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MECHANISMS FOR IMPROVING ENVIRONMENTAL COMPETENCE IN FUTURE TEACHERS

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Annotation
This article reflects on providing environmental education and education to students, changing them in a positive way their attitude towards the environment and mother nature, preserving Mother Nature, mitigating the global environmental problems observed today and their negative consequences, including the lack of Water Resources, global climate changes and its impact on nature. In addition, the article discusses environmental competence in students and prospective teachers.

Keywords: environmental safety, environmental competence, nature, humanity, problem, science and technology, health, healthy lifestyle, culture, upbringing, environment.

Introduction

Today, a person's attitude to the environment has come to a state of environmental crisis, in which the crisis cannot be restored only by economic, technical and administrative measures. The scientific progress of society, which sees man as the ruler over nature and the steward of nature, generated visions of its infinite power. Negative jaraèns that occurred in nature began to qualitatively affect the human lifestyle. The negaroruk method of solving environmental problems —not technological, but also —became Ann, which consists in the formation of a kogup, an eco-educated èsh generation to manage an ecologically harmonious, sustainable nature [7]. Becoming a professionally active person of a teacher with a high environmental level, professional mobility, independence, constantly improving his professional skills and skills, the ability to improve his professional and Creative Growth, became a haètiy ehtijj. This puts before society the task of raising a kogup, a student – future teacher who can become a subject of improving his skills, to take responsibility for his knowledge. One of the ways to solve this problem is to form the professional ecological niche of the future teacher.

Increasing the professional environmental level is hampered by the effectiveness of the current university practice and environmental-negaroruk education, which is expressed in the main focus on the component of knowledge‖ (mastering knowledge and information about environmental disasters) —based on competence‖"[8]. From the point of view of competence-based èndashuv, the future teacher should have not only extensive and in-depth knowledge, skills and qualifications in various fields of Ecology, psychology and pedagogy, want to improve his knowledge and be able to apply them in educational jaraèni. It should not only form in students a system of ideas about the relationship in the surrounding dunè, —human-nature System, teach technologies for rational management of the environment, but also develop rational and environmental aspirations and skills, explain the safe use of Natural Resources in the field of use of nature [3]. This idea of the essence of sustainable development in the ecological background of the future teacher is complicated by a number of capillaries: between

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the ehtijiji on environmentally competent teachers, which is a kogup to the effective environmental educational activities of society, and the sufficient effectiveness of the formation of an environmentally harmonious personality of the future teacher.;

• Between the original conceptual scheme of the ecological-humanitarian educational paradigm and its full implementation in the field of designing technologies for the formation of an environmentally harmonious personality of the future teacher;

• between the distribution of the new socio-environmental function of the teacher and the absence of a mechanism for correcting environmental negaroruk activities from the point of view of competence based on the professional orientation of future specialists in higher education and the system of determination. The identified kapama-resistance between the need to form ecological niches of future teachers and the lack of formation of their professional ecological niches is aimed at myammocura in search of ways to increase the effectiveness of environmental sustainability of future teachers. One of the possible methods of scientific research is the study of the structure of the ecological niche of the future teacher, the development of its conceptual and prognostic model and the search for mechanisms for its development in the person of a future specialist. In recent years, a number of studies have been carried out on various aspects of the problem of the formation of the personality of a specialist, his professional competence[11,12]. At the same time, the analysis of scientific publications showed that, despite the fact that there are a number of studies dedicated to the formation of professional skills of future teachers, there are problems with the development of the IOC model for the formation of environmental skills of future teachers itself. The model of the formation of an ecological niche of future teachers is the response of their negaroruk educational makcagura Bran. The analysis of the existing scientific concepts of teacher training allows us to give an idea of orientation:

- description of the knowledge and skills of Bran that a graduate of a higher educational institution acquires;
- abilities and skills (constructive, organizational, communicative, information, educational, organizational, mobilization, research, self-improvement);
- characterizing the identities and characteristics of a person, representing his moral, ideological and civil positions, taking into account the modern requirements of society and personality;
- requirements for the qualifications and skills of a specialist, which should constitute a necessary and sufficient system for the organization of a holistic jaraèn of the formation of a student's personality[9,10].

Scientific guidelines established in the development of the model of teacher training, striving for the integrity and consistency of the consideration of this model, as the most important goal of the humanistic concept of modern education, do not focus on the aspect of the development of the individuality of the future teacher. Therefore, a multicomponent model consisting of structures of professional activity, personal qualities and individual characteristics was taken as the basis for the construction of the structure of professional competence of the future teacher [4]. The development of personality is understood as the development of complex spheres: intellectual, motivational, emotional, interpersonal, thematic, existential and self-regulation; at the same time, education is the purposeful

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influence on the development of a person, on his relationships, characteristics, qualities, views, beliefs, behavior based on the interaction of teachers and students at various events is seen as jaraèni [6]. Competence èndashuvi makes it possible to determine the professionally important characteristics and qualities of a teacher: mental neoplasms in combination with a system of personal qualities that will help form the ecological skills of the future teacher. These include:

- professional knowledge, skills, qualifications are combined with techniques and technologies of professional activity; professionally important qualities; environmental and pedagogical thinking (intellectual sphere);
- exposure to professional work; value orientations in professional activities, environmental education and motivation for practical activities (motivational field ;
- conscious environmental education controls the range of emotions that create a favorable mood of the entire pedagogical jaraèn (emotional sphere ;
- objectives, activity tasks and its conscious implementation; ichthyical regulation; moral and Ichthyological aspirations in the implementation of environmental education and practical activities (Ichthyological sphere ;
- mastering the ecological-pedagogical strategy and technologies of professional activity, professional behavior that meets pedagogical requirements and environmental standards (subject-practical area);
- determination of criteria for success; obtaining information about the results; decision on correction; legality of environmental education and selection of practical activities and its regulation (field of self-regulation);
- professional pedagogical position; a system of relations closely related to the content of professional activity, professional identity, the presence of a positive concept of "teacher-ecology" (existential sphere).
- We consider the environmental competence of a teacher as a specific type of professional competence, as one of the components that make up part of the general competence of a teacher.

The environmental competence of the teacher develops in relation to the environmental, communicative, psychological, pedagogical, social and methodological competencies of the teacher and expresses their synthesis and integral unity [5].We will present in one whole the reference content indicators of the ecological component of the personal and personal qualities of students, which form the ecological core - the basis of the personality of the formation of environmental competencies of future teachers.

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