

**TECHNOLOGICAL BASIS OF NATURAL-SCIENTIFIC VIEWS OF CENTRAL ASIAN
THINKERS IN DEVELOPING THE ECOLOGICAL COMPETENCE OF YOUTH**

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Abstract: In this article, the development of environmental education in Uzbekistan is one of the most important tasks facing the state and society to raise the environmental outlook of the society, and the issues of using the works of Central Asian thinkers in the development of environmental competence of students are analyzed and the technological basis is described.

Key words: Youth, competence, ecological education, ecological competence, competence, pedagogical, methodical, thinkers of Central Asia.

Introduction. The conditions of globalization have positive effects on the socio-political, economic, spiritual and educational spheres of the country as well as negative consequences. In such a situation, it is the main task of educational institutions today to inculcate national interests in education and upbringing of young people with the level of modern requirements, to make their minds resistant to any negative influences, because only such people can create the foundation of a sustainable society in the future.

In the effective use of natural resources in the world, strengthening of international cooperation, environmental protection and comprehensive ecological monitoring of rational use of natural resources occupy a priority place. Currently, world scientists are paying special attention to the analysis, systematization and evaluation of environmental education models and technologies. During the study and analysis of the pedagogical experience of the advanced countries of the world, it was found that the development of environmental competence among students is carried out in four interrelated directions in higher education institutions: it is desirable to introduce special courses designed to provide environmental information into educational programs, to expand scientific research on ecology, and to actively participate in environmental activities carried out by the public.

Based on the natural-scientific views of the thinkers of Central Asia, the wide use of modern computer technologies and the possibilities of electronic media enriches the content of educational materials in the implementation of activities aimed at improving the mechanisms of the development of students' ecological competence, in carrying out educational activities, in the organization of extracurricular environmental activities, serves as an important methodological guide. In regular activation of educational work aimed at improving the mechanisms of development of environmental competence of students, it is appropriate to effectively use the collected materials, experience, and objective scientific practical conclusions of non-governmental and non-profit public organizations, to offer students to study as scientifically based material.

A special metaprogram was created for the development of students' environmental competence, which is based on understanding and memorizing the information system (lecture), classifying and describing information, discussing personal views in the form of negotiation, organizing business games (practical training), understanding the axiological content of information, orienting the value system to social and professional tasks (lecture-conversation classes), forming

a person's emotional response to information, using the student's life experience, the Internet and additional resources (independent education) was established.

Methodological structure of development of environmental competence of students was divided into several stages.

The first stage is a motivational reflexive stage, and students should be aware of the necessity of knowledge acquired by the natural-scientific views of Central Asian thinkers and should clearly indicate the goals and tasks. In this, students get acquainted with the main content of ecological activity, initiative and the concept of "Ecological competence" and the science they are learning is synthesized. The first step of this stage is the motivation of learners. For this purpose, an environment was created for students to consciously understand environmental processes (videos about the environment, nature, crises). The content of the analytical pedagogical laboratories at this stage is that the design of life processes (life events that create life experience, process design, that is, educational dialogues between the teacher and the student, by bringing education closer to everyday life activities) (formation of the studied material as the stages of the culture being created, the formation of one's own "self" through the realization of the values in life and the ability to enter into a balanced relationship with the environment) was carried out.

The second stage is reproductive and educational. Development of scientific ecological knowledge through practical experiences. Grounding of experience of scientific environmental knowledge further strengthens knowledge, skills and abilities and directs to the level of competence. The process of mastering the algorithm for working with the project is aimed at the development of creative activity, the implementation of necessary environmental measures in a changing world. The following are the theoretical part of the design:

- identification of the actual problem;
- choosing a topic for design;
- putting forward functional or ideological hypotheses;
- modeling;
- it was recommended to prepare and defend the presentation of creative work.

The third stage is constructive. At this stage, students demonstrate their "methods". At the constructive stage, the socio-psychological world of the individual is illuminated. The presented project will be creatively developed again.

The topics may be different in a group of students, but the framework that forms the system is the same. This stage also consists of several parts, which are:

- identification of actual problems of the studied aspect (through associative means, pictures, video tapes, texts, etc.) scope and level of accuracy of the problem;
- acceleration of the process of studying the problem through information and innovative educational technologies;
- students analyze and group answers;
- describe educational goals through a problem tree;
- identifying the object and subject of project work, generation of ideas, justification and proof;

- Formation of reflection and transformation of knowledge into axiological values was observed.

The fourth stage is the development of environmental competence of the student. The peculiarity of this stage is that the personality of the student begins to feel unity with the world in his worldview. At this stage, students will have the opportunity to apply vitagen, reflexive, information, communication, facilitation technologies and see the results of these technologies. During the implementation of the fourth stage, there is an opportunity to use mental maps, to summarize and understand the content of knowledge, and to apply the acquired knowledge in life processes.

The integrated education system to the educational system of environmental competence, all the scientific skills and knowledge that students are mastering independently and holistically, education on issues of environmental safety (movement, activity), human health and safety integration with other subjects in the system helped students to develop a holistic natural-scientific outlook.

Environmental competence of students is not only their knowledge within academic subjects, but also multifaceted integrated scientific unity of the educational system. By applying ecological competence to the educational system, all the science skills and knowledge acquired by students independently and holistically were integrated with other subjects in the educational system for ecological safety (movements, activities), human health and safety, and from ecology a program integrating the subjects of the curriculum with ecology and environmental protection was developed. This made it possible to organize lectures and practical trainings depending on the chosen specialty of the students.

Environmental competence is considered as an integrated personal education of the student, its characteristics determine the leading psychological characteristics:

in the cognitive sphere - which allows to master the system of scientific concepts on environmental problems, and also realizes the need to protect the natural environment in order to harmonize relations in the system; "Nature is man"; in the emotional sphere - moral and aesthetic feelings and emotions resulting from contact with nature, as well as emotional reactions reflecting a negative attitude towards people who destroy the natural environment;

in a voluntary field - the ability to carry out this personal education related to the experience of responsibility for the state of the environment, the study and protection of the natural environment. Based on the above considerations, it can be noted that environmental competence is an integrative category that combines many components.

In our research, the student's interaction with nature is considered as an ecological relationship, and the importance of social pedagogy, history of Uzbekistan, philosophy, and ecology is emphasized in raising these relationships to the level of ecological competence.

Based on the natural-scientific views of Central Asian thinkers, the educational mechanism aimed at developing environmental competence of students is carried out only by influencing students, implementing it and developing it. Because as time changes, the methodological approach also changes, and the natural environment also has the characteristic of self-change.

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