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THE ROLE OF ENVIRONMENTAL EDUCATION IN MODERN EDUCATION

Annotation: Ecology, as a science in comparison with other sciences, such as physics or mathematics, was formed relatively recently. But, at the same time, it is one of the most important sciences, since how mankind will relate to it can determine the conditions of its existence for many centuries and even millennia in advance.

Key words: environmental education, modern education, innovation.

The objective conditions for the development of higher education require a significant turn towards an updated strategy for the environmental education of the individual, creating a favorable base for its socialization. The ecological education of the individual is becoming more and more general humanistic, where. Undoubtedly, universal ideals are priority.

Environmental education, enlightenment and information are one of the priorities of the regional environmental policy. Environmental education will expand and deepen knowledge about the interconnections in ecosystems, the factors affecting these relationships, the enormous biological diversity of its inhabitants, and instill a sense of patriotism and responsibility among modern students.

OBJECTIVES OF ECOLOGICAL EDUCATION:

- expand teachers' ideas about modern discoveries in the field of ecology, ideas about the specifics of technogenic development of nature, about the biological diversity of nature and the fundamental conditions for the dynamic stability of the biosphere;

- reveal the modern scientific system of views on the problem of the unity of living matter of the biosphere through trophic interactions of biodiversity and humans;

- to form the most appropriate methods of work on the environmental education of preschool children, schoolchildren and students, which can effectively solve the complex problem of educating these age groups in an environmental attitude, responsible citizenship, based on an understanding of the nature of human interaction with the environment;

- form scientifically based ideas about a holistic natural environment, about the laws of its development and functioning, about the mechanisms of the global biogeochemical cycle;

- to promote in-depth study of teachers of innovative approaches in the methodology of teaching ecology, including in the process of studying the disciplines of the natural science cycle.

Education is usually understood as a specific form of socialization of the person, in which the transfer of culture by those who have learned it, to those who have not yet mastered it. This culturally determined activity is aimed at the transfer of values, ideals and knowledge in order to preserve them in the consciousness of generations. Modern socio-environmental conditions, changes in the sphere of political and ideological life could not but affect education. Today it is necessary to talk about the formation of a system of ideas about the value of natural resources in people, about the main provisions of the sustainable development strategy, about the problems of maintaining a healthy environment, about a humane attitude to nature, about the development of environmentally friendly ways of nature management. But the model of education should become a leading one.

The purpose of modern education is not so much acquaintance with the "foundations" of a particular science as the formation of methodological orientations and operational thinking. The principle of "knowledge for knowledge" cannot work in this model of education. The content of education should ensure the establishment of a sustainable environmental information society with a high

humanistic, technical and environmental culture. For this, obviously, we need new comprehensively educated people. With other stereotypes of thinking and behavior.

One of the most important goals of education is the formation of the necessary set of knowledge on the problems of human development, its relationship with the social and natural environment. The global community has set a global task: to carry out socialization based on the values of environmental culture, rely on environmental education.

Ecological education was put forward by UNESCO and the United Nations Environment Program as the main means of harmonizing the interaction between man and nature. The Stockholm Conference on Environmental Protection (1972) adopted recommendations on the content of an international environmental education program. By early 1975, the Program was developed by UNESCO in conjunction with the United Nations Environment Commission (UNEP). An important event in this area was the intergovernmental conference on environmental education (Tbilisi, 1977), the United Nations Conference on Environment and Development (Rio de Janeiro, 1992) expanded the framework of the Tbilisi Conference, it was decided in this way to promote education. To inform the population and train personnel in order to turn the concept of sustainable development into a system of spiritual and professional attitudes of mankind.

Today, the international environmental movement of educators recognizes environmental education (environmental education) as a priority in improving general education systems and encourages states and governments to consider environmental education policies and practices in the light of the concept of Sustainable Development.

Currently, environmental education and upbringing is one of the relevant directions in the development of the education and upbringing system as a whole. Without environmental education, the formation of a public environmental awareness is impossible.

Environmental education is a purposefully organized, systematically and systematically carried out process of mastering environmental knowledge, skills. Together with social and humanitarian education, environmental education in modern conditions is called upon to promote the formation of a new environmental awareness among people, to help them learn such values, professional knowledge and skills that would help Russia overcome the environmental crisis and move society along the path of sustainable development.

The current legislation proclaims the universality, comprehensiveness and continuity of environmental education education.

The principle of universality means that environmental education and upbringing should cover all members of society, the teaching of environmental disciplines should be carried out in all educational institutions. However, environmental education is not limited to educational institutions, a large role here belongs to the media, public environmental organizations.

The principle of comprehensive environmental education and education means that two different processes of influencing people's consciousness must be carried out in a complex, taking into account scientifically based methodological requirements.

The principle of continuity means the right and duty of citizens, specialists, senior employees whose professional activities have a harmful effect on the environment and human health, to improve their skills through the existing system of environmental education and upbringing.

Today, education is rightly seen as the main factor in political, social and economic progress. The ongoing changes in the system of public relations require mobility from the education system, an adequate response to the realities of the new historical experience, and meeting the needs of economic development.

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