



## **SOME CONSIDERATIONS ABOUT THE CONCEPTS OF ECOLOGICAL COMPETENCE AND ECOAESTHETIC COMPETENCE**

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### **ANNOTATION**

In this article, the concepts of ecological and eco-aesthetic competence are scientifically analyzed, their explanations in various scientific literature are detailed, and detailed information is provided based on several sources. The reasons why the competency-based approach is becoming a priority in education today are given and explained. It is a characteristic aspect of the article to justify that a warm attitude towards nature and love for beauty serve as the basis of the above two concepts.

**Keywords:** globalization, modern school, ecological and eco-aesthetic literacy, competence, cognitive-informational, epistemological and ontological approach, motives, personal characteristics.

### **INTRODUCTION**

It is no secret to any of us that in the era of globalization, environmental problems are in the first place in the focus of everyone's attention. The task of a modern school is not only to form a certain amount of knowledge on ecology and eco-aesthetics, but also to acquire the skills of scientific analysis, to apply them in various life situations, to understand the interaction of society and nature, and the environment. - to help in understanding the importance of providing practical help to the environment. All of the above words are sentences that are repeated over and over to this day. Today, the competency-based approach is becoming a priority in education. Why? Because, in the conditions of the current environmental situation in our country, it is important to include environmental competence in the main competencies of students.

Contributing to the solution of environmental problems in the Republic of Uzbekistan with the introduction of the educational system is the most important factor. In this regard, wide-ranging theoretical and practical tasks are being carried out in order to increase the ecological and eco-aesthetic literacy of the growing young generation, to effectively organize the process of environmental education and training. The relevance of the topic of this article is that the formation of ecological and eco-aesthetic competence of students is one of the most important and main tasks facing modern education. It is known that environmental education of children of primary school age is the most important task of the primary school teacher and the surrounding world, including the use of various forms and methods of local environmental education, in general, all the above issues remain relevant.



## **LITERATURE ANALYSIS AND METHODOLOGY**

In order for us to understand the essence of the concept of "Ecoesthetic competence", first of all we need to define the meaning of the term "Ecological competence". Now, while reviewing several definitions of the concept of "Competence", we would like to highlight the main interpretations of the concepts in psychological-pedagogical dictionaries. Based on the analysis of these concepts, we define the meaning of the term "competence". In the dictionary of S.I. Ozhegov, the concept of competence is understood as "a number of issues that someone knows well". In the dictionary of D.N. Ushakov, competence is defined as "a complex of issues and events for which a certain person has authority, knowledge, and experience." N.G. Komlev gives the following definition in the dictionary of foreign words edited by: "1) awareness of any field; 2) technical assignments of any person". According to Alekseeva, competence is a systematic integral quality of individuality that describes the ability to solve problems and tasks at various levels that arise in life situations and professional activities, based on formed values and motives, knowledge, education and life experience, individual characteristics, inclinations.

I.S.Sergeev and V.I.Blinov in their work "How to implement a competency-based approach". Classroom and extracurricular activities define competence as a result of non-standard education expressed in the readiness to activate knowledge in conditions of uncertainty and the existing potential for productive work. According to L.A. Zimnyaya, competencies are some kind of internal potential. Hidden psychological neoplasms (knowledge, ideas, programs of actions, algorithms), system of values and relations, later appear as manifestations of actual activity in human powers. These competencies, which are manifested in the actions and activities of a person, are his personal qualities and characteristics. A sufficiently broad analysis of the concepts of competence and competency is given in O.P. Merzlyakova's dissertation on the formation of the main competencies of students based on the implementation of the principle of complementarity in the educational process. Competence means a set of knowledge, skills, value orientations. Practical experience necessary for successfully solving problems in a certain area of human life or professional activity. Competence is understood as an individual integrated quality of a person based on the sum of knowledge, skills and value orientations, as well as rich experience in the field of existence. Now let's move on to the definition of the concept of "Ecological competence". Despite the fact that there is a sufficient number of scientific literature and works on the study of the competences of schoolchildren, the study of environmental competence is not given much importance. At present, we will consider the main concepts defined by Methodist scientists. Thus, in his work, D.S. Ermakov analyzed the nature of ecological competence and determined the structure of this concept. He considered the two most effective approaches to understanding the nature of ecological competence: epistemological and ontological.



The first, according to the author, is based on "the fundamental nature of the cognitive attitude in the world." In the epistemological approach, he distinguishes the components of competence, such as the use of knowledge, skills, theoretical knowledge and practical skills. In the ontological approach, the author distinguishes the essence of competence from the fact that the world is important for a person, and in return he feels responsible for the world. "An ontological approach to the definition of competence is that it can be considered as a form of existence that is realized in the interaction of a person with the world." D.S. Ermakov comes to the following conclusion: "Ecological competence is an opportunity. Such contradictions are resolved in ecological activities. Their object, subject and content are presented as components of educational content and demonstrate ecological competence. D.S. Ermakov defines environmental competence as a system of normative requirements for the level of personnel training. A.N. Zakhlebniy, E.N. Dzyatkovskaya believed that ecological competence of students in the field of solving environmental problems, saving life and sustainable reproduction is not only a result of science education, but also a general cultural indicator. The authors show that environmental competence in relation to general education is associated with the student's ability to independently transfer general skills and knowledge of science, as well as to apply it comprehensively. A.V. Ivashshenko concept of environmental competence, environmental protection related personal necessary for production activities as a set of characteristics (knowledge, skills, habits, methods of activity). defines. Ecological competence is human protection of the environment, ability, readiness and experience to solve environmental problems.

