

## OBASICS OF FORMING ECOLOGICAL COMPETENCE IN THE EDUCATIONAL PROCESS

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**Abstract:** *The article talks about the fact that the formation of environmental competence of students is one of the most important and main tasks facing modern education, and provides information about the foundations of the formation of environmental competence of students in the educational process. Conclusions are drawn on the formation of environmental competence in education.*

**Key words:** *competence, competence, environmental competence, well-rounded person, ecological safety.*

To determine the meaning of the concept of "ecological competence", we will consider the definitions of the concept of "competence". We highlight the main interpretations of concepts in psychological-pedagogical dictionaries. Based on the analysis of these concepts, we define the meaning of the term "competence". In the dictionary of S.I. Ozhegov, the concept of competence is understood as "a number of issues that someone knows well". In the dictionary of D.N. Ushakov, competence is defined as "a set of issues and events for which a certain person has authority, knowledge, and experience" N.G. In the dictionary of foreign words edited by Komlev gives the following definition: "1) awareness of any field; 2) technical assignments of any person". According to Alekseeva, competence is a systematic integral quality of individuality, which describes the ability to solve problems and tasks at various levels in life situations and professional activities, based on formed values and motives, knowledge, education and life experience, individual characteristics, inclinations.

I.S. Sergeev and V.I. Blinov in their work "How to implement a competency-based approach." Classroom and extracurricular activities define competence as the result of non-standard education expressed in the readiness to activate knowledge in conditions of uncertainty and the existing potential for productive work. According to L.A. Zimnyaya, competencies are some kind of internal potential. Hidden psychological neoplasms (knowledge, ideas, programs of actions, algorithms), system of values and relations, later appear as manifestations of actual activity in human powers. These competencies, which are manifested in the actions and activities of a person, are his personal qualities and characteristics.

A sufficiently broad analysis of the concepts of competence and competence is given in O.P. Merzlyakova's dissertation on the formation of the

main competencies of students based on the implementation of the principle of complementarity in the educational process.

Competence means a set of knowledge, skills, value orientations. Practical experience necessary for successfully solving problems in a certain area of human life or professional activity. Competence is understood as an individual integrated quality of a person based on the sum of knowledge, skills and value orientations, as well as rich experience in the field of existence. Now let's move on to the definition of the concept of "ecological competence". Despite the fact that there is a sufficient number of scientific literature and works on the study of the competences of schoolchildren, the study of environmental competence has not been given much importance. Currently, we will consider the main concepts defined by Methodist scientists. Thus, in his work, D.S. Ermakov analyzed the essence of ecological competence and determined the structure of this concept. He considered the two most effective approaches to understanding the nature of environmental competence: epistemological and ontological. The first, according to the author, is based on "the fundamental nature of the cognitive attitude in the world." In the epistemological approach, he distinguishes the components of competence, such as the use of knowledge, skills, theoretical knowledge and practical skills. In the ontological approach, the author distinguishes the essence of competence from the fact that the world is important for a person, and in return he feels responsible for the world. "An ontological approach to the definition of competence is that it can be considered as a form of being that is realized in the interaction of a person with the world." D.S. Ermakov comes to the following conclusion: "The driving force of the process of developing ecological competence is the resolution of ecological contradictions. For example, the opportunities between the desire of a person to live in more environmentally friendly and safe conditions and the lack of conditions. Such contradictions are solved in ecological activity. Their object, subject and content are components of educational content is presented in *fati* and demonstrates ecological competence. D.S. Ermakov defines environmental competence as a system of normative requirements for the level of personnel training. A.N. Zakhlebniy, E.N. Dzyatkovskaya believed that environmental competence of students in the field of solving environmental problems, saving life and sustainable reproduction is not only a result of science education, but also a general cultural indicator. The authors show that environmental competence in relation to general education is associated with the student's ability to independently transfer general skills and knowledge of science, as well as to apply it comprehensively [29].

D.S. Ermakov distinguishes the structure of ecological competence in the form of five components, which are as follows:

- o value - semantic;
- o motivational;
- o cognitive;

- o practical activity;
- o emotional-volitional and consciousness.

Based on the principle of psychological unity of these activities, it determines the structure of such competencies based on research.

A.N. Zakhlebnyy, E.N. Dzyatovskaya distinguish three plans of environmental competence, which are related to the structure of competences described by the European competence framework.

1. External. It includes the human ability to work aimed at designing the quality of the social and natural environment. Environmental competence includes the ability to rationally combine the interests of environmental security, legal norms and ideas of environmental ethics to assess not only real, but also potential risks of making a certain decision.

2. Personal. It includes the ability to further improve the subject's qualities (motives, personality traits, and will). "Environmental competence envisages the internal readiness of a person to perform actions that are indirectly beneficial for him. A person's ability to take responsibility for their actions in the environment and the consequences of these actions is very important. Value - semantic skills have a demand for self-improvement of a person; knowing one's personality; awareness and understanding of oneself as a person; reflective experience, ability and readiness for self-management and self-development.

3. Activity is a systematic process related to the problems of managing one's activity in various life situations. "Environmental competence is an organizational activity and it includes social and practical skills. Goal setting, planning, and evaluation of results, etc." The internal plan of ecological competence is compared with "personal competence, which implies the skills of behavior in a certain situation, and moral competence, which implies the existence of certain personal professional values."

The action plan for ecological competence is focused on functional competence (skills and know-how, according to ESK), that is, "what a person should be able to do in the field of work, education or social activities". is coming.

The next structure of environmental competence that we will consider was developed by E.N.Udina, L.B.Tagiyeva. They identified 3 components to determine the level of environmental competence of children.

1. Cognitively competent. It defines advanced cognitive skills, elementary systematic knowledge about the unity of man and nature, the value and diversity of all living things and its relationship with the environment and a complete generalization of its indicators.

2. Activity (practical). This implies the availability of practical activities and relevant skills and abilities to care for wildlife.

3. Emotional value (behavior). This means the ability to empathize, interest in nature and the joy of meeting it and its indicators - awareness, efficiency, direction of action.

Thus, we conclude that currently there is no universally accepted definition of environmental competence. As a working definition of competence, we use D.I. Zvereva's concept.

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