



"ECO TEAM" PROJECT AND ITS APPLICATION TO EDUCATION

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Abstract

In this article, the implementation of the "ECO team" project, which is part of classroom and extracurricular activities, its peculiarities, its role and importance in the formation of eco-aesthetic competence, the conditions and stages of its introduction in school education, the role of school officials and pedagogues, this The importance of making a plan of work with parents is explained in detail. The similarities and peculiarities of the "ECO team" project with the work carried out for the formation of eco-aesthetic culture among students in foreign schools are described.

Keywords: "ECO team" project, conferences, Olympiads, exhibitions, thematic weeks, volunteer, continuous education.

Introduction

In accordance with the laws of the Republic of Uzbekistan "On Nature Protection", defining the principles of ecological and eco-aesthetic knowledge and education in the continuous education system has become an important strategic task. The most popular means of educating a person on the basis of social events in the educational process is, without a doubt, environmental education. Ecological and eco-aesthetic education is of special importance in the formation of a child's social worldview and the development of the concept of the environment during educational sessions. In the process of forming students' eco-aesthetic and ecological competences, the following organizational forms are implemented:

- Public (conferences, Olympiads, exhibitions, themed weeks);
- Group (various forms of lessons, presentations, practical exercises, games, excursions);
- Personal (advice, conversations).

We are constantly repeating these types of activities and extracurricular activities. There is a lot of theoretical information about the above in textbooks. But the question of how to put it into practice is always under question. It is gratifying that a number of works and projects are being carried out in several schools of our republic to develop students' eco-aesthetic competence. Among them, the most famous is the logo "ECO team". Now let us answer some questions about what kind of project this project is, who is its organizer, who will participate in it, how it is organized, what exactly is needed for the high-quality organization of the "ECO team" project in educational institutions.

LITERATURE ANALYSIS AND METHODOLOGY

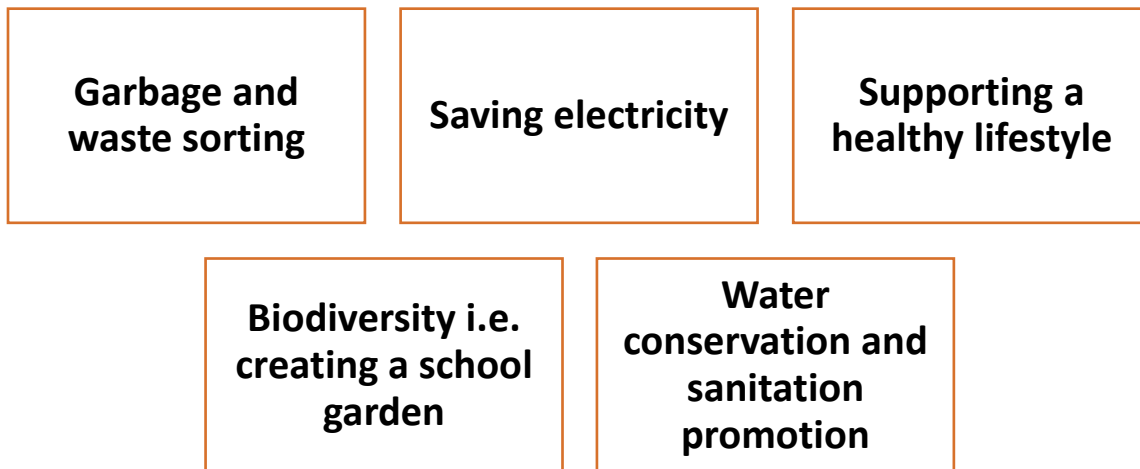
The "ECO team" project is one of the carefully thought out and implemented projects aimed at the formation of ecological and eco-aesthetic culture in the school. Volunteer students of the school are participants and managers of the project. Geography teachers or other responsible person (MMIBDO



or youth leader) is responsible for organization and acts as the chairman of the committee. The school fund will fully cover the expenses for the outerwear with the same emblem of the participating students and the objects necessary for promotion.

Brief comments about the "ECO team" project:

- Voluntary students together hold ECO team meetings twice a week. The purpose of this is to exchange ideas, share new ideas and discuss and distribute the work that needs to be done.
- They come to classes 3 times a week and give some information about preserving nature, that everyone is responsible for the cleanliness of the environment, not throwing waste in the schoolyard, saving water, taking care of indoor flowers.
- The directions of the "ECO team" project include the following 5 directions:



- The activity of the 1st group is that they collect and sort waste in the school area. For example, put plastic containers in a separate box, and paper waste in a separate box. Students who litter despite warnings will be given a red card (after the red cards are calculated, the students will be punished, that is, they will receive a warning from the school administration, they will bring a bush of saplings for the school garden) or they will be part of the team. is forced to enter, acts as a representative of the team.
- Under the motto "The future also wants to breathe", students plant saplings in the school garden and grow seedlings in the school greenhouse. The grown products are sent to the school canteen. Water is saved because drip irrigation has been introduced. The purpose of this is that every student who has learned at school will set up his own small greenhouse in his yard and use drip irrigation to grow crops.
- Every year on May 12 - "Environmental Education Day", several "Challenges" are also entrusted to the participants of this project. It will be organized for internal and external beautification of the school area.



□ Volunteers continue their activities wearing T-shirts with the slogan "We want the world to be green". In this, of course, the school administration regularly encourages the activists and encourages other students to become participants in this project, attracting them like a magnet.

DISCUSSION AND RESULTS

We would like to note the following points as a conclusion. When the student works hard, sweats, he ensures that the area he cleans is clean and tidy. Why? Because his work and time are gone. He will never allow his work to be devalued. Asta slowly learns to appreciate the work of cleaners and landscaping workers.

Some parents may object to this. My child does not go to school to clean, but to study. A feeling of protest may arise as if he is being forced into forced labor. This, of course, is a proof of low eco-aesthetic culture. Because the student wants to be a participant of the project and makes an independent decision, he becomes a volunteer of this project. It should be noted that today's life demands that education is more important than education. After all, aren't students spending their valuable and precious time outside of class and school to fall into the whirlpool of harmful ideas on the Internet?! But some parents do not control it. On the contrary, they don't want their child to work as a participant in projects like the one above. They do not allow. Without understanding the purpose of the project, he makes a decision based on his own conclusions. In order to prevent such unpleasant situations, it is the most effective and correct way to present this project at the parents' meeting held at the beginning of the year. That is, parents will be informed about the real goals and plans of the "ECO team" project. This information is provided by their children. In our opinion, this will not affect the parents.

We would like to tell you some interesting facts about Japanese schools:

- I. There is no uniform, but when entering the school building, students take off their shoes and change into slippers. This allows students to feel free at school and reduces all kinds of soil and waste brought in from outside that pollute the classroom air by creating dust.
- II. Students (regardless of the grade) clean the classroom themselves, the teacher washes the floor, and the children dust and throw away the trash (above we mentioned putting it in a separate box).
- III. They water the flowers from the 1st grade.

CONCLUSION

In short, we can gradually build eco-aesthetic competence in the minds of both parents and students during the implementation of the above projects, following the example of the foreign education system. It is impossible to bring everyone in society to the peak of eco-aesthetic culture. But it is possible to educate the future generation in the spirit of environmental responsibility. We sincerely believe that this will be the greatest contribution of pedagogues to the future.



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