

## NECESSITY OF ORGANIZING THE TRAINING MODULE " WASTE MANAGEMENT" WHEN UPGRADING THE QUALIFICATIONS OF PRESCHOOL EDUCATION DIRECTORS

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### Abstract:

The article analyzed the national educational system of waste management in the national educational system and revealed the need to organize a training module "waste management" in the training of directors of preschool educational organizations.

**Keywords:** preschool education organization, principal, waste management, educational situation, organization and necessity.

**The urgency of the issue.** According to the World Bank[1]. The world population produced 2.01 billion tons of solid household waste in 2019, and by 2050 global waste may grow to 3.40 billion tons. Currently, according to the information of the "Uzdav ekologiya" committee, in one year in Uzbekistan Out of 12 types of waste, only **household waste is 7.0 mln. more than a ton** . They have only **1.5 million. tons, that is**, only 21 percent is being processed. The rest are polluting the natural environment and causing ecological problems. In the next 10-15 years, their amount has doubled (due to the increase in the consumption level of the population and the delivery of products to them in various options), and this negative dynamic situation continues to develop.

President of the Republic of Uzbekistan Sh.M. Mirziyoyev September 23, 2020 In the speech at the 75th session of the UN General Assembly, it was not for nothing that they said that "We need to work on the basis of new approaches and in close cooperation against common threats to security and sustainable development " [7]. In order to ensure environmental security in Uzbekistan , we must achieve resource efficiency and production efficiency through an innovative approach to solving environmental problems . Currently, the main environmental problems for our country are: waste processing, safe disposal and disposal, climate change and adaptation to it, preservation of biological diversity, natural or man-made, including emergency preparedness for environmental emergencies such as the coronavirus pandemic, and from them. like getting out safely .

The purpose and objectives of the research. The goal of the research is to study the international experience of preschool environmental education and to find ways to implement it into national education based on the above-mentioned national normative legal requirements of environmental education. In order to achieve this goal, the following tasks were set before the research: to determine the state of preschool environmental education and its effectiveness in "ecologically clean" and economically developed countries; analysis of the state of environmental education in national preschool education; making suggestions on ways to implement relevant international experience into the national preschool education system.

**Research methodology.** A system of pedagogical methods for the analysis of the situation and its introduction into the national education system was determined, and they were placed on the following hierarchical level:

- ✓ collection and analysis of relevant information;
- ✓ monitoring the process of environmental education and training in environmentally clean and developed countries;
- ✓ determining the effectiveness of activities and evaluating the state of implementation of experiments;
- ✓ to test and implement in the advanced stage of pre-school education.

**Research results.** Chapter 3 of the Resolution No. 434 of the Cabinet of Ministers of the Republic of Uzbekistan dated May 27, 2019 "On the concept of development of environmental education in the Republic of Uzbekistan" 11 tasks for the development of environmental education were determined for this system. To implement these tasks, on August 6, 2019 , a joint decision of the Ministry of Preschool Education and the State Committee for Ecology and Environmental Protection was adopted on measures to develop environmental education and upbringing in MTT . The content and essence of these tasks are aimed at bringing environmental education to the level of modern requirements, including environmental science, enlightenment and digital economy.

The science of "Herbology" deals with the environmental issues of waste processing, safe disposal and disposal. However, providing relevant knowledge, skills and qualifications in this subject is carried out in Uzbekistan by the Faculty of Ecology of UzMU as the main higher education institution of only 7 regional universities. In "ecologically clean countries", this process of education and upbringing, starting from preschool education, gives effective results [ 2].

**The purpose of the state curriculum "Ilk Kadam"** recommended for MTT in the Republic of Uzbekistan from September 2018 is to organize and implement the educational activities of preschool children [3] . In order to achieve this goal, it is stated in the program that the educational process at MT T "will be organized in accordance with the needs of children and the population, based on the principle of creating a favorable environment for the development and social adaptation of the child and providing a safe environment for him, based on the possibilities." In the organization of additional educational services for preschool children (6-7 years old) (chapter 3.1) in their social competence , in life situations, in communication with adults and peers, the ability to behave in accordance with the rules and norms of self-control, and in the cognitive competence, conscious perception of the surrounding world tasked with doing and using the acquired knowledge, skills, competences and values to perform educational and practical tasks. In the cognitive competence , the problem of observing and researching events and phenomena in the environment and showing a careful and caring attitude towards the environment is set [10]. Creating a developmental environment Chapter 6 sets the task of matching the characteristics of nature and climate in the context of the educational and developmental environment of the preschool educational institution. Appendix 3 of the program, i.e. "Sample annual thematic plan" of all groups of MTT, introduces children to the world around them.

