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## **PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF ECOLOGICAL THINKING AND CULTURE IN THE PROCESS OF LEARNING ENGLISH BY STUDENTS OF NATURAL SCIENCES**

**Abstract.** This article outlines the process of teaching English in higher education, attempts were made to determine the pedagogical laws and criteria for the formation and development of ecological culture in future professionals, the conditions influencing the process of more effective development of ecological thinking and culture in the process of teaching English in natural sciences.

*Keywords: Ecological module, ecological thinking, emotional-symbolic component, ethnic education, motivational sphere.*

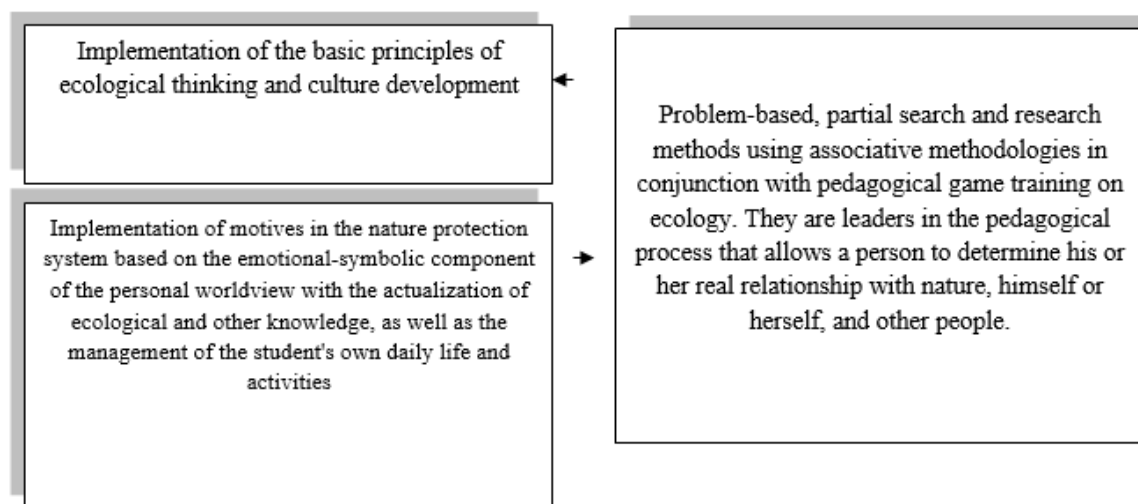
Today, one of the indicators of the effectiveness of the development of human ecological culture is the degree of formation of individual self-development abilities. In doing so, the person thinks not only about himself but also about the environment. Therefore, one of the most important areas of educational activity is the formation and development of ecological education, which can have a significant impact on the

development of new ecological thinking in relation to the environment. Many issues of ecological education are reflected in the literature on modern psychology and pedagogy. Problems of development of ecological thinking and culture of university students have been studied by many researchers, S.N Glazachev, V.S Bezrukova, Z. Abdullaev, S.V Klubov, E.I Artomonova, V.A Ignatova and others). The glossary

of ecology defines the concept of "ecological thinking" as the basis for establishing cause-and-effect relationships (educational and prognostic), identifying causes in ethical selection and forecasting situations, understanding their nature and finding solutions to problems, and the right attitude of citizens to the environment [1]. It is important to emphasize one more thing here. A student who comes to study at a higher education institution must consciously develop ecological thinking. This implies the pursuit of ecological activities that take into account the spiritual and moral values of humanity, aimed at identifying and solving social and natural tasks in terms of a culture of knowledge of environmental processes. Ecological thinking is defined in terms of the ability (ability) to study ecological processes in the process of learning English from a social point of view. It takes into account the priorities of the surrounding world and analyzes the relationship between nature and society on a global scale. This way of thinking should create the basis for students to develop creative, unusual ideas that are very important in ecological situations.