D.I. Zverova gives the definition of ecological competence as "a system of scientific and practical knowledge, skills, values, behavior and activity that ensures a responsible attitude to the natural environment and health."

According to Z.A. Zebzeeva, education of a person who not only has ecological knowledge, skills and abilities, but also respects the dignity of another person, can show feelings such as kindness and sensitivity is of great importance in society. ladi

According to A.N. Zakhlebni, ecological competence is the ability to combine knowledge about the natural environment, as well as the ability to act ecologically in certain life situations.

L. E. Pistunova considers environmental competence to be a combination of ecological knowledge and skills, moral attitude to nature, humanitarianism and sympathy, thrift, and personal qualities of environmental significance, such as responsibility for the results of environmental protection activities.

Various components are distinguished in the content of ecological competence: motivational, cognitive activity (L.E. Pistunova); methodological, motivational-value, cognitive-informational, prognostic (A.I. Novik-Kachan); ecological-cognitive, ecological-motivational, moral-social, professional-behavioral (V.A. Danilenkova);



cognitive, operative, need-motivational, value-semantic (A.A. Makoedova); scientific block, block of integrative qualities of a person, block of skills (S.N. Glazachev); motivational, intellectual, emotional-volitional, subject-practical substructures (F.S. Gainullova). D.S. Ermakov distinguishes the structure of ecological competence in the form of five components, which are as follows: value - semantic motivational; cognitive; practical activity emotional-volitional and consciousness. Based on the principle of psychological unity of these activities, it determines the structure of such competencies based on research. A.N. Zakhlebniy, E.N. Dzyatovskaya distinguish three plans of environmental competence, which are related to the structure of competences described by the European competence framework.

1. External. It includes the ability of a person to direct the design of the quality of the social and natural environment. Environmental competence includes the ability to rationally combine the interests of environmental security, legal norms and ideas of environmental ethics to assess not only real, but also potential risks of making a certain decision.

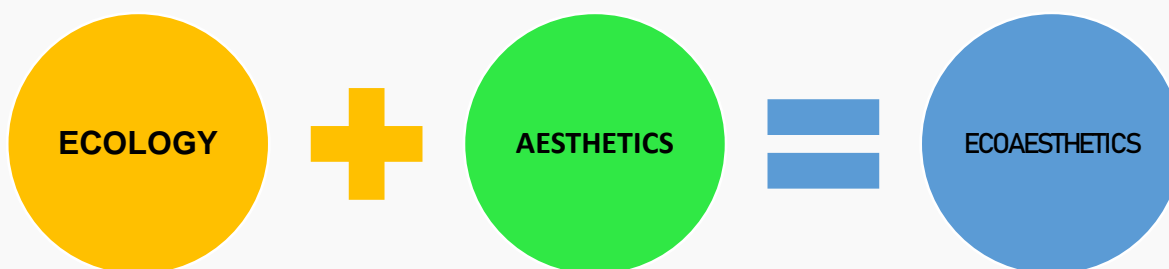
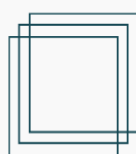
2. Personal. It includes the ability to further improve the subject's qualities (motives, personal characteristics, and will). "Environmental competence envisages the internal readiness of a person to perform actions that are indirectly beneficial for him. The ability of a person to take responsibility for his actions in the environment and the consequences of these actions is very important. Value - semantic skills have a demand for self-improvement of a person; knowing one's personality; awareness and understanding of oneself as a person; reflective experience, ability and readiness for self-management and self-development"

3. Activity is a systematic process related to the problems of managing one's activity in various life situations. "Environmental competence is an organizational activity and it includes social and practical skills. Setting goals, planning, and evaluating results, etc." The internal plan of ecological competence is compared with "personal competence, which implies behavioral skills in a certain situation, and moral competence, which implies the existence of certain personal and professional values."

## **DISCUSSION AND RESULTS**

D.I. Zvereva's definition of the term "ecological competence" is: "a system of scientific and practical knowledge, skills, value orientations, behavior and activity that ensures a responsible attitude to the natural environment and health We accept his opinion.

Now we combine this term with aesthetics and create the concept of eco-aesthetic competence. The result is like explaining the meaning of the addition operation in mathematics, that is, growing and enriching ecological knowledge, skills and experience in terms of aesthetic taste creates eco-aesthetics.

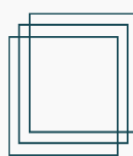


## CONCLUSION

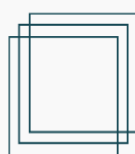
It can be concluded that eco-aesthetics not only teaches to love and appreciate the beauty of nature, but also analyzes and guides the factors that bring out its beauty and charm. For example, knowing not to cut or open a flower, its role and importance in ensuring air cleanliness is an ecological-biological competence, while caring for a flower and enjoying its beauty and fragrance is a part of eco-aesthetics. looks like.

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