



ENVIRONMENTAL COMPETENCE OF A GEOGRAPHY TEACHER -AS A GUARANTEE OF EDUCATIONAL EFFECTIVENESS

Khurramov Isroil Abdurashidovich

“International School of Finance Technology and Science”
Institute, Doctor of Philosophy (PhD) in Pedagogical Sciences

Abstract

Today, a lot of attention is paid to the improvement of the educational system by our state. Nevertheless, it is no secret that in the educational process, the interest of students in acquiring knowledge is becoming a serious problem. Humanity has long been interested in the question of knowing and studying the world in which it lives. In fact, this is mainly given by geography education. In particular, geography is a primary educational discipline aimed at providing information to form a complete picture of the planet in which humanity lives, that is, the Earth. It occupies a special place within the system of all sciences. Because always the nature of the place where a person's life lives itself, which is closely related to the environment, has been formed on the basis of various processes. The importance of geography is that it provides the most necessary natural, socio-economic conditions of a person. The study of this science changes the scientific worldview of students, makes them aware of the surrounding events. Educates students in a responsible attitude to the environment and develops their intellectual potential.

The science of geography and the environmental competence of the teacher of this science have an important importance in providing environmental education and education to students of Secondary School geography, the formation of a sustainable ecological culture in them. The process of Environmental Education requires a geography teacher to have a deep mastery of his subject, a skillful master of its teaching, an excellent mastery of modern innovative technologies.

The main task of the formation of environmental competence is primarily to draw attention to the problems of the interaction of nature and society on the basis of the formation of a scientific and ecological worldview in each person.

The second direction in environmental competence is to achieve the rational use of natural resources on the basis of the absorption of special environmental knowledge into the direction of activity of each person, while the third direction is the environmentalization of youth knowledge.

Environmental competency is the awareness of the responsible attitude to the environment, the phenomena and events that occur in the educational process on the





basis of the laws of development of nature and society, their interaction, the reasons for the origin of environmental problems.

Competence-oriented education (somretense-based yedisation-SVE) is an American linguist. The term “competence”, proposed by khomsky (1965, University of Massachutes), was formed in the general sense. At the symposium in Bern (1996) on the program of the Council of Europe, the concept of “competence” is “training”, “kompetentnost”. it has been argued that” ability “is included among concepts such as” ability”, “skill”¹. The ministers of education of European states defined a competency approach in the Bologna declaration (1999) as a conceptual framework for educational reform. Competence means, in a broad sense, suitable, suitable, worthy, appropriate, responsible. oday, the concepts of” preparation“,” reading“,” general culture“,” upbringing“,” responsibility “have replaced the reorientation of the assessment of educational results with the concept of” competence“,” competence”. In accordance with this, a competent approach in education is aimed at improving the quality and efficiency of Education.

The introduction of a competency approach to the educational system –requires the implementation of the goal, Content, form of teaching, teaching methods, pedagogical technologies, control methods and significant changes in the relationship between the educator and the student. This in turn serves to improve the quality and efficiency of Education. In particular, in the” knowledgeable ” approach, the goal of talim is to direct the student to the formation of knowledge, skills and skills separate from each subject, while in the competency approach, the student is focused on acquiring and forming knowledge, skills and skills (competency) that are integrated in the subjects.

Since the teacher of geography in the process of Environmental Education seeks to students the phenomena and events that occur on the basis of the laws of development of nature and society, their interaction, the reasons for the origin of environmental problems, this situation requires him to be aware of other disciplines in addition to his subject. In-depth knowledge of such subjects as biology, chemistry, physics, mathematics and hokoza makes it possible to interpret the course of environmental processes, explain the causes and consequences, compare it in numbers. Also, the basics of the pedagogical skill of a geography teacher are formed by his theoretical knowledge and qualifications. The level of available theoretical knowledge and the ability to use various innovative methods is an important indicator that determines the scientific and pedagogical skills of the teacher. Therefore, the teacher of geography should have deep theoretical knowledge of Ecology, be aware of

¹ Хажиева К.Н. Иқтисодий олий ўқув юртидаги таълимнинг лойиҳали технологияси. Ўқув-услубий қўлланма. (“Замонавий таълим технологиялари” туркуми).-Т.:ТДИУ, 2009. -148б.





the effective methods of education, be able to use the tested methods of folk pedagogy in this regard in accordance with their purpose.