In Appendix 4, it is planned to carry out similar experiments . However, they did not directly address the issue of waste education **in the organization and implementation** of preschool children's educational activities .

8 modules and 32 topics in the subject program "Introduction of children to nature" of the higher education institutions conducting the educational process according to the state curriculum "Ilk Kadam" 110000–Pedagogy, 5112700–Psychology and pedagogy of preschool education and 5111800–Methodology of preschool education none of them included a topic related to waste .

30 hours of theoretical, 50 hours of practical, and 40 hours of independent training sessions of the 120-hour educational module "Ecological Education Methodology" for the specialty of educator of MTT organizations of the National Vocational Education 4111202–The subject of waste was not included. The same situation can be seen in the 40 hours of theoretical, practical and independent education of the educational module "Mathematics and Ecology at MTT" for minor professional specialties 4111201–Assistant educator. The requirements for their professional competence include the issue of "Participation in the formation of a careful attitude to the environment".

Current environmental issues related to "Waste processing, safe disposal and disposal " in the contents of the educational modules "Organization of environmental education and training at the local level" and "Organization of environmental education and training at the MTTDMQTMO" it has been shown that there is a problem [9]. However, no attention has been paid to the acquisition of knowledge, skills and competences related to waste. Because it is impossible to reveal the issue of waste separately in the 2-hour academic hour allocated for a very large amount of environmental education.

In the 18-hour "Actual Problems of Ecology and Safety of Life Activities" educational module of the institute, 2 hours of practical training are devoted to environmental education and education, dedicated to the topic "Which kindergarden waste is more useful" [8]. However, the purpose of the training is to acquire the skills to compare 2 MTTs depending on the waste composition. It does not explain the content and essence of Garbology science, its management in MTT, that is, the requirements for creating skills related to waste management.

Studies related to the theoretical and methodological aspects of this problem have been studied abroad by scientists such as Maria Eduarda Ferreiraa, Catarina Cruza, Rui Pitarmab 2016 [4]. They suggested that education and upbringing of waste management should be started with children of preschool age, and it should be introduced by integrating it into environmental education. Russian Sidiyakina EA[5]., (2013) concluded that environmental education, including waste studies, should be focused on teaching not how to think about ecosystems, but how to think about ecosystems in the initial part of general secondary education[11]. Panin A. V – Kolesnikova I [6]. A(2017) A number of researchers, such as For this, they say that, first of all, it is necessary to start with the establishment of environmental management in preschool education.

In order to develop environmental culture in the Republic of Uzbekistan, the Office of the Coordinator of OSCE Projects, the Ministry of Pre-School Education, " SVB Advisory " British Uzbekistan Sustainable Development Company and " Hashar w ye yek " social project have launched a program to introduce environmental education and training in the preschool education system. According to him,

within the framework of the project, 13 preschool educational organizations of Tashkent city were selected for the approval of the didactic game "Interesting waste" and teaching methodology.

The main goal of the project is to teach children about environmental culture and education from a young age.

Hashar w ye yek " social project , which promotes ecological culture in Uzbekistan, has developed a program aimed at teaching preschool children to sort different types of waste and properly work with waste.

The program was developed taking into account the age characteristics of children from 3 to 7 years old, and the main criteria are visual images and the possibility of practical activities.

One of the most optimal and quick solutions to the problems of the national environmental education and training in environmental science analyzed above is the training on "Waste Management" in the process of improving the qualifications of the directors of MTT, which operates in the preschool education system . module formation is a very urgent environmental problem.

### Summary

In "ecologically clean" and economically developed countries, the formation of environmental consciousness and culture of a person is carried out through environmental education. Ecological education starts from the age of 3, and ecological education starts from their childhood, i.e. "cradle". The direct introduction of international experience in this direction to the preschool education system of Uzbekistan is not appropriate from the point of view of not only economic opportunity and social situation, but also the rich cultural heritage of the Uzbek nation that has been formed for many centuries. Therefore, it is necessary to implement ecological education before the national school, that is, to introduce international experience in a way that is adapted to our real conditions. Environmental education in preschool education is the need of the hour to gradually implement the science that takes education to a new level , the education that forms the ecological enlightenment of children and pedagogues, and the digital economy that applies modern information technologies to environmental management.

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