



 Research Article

MODEL FOR THE DEVELOPMENT OF ENVIRONMENTAL COMPETENCE OF DIRECTORS OF PEI IN ADVANCED TRAINING COURSES ON WASTE MANAGEMENT

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ABSTRACT

this article reveals the educational model that MTT directors use to teach topics related to the development of environmental competence regarding waste management in professional development.

KEYWORDS

Model, environmental competence, waste management, competence, educational content, knowledge, skills, qualifications, universal, national.

INTRODUCTION

currently, the method of modeling in various scientific fields and directions is very common.

The term "modeling" came into pedagogical science from the field of technical knowledge.

Modeling is the process of replacing a real object with an object of an ideal, initial object-like or different style. In this case, the first object is called the original, and the second is called the model. In order to simplify learning, analysis during modeling, some initial probability (assumption) flavors are allowed. Also, when compiling a model, the Basic Rules of modeling theory are taken into account: goal orientation, the similarity of the object and the model, the systematicity of the model, the unity of the objective and the subjective in modeling, the cognitive and formative functions of modeling.

LITERATURE ANALYSIS

N.K Zotova noted that modeling is the process of replacing the real object under study with a similar ideal, which in one way or another resembles a primary object[7]. A.I. In his research, Vatulin argues that " modeling is an indirect practical or theoretical research method of an object, and not an object under study, but an auxiliary artificial or natural system that can replace it at certain stages of research, having a certain objective correspondence with the object under study and providing information about the object being modeled in the final analysis " [3].

N.A. Muslimov describes the concept of a specialist model as follows: a specialist model is a template that ensures the successful solution of problem situations that arise in the field of production, describes certain qualities, and reflects the independent knowledge and self - development of the professional [1].

RESEARCH METHODOLOGY

In the preschool educational organization, a system of pedagogical methods for waste management was identified and placed in the following hierarchical level: collection and analysis of information related to the topic; -determination of the effectiveness of activities and assessment of the state of the introduction of experiments; testing and implementation at the stage of advanced training of preschool education.

ANALYSIS AND RESULTS

modeling is the process of replacing a real object under study with a similar ideal, which in one way or another resembles a primary object. The first object is called Original, and the second is called a model. In the process of modeling, conditions,

assumptions are determined that simplify some preliminary analysis. Also, when creating a model, the basic principles of modeling theory are taken into account: purposefulness, similarity of an object and a model, systematicity of a model, unity of objective and subjectivity in modeling, cognitive and formative modeling functions[7].

In his research, A.I. Vatulin argues that "modeling is an indirect practical or theoretical research method of an object, which is not an object under study, but an auxiliary artificial or natural system that can replace it at certain stages of research, having a certain objective correspondence with the object under study and providing information about the object being modeled in the final analysis" [3].

One of the most preferable aspects of modeling is the technological development of the pedagogical process. In this, the purpose of modeling is seen — in the schematic representation of the studied pedagogical, conceptual systems.

In pedagogy, it is almost impossible to create a clear, statistical model, the reason for which is pedagogical activity is a creative process that expresses the interaction between people, and each person is a person who requires individual

specific approaches and methods of interaction[4].

The Model should have the following characteristics: simplicity of application, simplicity, accuracy of statement, coverage of the most important characteristics with expressiveness. It can be seen that pedagogical models cover the maximum level of didactic objects and make it possible to describe the conditions, methods of content, forms of teaching[15].

The modeling process is the process of reproducing any object in another object, organized in a special way for its study. In our case, modeling as an object is considered an educational process that contributes to the formation of the competence of the educator regarding waste management.

The development of such a model in terms of its tasks will be of a practical nature, that is, it will be conditioned by the goal set from the very beginning of modeling and will be focused on the practical application of the results in the future. Modeling helps to effectively apply the method of theoretical research, systematize knowledge about the phenomenon or process under study,

shows ways to describe them in a more holistic way, determines more complete connections between components, reveals possibilities for constructing holistic classifications.

The proposed model covers the processes of environmental knowledge, skill, development of environmentally significant qualities of an individual, from needs, interests, motives, value orientations to the manifestation of competence in the management of waste in behavior and activity.

This approach follows from the definition of competence in waste management and seems obvious. Without going into modeling, we have clarified the initial requirement that the model being designed should respond to. In our research, it is associated with the development of pedagogical conditions that contribute to the formation of the ultimate goal – competence in waste management.

Before drawing up a model for the development of environmental competence of MTT directors in waste management in advanced training courses, it is advisable for us to first consider the tariffs assigned to the competence.

The term “competence” was first introduced into science in 1972 through a report by the French minister of Education Edward For Read prepared for the report of the UN Commission under the UNESCO Organization[16].

According to A.N. Nigmatov competence is the level of ability, Ability and skill of a person, individual or Individual[14].

Competence according to Alekseeva S.V competence is a systematic integrative quality of individuality, based on the formed values and motives, knowledge, education and life experience, individual characteristics, inclinations, characterizing the ability to solve problems and tasks of various levels that occur in life situations and professional activity[2].