In addition to the universal requirements for it in the system of environmental competency of a geography teacher, there are aspects that arise precisely from the characteristics of geography education, namely:

- ✓ knowledge of the main legal framework for organizing geography lessons on the basis of the requirements of the national curriculum;
- ✓ to optimize the pedagogical process of environmental education and connect directly with the materials of local local lore;
- ✓ to develop it in harmony with the content of geography education, as well as the level of knowledge received by students from other subjects, in addition to the auditoriums in environmental content;
- ✓ to be able to correctly and fully answer the questions related to the geographical knowledge of the students, to be able to meet the needs of students participating in the circles, to increase the knowledge of geography, to be able to meet the needs of students participating in the circles in this direction;
- ✓ in the areas of activity of geography education, it is necessary to be able to provide a personal example to students from all types of geography education, that is, to have professional qualifications in types of pholiosis;
- ✓ to be able to create a creative environment based on the characteristics of geography education in aitoria, to have a specific pedagogical tact, a culture of communication;
- ✓ works other than the audience of the floor are in the practical nature of the floor. Students must test in practice the theoretical environmental knowledge gained during the course of the lesson, master the skills and qualifications of performance, draw their own conclusions on the problem under consideration.

The primary purpose of teaching geography in the process of teaching a degree in a degree course, Zero, includes the following:

- ✓ it consists in the formation of a base in the students of the student and general competencies related to the science of geography of the student;
- ✓ the interconnection of society and nature, geographical objects, processes and phenomena, the natural landscape of the Earth, the rational use of nature, the teaching of reasoning about global environmental attitudes on Earth, the appreciation and conservation of nature, the formation of the skill of applying the theoretical knowledge gained in practice;

it consists in the formation and development of the potential to bring geographical knowledge to life, summarizing the practical activities of the student with the vital imagination of the student.





The main task of teaching geography in the educational process is to: to instill in readers a sense of love for the world around us, for their homeland, to preserve and protect nature, to formulate skills for the practical application of their theoretical knowledge, to analyze nature, to compose national and universal values from them and to acquire the knowledge necessary for them to continue to receive social life and education, to develop modern, at the same time it consists in teaching them to be able to use them in their daily lives.

In the educational process of the geography teacher, the necessary and sufficient level of training of students in the field of education and the following qualifications for students in educational institutions should be carried out in accordance with the requirements:

- ✓ the competence of the natural and socio-economic process and monitoring, identification, understanding and explanation of phenomena;
- ✓ competency to be able to correctly apply objects, place names;
- ✓ competency to use Globes, geographical atlas and maps in practice;
- ✓ competence of nature protection and ecological culture.

The geography teacher is obliged to be able to explain to students the features of the distribution of environmental imbalances, polluting sources on the surface of the Earth, to know the effective use of a geographical map, atlas, Globes in the process of generating images in them, to read and interpret conditional signs. After all, the geographical map forms a common worldview in readers.

It is necessary that the geography teacher also has the ability to make the occurrence and change of environmental problems plausible from an economic-social point of view. While the negative impact of these processes on the world and the economy of the country, its impact on reflection up to the family of each student, is divided in small details, the explanation has a good effect on the composition of the rules of environmental behavior and culture in the reader.

The contribution of the geography teacher is great in approaching the environment with a sense of relevance, raising them in the spirit of loyalty. Because geography begins with the study of its own territory, its region and Republic, the reader gets acquainted with the natural, social and environmental conditions in each geographical area. As our teachers say, “patriotism begins with the study of the motherland.”

As a conclusion, it can be said that a geography teacher should be a person of high spirituality, strong science and education, a person of free thinking and conscience, a regular seeker on himself, a person of great tolerance.

