MECHANISM AND PEDAGOGICAL MODEL FOR DEVELOPING ECOLOGICAL COMPETENCE IN STUDENTS

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Abstract: *This article analyzes the mechanism for developing ecological competence in students and describes its pedagogical model.*

Keywords: *competence, ecological education and upbringing, ecological competence, competency, mechanism, methodological, pedagogical model.*

INTRODUCTION

Currently, the issue of developing ecological competence in students remains one of the pressing tasks. Utilizing the natural science views of Central Asian thinkers in this process is considered an important social requirement.

Therefore, the necessity of developing ecological competence, a sensible attitude towards the environment, and conservation skills is increasing not only for ecologists but also for personnel in other fields within today's higher education system.

Literature Review and Methods:Elevating the ecological worldview of society through the development of ecological education and upbringing is among the important tasks facing the state and society in Uzbekistan. It is impossible to imagine the future of the country without highly qualified personnel with high intellectual potential who are conscious of their responsibility for the future, and whose ecological knowledge and skills are at least average. The fastest way to improve the ecological worldview of society is to develop the ecological knowledge and skills of students in higher education.

Results and Discussion:The students' ecological competence was assessed at three main levels (low, medium, and high). The formation of ecological competence in students was determined based on: the level of understanding of ecological concepts (based on Bloom's taxonomy), feelings and reflections regarding nature and the environment, and ecological attitudes towards the natural environment.Within the scope of the research, a technology was developed for organizing trips to historical sites, museums, and historical monuments dedicated to the lives and activities of historical and great thinkers, aimed at developing students' ecological competence based on the natural science views of Central Asian thinkers.The use of the following project is proposed in the technology of organizing student trips to historical sites during extracurricular time. The organizational aspects of the technology for organizing trips to historical sites require determining the extracurricular time, the operational status of the visited location, and clarifying the issue of adhering to technical safety rules during travel. Organizing trips to historical sites pursues educational and training goals. When setting the goal, attention should be paid to the specific characteristics of the chosen destination and its historical monument.The

educational goal of organizing trips to historical sites, museums, and historical monuments dedicated to the lives and activities of historical and great thinkers is to reinforce students' practical knowledge and skills in ecological competence through these trips.The training goal of organizing a trip is to develop students' patriotic feelings, and to foster a culture of environmental protection by increasing the responsibility for preserving historical sites, museums, and historical monuments dedicated to the lives and activities of historical and great thinkers.

Teaching Methods: "Freedom of Choice in Data Assimilation," "Exercise for Mastering Life Experience," "Healthy Competition - Critical Analysis," visualization, observation, and working in small groups.

Pedagogical Model (Five Stages of Trip Organization)

Stage 1 (Visiting): Visiting historical sites, museums, and historical monuments dedicated to the lives and activities of historical and great thinkers.

Stage 2 (Discussion): Methods such as interviews, discussions, and debates are used with students and staff/religious sector representatives providing explanations. The main topic of the Q&A may be related to the general characteristics of the visited destination. This helps students gain general knowledge about the historical monument.

Stage 3 (Enhancement): This stage is carried out after leaving the historical places, museums, and monuments dedicated to the lives and activities of historical and great thinkers. It involves organizing round-table discussions and forecasting regarding the adjacent structures around the monument, conditions for visitors, and necessary measures for better preservation of the site. Students' knowledge about the observed location is enhanced by using methods such as: "Freedom of Choice in Data Assimilation," "Exercise for Mastering Life Experience," and "Healthy Competition - Critical Analysis."

Stage 4 (Practical Application): Assignments are given to students at the historical monument itself or after leaving it. Tasks include preparing essays, graphic designs, utilizing multimedia tools, and creating compilation folders concerning the structure of the pilgrimage site, its architectural features, the positive and negative aspects of the preservation of structures and artifacts, and the necessary measures to be taken to enhance attention. The teacher who assigned the task creates an environment conducive to developing students' skills in preserving historical monuments through discussion of these assignments in the classroom during subsequent lessons.

Stage 5 (Synthesis/Creation): Research is organized based on the results of trips to historical places, museums, and monuments dedicated to the lives and activities of historical and great thinkers. This stage requires students to write an article or essay stating that a cautious attitude toward historical monuments is the duty of every citizen, and that preserving not only historical monuments but also our natural environment is an integral part of this duty. It also requires the use of methods aimed at enhancing students' creative abilities with the help of modern computers.

Methodological Requirements:To enhance the possibilities of utilizing Social Pedagogy, History of Uzbekistan, Philosophy, and Ecology in developing students' ecological competence, the necessity of focusing on the following factors has become clear:Paying special attention to the formation of information in students' minds about

concepts and views related to ecology in the past during the teaching of Social Pedagogy, History of Uzbekistan, Philosophy, and Ecology.Achieving adequate ideological preparation and experience among professors and teachers of Social Pedagogy, History of Uzbekistan, Philosophy, and Ecology regarding the theoretical knowledge of ecological competence and its development in students.Achieving effective use of the correlation between Social Pedagogy, History of Uzbekistan, Philosophy, and Ecology with other subjects in developing students' ecological competence.Giving serious attention to the issue of organizing ecological activities within the plan of spiritual-moral and educational work established in higher education institutions.Expanding the use of opportunities provided by social networks, mass media, and e-learning resources.Ensuring the active participation of students in organizing activities aimed at environmental protection.The correct selection of the modern methodological basis in the theory of ecological education, and the application of methods based on its requirements, distributed according to the types of education and utilized in vocational training, indicates the veracity, justification, and practical significance of the obtained results.Ecological research methods are the means of studying, identifying, and implementing processes, phenomena, events, states, and objects occurring in ecosystems. Since ecological research is encountered in almost all branches of science, it possesses a characteristic of complexity, and includes the application of pedagogical research methods common to nearly all sciences. The method, in turn, serves as a means for the discovery of new scientific theories and laws.

The following requirements can be distinguished in the methodology of ecological education for developing ecological competence in students: conducting ecological research within specific ecosystems; selecting methods based on current conditions; investigating natural, socio-natural, and natural-social events, processes, and phenomena; selecting ecological education research methods; and systematizing scientific knowledge methods based on real conditions.

Pedagogical Strategies:The "Small Essay" strategy allows students to express free opinions on the studied topic or the issue being discussed, and provides an opportunity to restate the essence of the content.The "Discussion" method is organized to activate students and involve all participants in the debate.The "Brainstorming" technique helps to form clear concepts about ecological processes. It is the collaborative discussion of ideas received through mental effort under pressure. It is an exercise that requires attention and focus, and while it is enjoyable, it is very useful for expanding knowledge. The main strategy is always maintaining a high level, adhering to the principle of recalling mature ideas and working at a fast pace. It is recommended to directly question those who are not actively participating or are less vocal (similar to the "Lightning Speed" method) to involve everyone equally.The development and implementation of educational projects yield good results in organizing education and conducting practical lessons. This fosters students' skills to combat the negative effects of global ecological problems and promotes rational use of nature.

conclusion:In implementing measures aimed at improving the mechanisms for developing students' ecological competence based on the natural science views of Central Asian thinkers, and in conducting educational work and organizing extracurricular ecological activities, extensive use of modern computer technologies and electronic

information resources enriches the content of educational materials and serves as a crucial methodological guide.

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