One of the most famous educators in the world, K.D. Ushinsky, called for the growing individual to

expand the scope of ecological thinking in relation to the environment. He is surprised that the educational value of nature is so underestimated in pedagogy. Psychologist A.G Asmolov [2] also paid great attention to the formation of ecological culture. In his work, he emphasizes, "I'm learning about ecological thinking." In his opinion, this phrase should form the basis of the entire modern ecological education system. Thus, in order to develop an ecological culture, students need to be purposefully taught to deal with the ecological situations that arise as a result of human misconduct in the environment. In addition, the effective development of ecological thinking in students implies the acquisition by them of basic conceptual knowledge (from biological systems and habitats to the factors of nature and human interaction). In studying the problem of developing ecological thinking and culture in the context of ecological education and upbringing of students of natural sciences in the process of learning English, we tried to identify a set of pedagogical conditions necessary for the process to most effectively organize the development of ecological thinking and culture (2 figure).



Pedagogical conditions today are defined as exemplary environments. Such an environment is provided in interaction with the components of the learning process and allows the teacher to work productively, to manage the learning process, creating the basis for successful work of the student [3]. The pedagogical conditions provided should ensure that students develop a responsible and well-thought-out attitude towards the environment. However, it should be noted that these pedagogical conditions can exist in the following forms:

- Apply a person-centered approach in higher education in the process of learning English;
- The formation of the need for self-improvement of students in the field of science;
- Application of a synergistic approach to ecological education of students of higher education institutions;
- The need to form different forms and forms of educational control in the study of English in order to

determine the adequacy (or not) of individual educational achievements on the main indicators of learning outcomes for the development of ecological thinking and culture.

As for the direct knowledge of the natural and social environment around us, it is necessary to systematize them purposefully. Each stage (level) of the system is done in a specific way. Such activity should begin with teaching a person about the environment, its direct connection with the life process. It is also necessary to follow a series of interrelated changes. They begin with human activity and affect his health and economic activity. The final stage should include the study of local human actions and the possible global consequences of these actions. [4] In this case, it is important for students to understand the social significance of existing environmental problems and their relevance to global, political and socio-economic processes need to understand. As we have noted, the real ecological conditions emerging in the

modern system of higher education should be aimed at ensuring the effectiveness of education in the preparation of students. In addition, the graduate must have exemplary ecological thinking. Such thinking is not only important in the learning process, but also forms the ability to respond quickly to any socio-ecological challenges in daily life. It is necessary to coordinate the effective development of ecological education with compulsory practice. This will undoubtedly increase the culture in the society and is reflected in the improvement of the state of our environment.