According to I. Zimneev a competence is some internal, latent Psychological (a system of knowledge, ideas, programs of actions, values and relationships), which then manifest themselves as the appearance of a person's vital activity. These abilities, manifested in the behavior and activity of a person, become his personal qualities, characteristics[6].

Based on the tariffs given to the above competence, in our opinion, the environmental component of the director of the MTT regarding waste management is a set of interrelated personality traits (capacity, ability, skill) necessary to carry out various types of practical activities in terms of the side effects of waste on the environment.

Ability-suitability for a job, ability, resourcefulness [9]. In this place, the words suitability and omnipotence correspond to the field of Education. In education and upbringing, it is manifested in the fact that the educator respects the students under him as close as he is, pursues, enters into his professional skills with all his body, honors and hard work. Such a quality is of primary importance for the pedagogue. That is why it is necessary to determine the level of competence of individuals who want to choose the profession of a pedagogue and to educate them on its development.

Ability-individual mental and physical characteristics, which, in contrast to knowledge, skills and abilities, represent a person's ability over a particular activity and his subjective conditions in being able to do any work[8].

Skill-skill, skill, dexterity[11]. Simply put, the skill of an individual is the degree of mastery of his profession and the ability to master this profession. Skill rests not only on knowledge and skills, but also on great life experience. At production enterprises, the level of skill of an individual is considered to be an indicator of primary competence.

In the process of professional development, through the content of education – the addition of new knowledge to the existing knowledge of the directors of MTT is carried out. At this point, a reasonable question arises as to what is the content of education itself. Hence the educational content is a didactic adapted social experience of solving cognitive, ideological, moral, political and other problems, in which the main attention is paid to knowledge as social values accumulated in the process of historical development of mankind[10].

The modern requirements for the positions of the heads of the preschool education system are considered as a social order, these requirements are determined by society on the basis of economic development.

Its structural components are the heads of the preschool educational organization, which has personal qualities of environmental friendliness, resourcefulness and skill regarding waste, which guarantee the effectiveness of Environmental Management in ensuring the environmental stability of not only the preschool educational organization, but also of a whole society. The development of competence in waste management provides effective benefits when the process of professional development is organized on the basis of problems in the work activities of the trainees. This is expressed in the fact that the trainees are aware of the goals of the activity, realize their mistakes in planning, organizing and controlling the activities of waste management in a preschool educational organization, and learn new skills.

Based on the above, the following principles of the development of the competence of the audience regarding waste management were established: the principle of science, continuity, facilitation, reflexivity, regionalism.

The principles of education are an important part of the theory of Education. This is knowledge of the essence, content, structure of education and its laws, laws, which are manifested in various

educational systems as norms of educational activity, optimal scientifically based regulators of educational practice.

The principle of science assumes that the development of waste management is carried out on the basis of achievements in Ecology, management, garbageology, pedagogy, psychology, information technology and other sciences.

The principle of continuity presupposes ensuring the continuity and continuity of the processes of study, self-development, participation in seminar trainings and professional development in practical activities in the development of competence in waste management. Formal, informal and informal teaching processes are covered, based on the education of adults and their education, as defined in the Education Act, throughout their lives.

The principle of facilitation implies the orientation of the coordinated actions of the subjects, the identification and elimination of the causes of existing problems and difficulties, as well as the need of listeners for self-activation, confidence and trust in a person in the development of individuality and personal growth, equality of all participants, the

importance of each opinion and the fact that The most important thing in this principle is to help the audience realize hidden potential abilities.

Insurance - a job, capacity, ability [9]. In this case, the words of the validity and power cannot in the field of education. In education, he manifests his respect and respect of teacher's underlying students in his neighborhood in his neighborhood, he or she works, respect, respect, respect, respect, respect, and work. Such a quality is of primary importance for teachers. That is why individuals who want to choose the profession of pedagogical professionals First and foremost, the identification and education for its development is needed.

The ability to skill, unlike knowledge, skills and qualifications, individual psychological and physical characteristics expressing the ability of a person in a particular activity and subjective conditions for doing something of it.

Skill is masterly, hesitant [11]. In conclusion, the skill of an individual is the master of his profession and the level of co-operation of this profession. Skill rely not only for knowledge and skills, but also to great life experience. The skill of the individual is the primary competence of the

individual personality levels in manufacturing enterprises.

In the course of advanced training, new knowledge is carried out to the existing knowledge of MTT directories. At this point, the meaning of the educational content arises in the right question itself. So the education of education is the didactic adaptation of cognitive, ideological, moral, political and other problems in the field of knowledge, it is focused on knowledge of social values in the course of humanity [10].

Preschools leaders modern requirements for job positions are seen as social order, and these requirements are determined by the society based on social economic development.

Its components are not only the heads of preschool education organizations of manuals, ensuring environmental sustainability in ensuring environmental sustainability in ensuring environmental sustainability of the entire society. The development of advanced training will provide effective benefits to the development of the waste management when placed on the basis of issues of students in operation. It is aware of the activities of the audience, the preschool education organization is

characterized by understanding mistakes in planning, organization, organization and control of the activities of the waste management and studying new skills.

