

**APPLICATION OF PEDAGOGICAL TECHNOLOGY IN TEACHING ECOLOGICAL SCIENCE****Bakhriddinov Nuriddin Sadriddinovich***Namangan Institute of Engineering and Construction  
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**Annotation:** *This article shows the technology of teaching ecology, which mainly shows the favorable aspects of improving students' knowledge by conducting classes in the field of environmental protection based on several methods of new pedagogical technology.*

**Keywords:** *environment, water, air, soil, environmental pollution, harmful and toxic factors, waste, training, method, pedagogy, pedagogical technology.*

As the population of the world increases, its need also increases to a higher level. This, in turn, leads to an increase in production processes, and in addition, environmental pollution increases significantly due to the increase in waste generated during production processes.

The intensive development of techniques and technologies causes an increase in the level of waste disposal into the environment. This means air, water and soil pollution. If environmental knowledge is well developed in the mind of a person, he realizes the amount of economic and social damage caused by environmental pollution during his activities at home or in production.

Central Asian thinker and encyclopedist Abu Nasr Farabi (873-950 AD) said that the only existence consists of six stages, which at the same time are causally connected with each other as the beginning of all existing things. The first stage is the first cause (God); the second is the existence of heavenly bodies; the third is the active mind, the fourth is the soul; the fifth is form; the sixth is substance. Thus, God and matter, forming a single whole, are causally related to each other through a series of stages. Because of their causal connection the beginnings are divided into two types: "necessary existence" - such a thing, the existence of which originates from itself; "Possible entity" is something whose existence comes from something else. A "possible being" needs a cause for its existence, and when it does, it becomes a "necessary being" because of something else. Al-Farabi's doctrine of the beginnings testifies to the fact that he was influenced by the theory of emanation of neo-Platonism, which is fundamentally different from the views of the early Islamic faith.

According to Farabi, science and all knowledge in general do not arise from subjective desire and desire, but rather as a result of human needs that grow more and more in relation to them. Farabi's classification of sciences had a strong influence on the

classification of sciences in the East and in Europe, and played a major role in their development.

Farobi said "obligatory existence" - production based on need is necessary, production exists - in this case, waste is generated. It is permissible to pay attention to the issue of protecting the environment, i.e. nature. Decontamination of waste, fighting against pollution of nature leads to the development of ecological knowledge among people, i.e. "possible existence". When these problems arise, it is important to understand the nature of easy, popular methods in choosing ways to develop environmental awareness among the population [1]. It can be seen that appropriate pedagogical technology methods should be used in the teaching of each subject.

It is known that modern pedagogy requires teaching methods to be convenient, understandable and simple, moreover, based on the principle of instruction. This pedagogy requires to establish teaching on the basis of improving the relationship between the teacher and the student, especially increasing the activity of the student. This is based on the teaching process. Because pedagogical communication can be an important factor in student education [2].

It is convenient to achieve food security by protecting nature by protecting the environment, by achieving clean air, water and soil. At this point it can be said that methods should also be chosen. Because we know that teaching is carried out in pre-school educational institutions, in schools, in higher education. However, in environmental education, the people most affected by the environment are the general public. Therefore, when choosing the type of education, it is necessary to find a way to educate this mass of people.

Taking into account that preservation of nature is the goal of environmental protection, the content of education in teaching the topic "Environmental protection" in ecology can be shown as follows:

1. The system of knowledge about nature, society and oneself.
2. System of general intellectual and practical skills and abilities.
3. Experience in creative, research activities.

4. The experience of a value relationship to things or tools is a human activity. In this, norms of attitude to the world, themselves, other people, including not only knowledge, worldview ideas, but also trust in them, truth, humanitarian relations are manifested in behavior.

In this framework, a system of general intellectual and practical skills and abilities can lead students to creative pursuits.

For students of higher education, the most polluting factors of the environment can be explained, such as the chemical and energy (thermal power plants) industries, vehicles, and natural volcanic eruptions. In this regard, the chemical industry of our republic mainly produces nitrogenous and phosphorous fertilizers, in addition, extraction of phosphoric acids from phosphorite and the release of fluorine nitrogen

oxide, fluorine gases in the processes of their concentration [3], ash and sulfur (IV) oxide in many thermal power plants, volcanic eruptions in the energy sector It can be mentioned that various harmful, toxic gases and dusts pollute the air.

Based on the philosophical thoughts of the Chinese philosopher Confucius, who lived in the 6th century BC - "If you tell me, I will forget, if you show me, I will remember, if I do it myself, I will get to the essence" - for studying chemistry, he explained chemistry by showing chemical reactions to students.

By showing video films about the industry, an understanding of environmental pollution can be created.

The current global warming of the Earth can be explained by the fact that Ozone is composed of triatomic oxygen molecules, and its decay is caused by oxidizing agents such as fluorine and chlorine [4].

With the use of modern pedagogical technology in the teaching process, it is effective to instill environmental knowledge into the student's mind. If knowledge is given from a young age, i.e., starting from pre-school educational institution[5], even teaching methods are easier to give skills to the child, the important thing is that this child can acquire knowledge easily even when he is a student. If teaching is carried out on the basis of an animation program through computer technology, it will be convenient to use short-length videos or animation materials of about 5-10 minutes. It also creates an opportunity to test students' knowledge.

The student's knowledge development can be achieved by conducting practical training on each theoretical topic directly after the lecture on that topic.

In educational technology, the reasons for providing environmental concepts based on all disciplines for students in higher education are explained. It is pointed out that one of the reasons for the globalization of environmental problems today is that the environmental awareness among the population is not well developed, therefore, it is necessary for bachelors who have completed higher education to carry out environmental propaganda and campaigns among the population. This can create an opportunity to prevent global environmental problems.

During the teaching process, assignments can be given to students on the basis of topics covered on the Internet. Distance learning technologies using the Internet are being used both for the development of individual training courses for users and for higher education. The following main forms of distance education can be distinguished: online and offline. Online education has a number of important advantages: first, flexibility - students can study at a time and place convenient for them; students are not limited by distance and can study regardless of their place of residence. Secondly, an opportunity is created to develop the ability to work independently, and with this, the scope of thinking of students will expand, of course.

If we take into account the implementation of the teacher together with the students, in the activity of the students, this is a synergistic educational technology

created on a scientific basis by the professor of Stuttgart University, Hermann Hacken, and by "joint action" it is easier to master the topics while ensuring the active participation of the students under the guidance of the teacher [ 6].

In conclusion, teaching students through various teaching methods of pedagogical technology in the teaching of ecology certainly requires knowledge, skills and abilities from the teacher. The above-mentioned methods are the most convenient for students to learn.

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