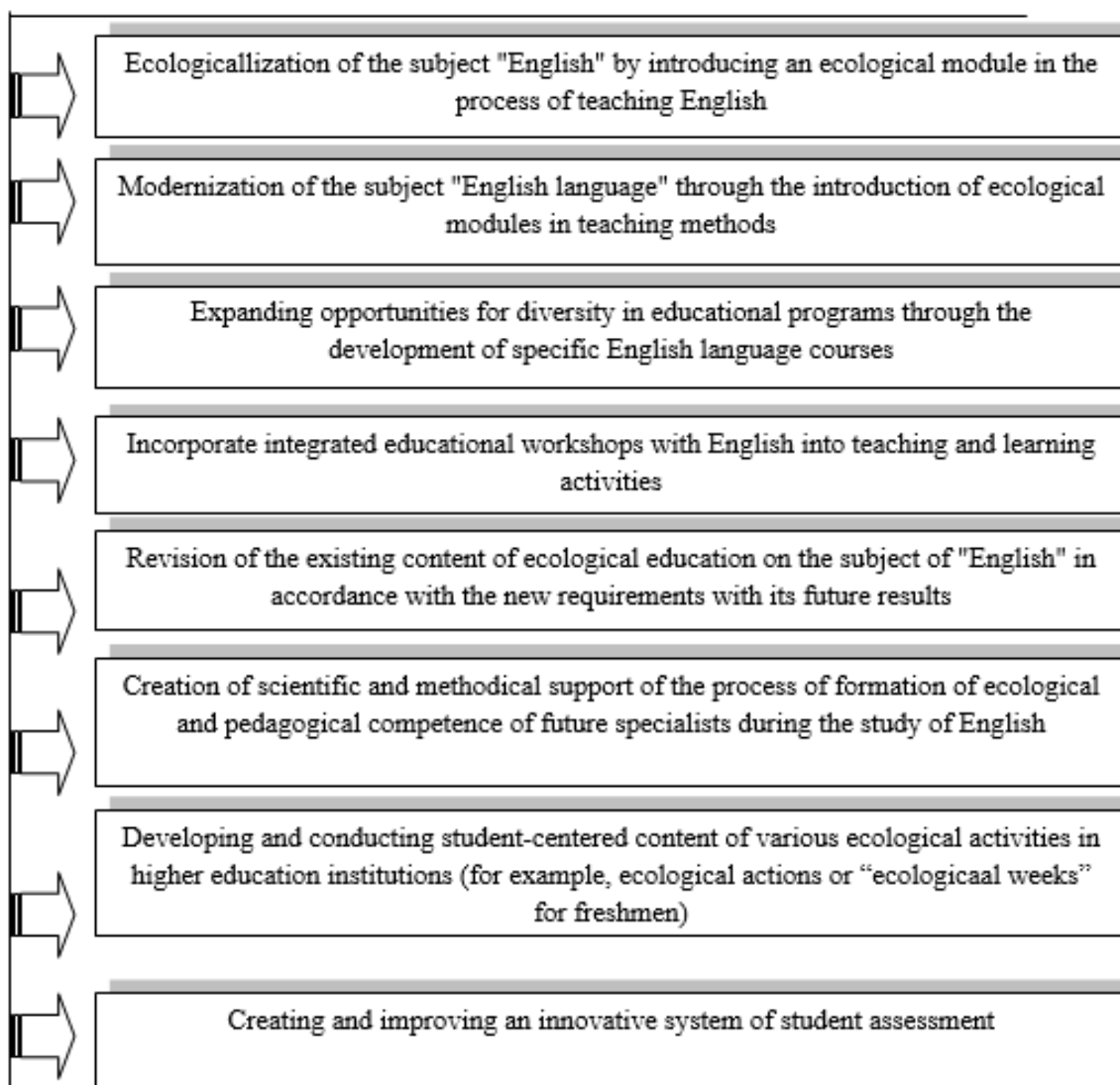
Only an activity based on a deep and comprehensive understanding of the laws of the environment, taking into account the large and diverse interrelationships in natural communities and, most importantly, the realization that man is a small part of the overall natural environment can save our planet from disaster. All this may mean that the problem of protecting our nature from large-scale pollution (given the large number of negative effects of human socio-economic activity on the planet) is urgent. This problem becomes the problem of overcoming the extraordinary impact of man on nature. This interaction takes place consciously, gradually and purposefully. This should happen only when everyone has the necessary level of ecological and moral culture, appropriate consciousness and thinking. The formation of such qualities begins at an early age and lasts throughout a person's life. [5] In this way, we continue to provide the next generation with an adopted living environment. The modern system of environmental education and upbringing should be aimed at directly influencing the personality of the future specialist. This system shapes its spirituality and morality, prepares its students for future educational work in ecological education, encourages them to participate in the activities of state educational institutions and public organizations. It is known that the organization of ecological education is an independent direction in pedagogical activity. The specificity of ecological education is due to the nature of the culture through which it is transmitted, and it is a complement to

general education. In addition, the structure of ecological education in the interpretation of S.N Glazachev [6] in the context of pedagogical activities of nature protection may include the following components:

nature protection education (maximum general category);

- nature protection education;
- nature protection education (formal education);
- non-formal education, which is the basis for non-directed education and nature protection education, upbringing and pedagogical development.

The position of V.A Ignatova deserves special attention for us. According to him, the dialogue of cultures, science and art, convergence and enrichment of science and religion, integration of natural-scientific, technical, humanitarian and artistic-aesthetic education, discursive and systematic synergetic approach and forms uneven thinking [7]. In modern conditions of higher education, special attention is paid to the formation and development of skills of future teachers [8]. It is important to form the professional qualities of the future specialist to master the content, methods and forms of professional activity. begins to gain importance. This activity is adapted to the necessary aspects of ecological culture and provides an indirect impact on environmental attitudes and students' beliefs in the training of specialists. This will inevitably enhance the pedagogical impact on the ecological education of future professionals in the process of learning English, which is the first important step. The acquisition of socio-pedagogical experience by future professionals is the basis of such training, which is important and specially organized in the implementation of educational activities of teachers and students. This experience is related to the ecological culture and upbringing of the younger generation, its acquisition of appropriate competencies, the formation of skills based on active and productive activities [9]. In the process of preparation for pedagogical activity in a voluntary educational institution the following criteria should be met (Figure 2).



