

---

**NATIONAL EDUCATION SYSTEM OF ECOLOGICAL EDUCATION ,  
SUPPLY AND IMPLEMENTATION IT**

*Abdunazarov Lutfillo Mamanovich  
Kokand state pedagogical institute*

*Senior lecturer of the Department of methods of teaching geography*

**Annotation.** *The article reveals an understanding of environmental education and its interoperability. It covers the content and essence of environmental education in national education, as well as its supply and implementation stages.*

**Keywords:** *ecology, environmental education, vocational education, retraining, master's education, continuing education, ecotourism, environmental culture.*

Environmental science is the fundamental scientific and theoretical basis of environmental education. Environmental education is a tool that gives a person knowledge, skills and competence in the field of the environment, a systematic, terminological approach to human activities and the environment. Its purpose is to provide people, including citizens of Uzbekistan with ecological knowledge in order to ensure the safety of their vital activity, to create skills and competences that are relevant to them, to formulate the environmental competence of each individual at different levels. For this purpose, the educator should: know the modern scientific-theoretical and practical bases of Ecology and Environmental Protection; have the skills to ensure environmental safety; possess the competence to apply the acquired knowledge and skills in practice; it is necessary to control the compliance of others with environmental requirements (civil duty performance), to communicate to the community, to create skills for promotion.

Continuous environmental education is a structure of training of personnel covering all stages of the national education system and placing it in the hierarchical level, from simple to complex knowledge transfer and leading to specialization, and its operating environment. It is therefore recommended that

vocational environmental education and training be used in all types of national continuing vocational education as follows:

In secondary specialized vocational education it is necessary to carry out in a way that is stratified by ecology. It makes sense to pass "professional ecology" in accordance with the directions of professional colleges. For example, in pedagogical colleges – "methodology of teaching Ecology", in the economy – "economic ecology", in service – the "basis of ecotourism" attachment "Ecotouristic services" will not be profitable. As a result, the practical and environmental cognitive skills of graduates are formed, we think that their employment will be easier. And this serves to form an ecological and conscious culture in all eshs who have learned a lesson in the system of compulsory education.

The organization of the training of students of environmental education in the non-ecological bachelor directions of higher education, just like vocational colleges, depending on their chosen profession, is in line with the requirements of sustainable development of the UN. In this case, the environmentalist requires a high level of preparation of DTS, curriculum vitae and work plans, which are compiled according to the training courses that are presented in the table of all scientists.

Ecological education in bachelor degree of the ecological direction can not in any way return the name and content of the training courses on ecology and nature use in the school or academic lyceum. And this is a situation that is extremely responsible and directly affects its social standing.

It is desirable that study in the master degree of environmental education in all specialties began with the "technology of Environmental Science and methodology of Education". Because undergraduates mainly carry out scientific research work. In this way, they are required to coordinate Labor + Education + Science at the same time in the two-year educational process, as well as to create model and



working DTS, curricula, programs, educational and educational-methodical literature on training courses.

At the 1st stage of the master's degree, it is desirable to pass Social, spiritual and education not in a direct way, but indirect way, having applied specialization to the specified subjects. In it, the transition of our country's history, national idea and pride factors in the way applied to environmental education shows the unity of education and training in the preparation of highly qualified Masters.

In the senior researcher, environmental education begins with questions on ecology and environmental protection in the requirements of doctoral minimums. One of the criteria for doctoral dissertations should be completed with the requirements to indicate whether they have contributed to ecology and Environmental Protection. For this purpose, preparation of methodological recommendations on the topic “reflection of ecological and environmental protection requirements in doctoral dissertations” by specialist ecologist scientists, their <http://www.vak.uzsci.net>, <http://www.dad.idmnet.ru>, <http://www.commission-junction.com> placement on such websites should also include the requirements of UZR Oak.

When ecologists are improving their qualifications, it is desirable to conduct remote training of modern requirements of ecological education → science → upbringing → practice harmony, and to achieve the results of testing on a regional scale.

In the XXI century, retraining is not an ecologists, but is organized for those who want to master ecology. They need to master the theory and practice of Ecology in specialties, know the rules of ecological culture, analyze literature from professional ecology and write a graduation qualification work.

National environmental education. The effectiveness of environmental education in the secondary vocational and vocational education system should be at least 2 pages per lesson for this subject, not more than 4 pages for each subject hour, writing topics in simple and straightforward language, methodically accurate

illustrations rich, design-oriented, graphs, drawings, diagrams should correspond to the age of the students.

When disclosing the territorial laws of ecology, of course, it is recommended to use different atlases and maps. In the event that they are missing, it is worthwhile to give a schematic view of the geographic cards in the textbooks among the texts. At the end of each topic, independent training and work assignments related to the use of ecological Atlas and inscriptions maps are presented.

Based on the Competence-Based DTS and curriculum, additional environmental literature and glossary will be published for free trade. It is recommended that you keep a separate student and teacher "portfolio" for your environment. The content and essence of the "portfolio" is well-documented in the Internet resources, but it must take into account the peculiarities of each ecological science, which is derived from local conditions, opportunities and nationality.

An electronic textbook that illuminates each topic in a way that uses new pedagogical and Information Communication Technologies; slides of statement or reinforcement; Multimedia of 5-10 minutes; execution of exercises and practical assignments electronic trainers and gaming multimedia should be developed and popularized.

Stages of implementation of the National Environmental Education concept. This concept is implemented in a step-by-step, evolutionary way. The creation of DTS and curricula of environmental education based on a competency approach consists of the following stages:

Stage 1-2019-2020 academic year for higher education and secondary specialized vocational education institutions;

Stage 2-for the training and retraining of specialists and personnel of higher education in the 2021-2022 academic year.

On the basis of DTS and educational programs based on the newly created competency approach, it is possible to publish textbooks, educational-methodical and methodical manuals for educators, to create additional literature on ecology for

listeners and to freely trade, to widely use information and communication technologies.

At the National Professional Education stages in the Republic of Uzbekistan regional and specialist development of ecological education increases the competitiveness of people for their rapidly changing life and labor activities, their wide choice, independent decision-making, humanitarianism, patriotism and weightiness, is of great importance in educating as a person.

List of u literatures:

1. Nigmatov A., Hasanova N., Mukhamedov Sh. Life Safety and Ecology Management .- T .: "Navruz", 2014. - 200 p.
2. Abdunazarov LM, Nigmatov A.N, Mukhamedov Sh.N. Vocational environmental education and training. Monographs -T.: "economics-finances", 2016.-p.
3. Nature. Society. Spirituality (coverage of environmental issues in the works of President Islam Karimov). The second edition of the filled / guide to environmental education and training / / word beginning and developer A. Nigmatov.- T.: "Uzbekistan", 2009.
4. Program of Environmental Protection of the Republic of Uzbekistan for 2008-2012.
5. Environmental Education in the Asia-Pacific Region. Leto 2000 Vol.1, No.1.
6. Ergashev A., Ergashev T. Ecology, biosphere and nature conservation.- T., 2005.
7. Nigmatov A.N.. What is Ecology.- T.: "Turan Iqbal", 2005.
8. Sultanov R.S. Fundamentals of Ecology and Environmental Protection.- "Music", 2007.