquired by students in the process of environmental education, environmental ideas



formed in everyday life, contribute to the awareness of the importance of environmental problems, understanding the value of nature. Knowledge and values influence the formation of ecological consciousness, transform into beliefs that lay the foundation for an ecological worldview. In turn, the worldview determines the ideals of the individual, determines the attitude towards nature, which are manifested in environmental activities - actions, deeds, behavior, habits. In other words, ecological behavior is a consequence of the realization of the content of ecological consciousness.

In the content of environmental competence, various components are distinguished: motivational, cognitive, activity (L.E. Pistunova); meaningful, active, personal (L.V. Panfilova); methodological, motivational-value, cognitive-informational, prognostic (A.I. Novik- Kachan); environmental-cognitive, environmental-motivational, ethical-social, professional-behavioral (V.A. Danilenkova); cognitive, operational, need-motivational, value-semantic (A.A. Makoedova); scientific block, block of integrative qualities of personality, block of skills (S.N. Glazachev); motivational, intellectual, emotional-volitional, subject-practical substructures (F.S. Gainullova). Proceeding from the principle of psychological unity of consciousness and activity, relying on studies of the structure of professional competencies [5; 8], it is advisable to present the structure of ecological competence in the form of five components: value-semantic, motivational, cognitive, practical-activity, emotional-volitional.

There are two main approaches to the selection of the content of environmental competence. The subject approach involves finding manifestations of competence in a particular academic subject, clarifying the contribution of this subject to the formation of the corresponding competence (knowledge, abilities, skills and methods of activity) [6]. Obviously, this procedure significantly narrows the innovative possibilities of the competence-based approach, since it only leads to a restructuring and some integration of the traditional content of education.

Of course, when designing and implementing the content of environmental competence, it is necessary to take into account the requirements of the state standard of general education, where for some subjects (natural science, biology, chemistry, physics, geography, technology, history, social science) the need for the formation of individual components of environmental competence is indicated: goals, content, experience of cognitive and practical activity.

In the process of ecological activity, the student himself also changes: the amount of knowledge in various areas of ecology increases; skills are formed, focused on the rational and careful use of natural resources; there is a formation and transformation of value orientations that ensure a responsible attitude to the natural environment and one's own health; there is a development of abilities, personal qualities, allowing to implement a new style of behavior in the socio-natural environment, which in many respects contradicts the experience of previous generations.

Thus, the proposed model of environmental competence focuses environmental education not so much on the formation of knowledge, but, first of all, on the development of experience of practical participation in improving the state of Ermakov D.S. Ecological competence of students: content, structure, features environment, identifying and promoting the solution of environmental problems, in the process of which mental neoplasms arise in the form of new goals, assessments, motives, attitudes, meanings.

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