Another point should be noted here. In the near future we need to create a scientific and theoretical basis for solving the problem and a methodology for the formation of environmental culture and appropriate the most effective methods and technologies for the formation of environmental and pedagogical competence in all levels of education (lyceum, college, university and advanced training). Ecological culture of students in the field of science education is a multifaceted, dynamic and multilevel process. It needs to be studied from different angles. In the system of higher education, the social order of society today, along with the mandatory requirements for the ideal model of the young person, should also include trends aimed at global international cooperation in strengthening the advantages of existing universal values. All this can significantly change the goals and objectives of modern education and the teacher, the main professional and pedagogical value orientations aimed at shaping the spiritual and moral personality, his worldview and socio-cultural foundations.

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## PLAY AND LEARNING ACTIVITY IN PRESCHOOL EDUCATIONAL ORGANIZATION

**Abstract.** The article examines the theory and methodology of psychological development of preschoolers in the process of playing and learning activities. It also presents the results of comparing the play and educational activities of children in a preschool organization.

*Keywords: organization of preschool education, preschoolers, educational process, learning activities, play activities, psychological development, self-development, training, the role of a psychologist in play and educational activities.*

The game plays a special role in organizing and conducting the education of children in the preschool education system. The psychologist should also discuss in detail the theoretical rules of the problem when working with preschool staff and develop a program to address a number of issues related to educational relationships and play directly in groups.

In order to find any leadership actions that positively affect the development of the child, psychologists must take care of creating the conditions in the preschool. Moreover, development should be understood not only as a result of a change or a specific situation, but also as the emergence of the ability to move independently. The position of teaching children the leading activity is not a game, but various play techniques, play situations. The development of didactic games makes it possible to solve many problems of learning activities of children through the use of role-playing games in teaching.

The game is based on learning activities. These two activities in preschool are interrelated.

In order to identify play and learning activities in preschool education, it is advisable to clarify the following questions:

Is it possible to compare play and learning activities, and if so, by what indicators?

What do teaching and play activities have in common?

What is the cause of the conflict between teaching and play, and what has it led to?

What are the consequences of this confrontation?

How can this conflict be resolved?

What is the state of interactive play activity in teaching in kindergarten in the context of the modern innovation process?

To find answers to these questions, it is necessary to compare children's learning and different types of play activities in preschool education. Everything will

be known in comparison, it is important to find the necessary grounds for comparison.

To compare the play and learning activities of children in a preschool organization, role-playing, didactic and control (management) games were selected.

Role-playing game is a type of children's activity in which the study of the most important social roles and the development of formal and informal communication skills increases the specific sphere of activity and communication of adults in conditioned situations [1].

A didactic game is a team learning activity in which each participant and the team as a whole come together to solve the main problem and focus their actions on victory. A didactic game is an active and (or) interactive learning activity for the simulation of the studied system, events and processes [2].

The director's (managerial) game is very close to the role-playing game, in which the characters are not people, but toys depicting different characters. The child himself gives these toys a role, just as he animates them, speaks for them in different voices and acts for them. Puppets, teddy bears, or soldiers become actors in a child's play, and he himself acts as a director, directing the actions of his "actors," hence the name directorial (management) game [3].

Disciplinary education, developmental training, and experimental activities in the educational process were selected as learning activities.

**Results of a comparison of children's play and learning activities in a preschool organization**

**1.1. Goal setting in game activities.**

**The role-playing game.** A child who is a key participant in education will not have a conscious and predetermined goal. The goals of children's play will depend on their role roles, play actions and content, and although children develop a state of self-regulation or centralized thinking in play, children do not set such