Based on the above, the following principles for the development of the competent waste management Competition has been identified: Scientific, continuity, fasculation, reflection, regional principle.

The principles of educational are an important part of the education of education. The knowledge, content, structure of this education and its laws, its laws, they are manifested in various educational systems, as the optimal scientific grounds of educational practice as optimal scientifically-based regulations.

The principle of scientific activity provides for the development of waste management based on the achiev achievements of ecology, management, garbechnology, pedagogy, psychology, information technology and other disciplines.

Continuity Principal provides for the study of practices in practical activities, participation in its own development, seminar trainings and ensuring continuity based on mutual compliance.

Based on the education of the Law on the Education, it is covered by formal, informal and informal teaching processes based on all lifetime teaching.

The principle of fascilitation is also to direct the coordinated actions of the entities, the identification of the requirements, and to him to develop identity and personal growth in the development of identity and personal growth The equality of trust, equality of participants implies that every idea is effective and can effectively solve the problems. The most important thing in this principle is to help the audience make secret potential skills.

The principle of reflections includes consideration to fulfill the internal world of the person in the field of education and an analysis, analysis, self-awareness; In the case of incorrect personal experience, sometimes reduces the ability to find the right solution to difficult situations, and the person emerges insecurity in the individual.

The principle of regional structure includes the registration of the regional component in the educational process, the use of information on

national and cultural traditions in the content of the region, environmental education.

After identifying the principles of educational model for the development of ecological competitive in MTT, the model of educational model for the development of the waste is required. In real practice, the educational process is carried out in certain organizational forms. They include the theoretical session, practical workouts, independent teaching, group and small groups of education, which serve the most effective adaptation of the learning process in real conditions. These educational technologies are introduced to the amerring with certain educational methods.

Study methods, the sum of teacher work and methods of teaching students to address various didactic tasks aimed at holding the study is understood [12].

The general description of the preparation of MTT management for the ecological management of the Waste Management includes the above-of-theoretical approaches to determine the foundations of managing environmental activities. In the approach, the process of modeling the study is understood and the main

rule of the theory that determines the support, is a methodological basis for the model design, is involved in the designal basis of the model.

The competent approach is a set of education goals, the selection of the content of education, the general principles of the educational process and evaluation of the results of education [10].

The educational education based on the competent, manual, technically, means of delivering it to a specific criteria, ability, or qualifications to provide it to life, including the main purpose of training (profession) [13].

In the development of the directors of the Waste, the competent environmental competent in the development of the waste is mainly the goal of its views.

- 1) theoretical knowledge (for example, what about the negative influence of waste to the environment, optimal security, etc.);
- 2) practical application of knowledge (for example, what you can do is to make less of the waste, to establish the waste management in MTT, etc.

3) Experience sharing (e.g., inter-district, inter-regional)

The systematic approach is a general scientific approach to understanding the mechanism of integration of systems as integrated and interacting, often integrated elements, which are often integrated elements. The processes of processes as a whole system, to increase the result and effectiveness of achieving the purpose of training and improving the training. The systematic approach provides synergy interaction during the training process, considering all the factors of the studied process.

The personal-activity approach implies how the waste is to improve the waste for human and relatives, including human and relatives, to develop personal values that are appropriate for the waste and that are in accordance with them.

Ancatalogy approach is considered in terms of creating an acceptable creation for the educational process against adults. An agragological approaches in the system of continuing education has a special place, as now the important priorities for education is established throughout life and implies the process of continuous improvement of adults.

The regularity of the and arch-features of teaching for the proposed model is important, and it is related to the fact that it plays a leading role in determining the skills of the hearer.

Stages of the stages of development of ecological competitor of Director of the Waste Management, "Development of Directors of Directors on Waste Courses" - Model Development of Directors of Waste Courses "- Model" - Model Development of Directors "- Model for the Waste Management. An important task is to develop environmental competitor on the Waste Management to the Waste Management The task can be said to develop the ability of MTT directors. Because many MTT directors are not yet wanted to understand the situation with the ecological manage in the field. Because the base of the directors of MTT is available in the current environmental activity within the current state of competencies. The need for environmental changes and skills in the field will be recognized by the directors of the Waste Management in the directors of the Waste.

Practical training, practical workout, exit test, based on the results of the Directorial Competence of the Director of the Directors of the Directors of MTT. And graduation cover the results of

graduate work. The director of the directors of the Directors of the Waste Management was assessed in unsatisfactory, friendly, well and excellent indicators in assessing the ecological competence of the waste management.

I cannot have certain competence without knowledge, skills and qualifications! To date, the DTS and curricula of students have the requirements and their assessment requirements and their evaluation criteria. These knowledge, skills and qualities are comprehensive, and only 100 percent can master them only the most talented student. The assessment is a great, 71-85% mastered students, 71-85% are good for others, and the 36-70% dissatisfied are considered unsatisfactory.

CONCLUSIONS

In short, one of the measures to address the issues of national environmental education-education-education-education-educated national environmental education is also contributed to this. Corporate governance operating in the system of pre-school education, i.e., the formation of a training module "Waste management" is a very important environmental problem.

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