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PEDAGOGICAL NEED FOR DEVELOPING ECOLOGICAL CULTURE IN FUTURE AGRICULTURAL SPECIALISTS

Karimov Otabek Kamaldinovich
Assistant at Andijan Institute of Agriculture and Agrotechnologies

Abstract: This article highlights the pedagogical necessity, content and importance of forming an ecological culture and ecological worldview in future specialists in the agricultural sector. Today, the rapid development of agriculture, intensive use of natural resources, depletion of water and soil resources, environmental pollution and climate change require specialists in the agricultural sector not only to have professional knowledge and skills, but also to have a high ecological culture and responsible attitude. From this point of view, enriching the ecological knowledge of students studying in agricultural areas in higher educational institutions, forming in them a professional position based on the principles of a careful attitude to nature, environmental responsibility, ecological thinking and sustainable development is an important pedagogical task. The article analyzes the role of environmental education in the sustainable development of agriculture, rational and efficient use of natural resources, preservation of biodiversity, protection of soil and water resources, and prevention of ecological crises.

Keywords : ecological culture, ecological worldview, ecological education, ecological upbringing, agricultural education, future specialist, ecological competence, sustainable development, natural resources, ecological responsibility, agriculture, ecological thinking.

Today, global climate change, depletion of water resources, soil erosion and desertification processes are causing serious environmental problems all over the world, especially in the Central Asian region. Agriculture is the largest and most important sector directly related to natural resources. The environmental literacy and culture of future specialists (agronomists, zootechnicians, hydromeliorators and engineers) working in this field directly determine the future of land and water resources. Therefore, the development of environmental culture of students in agricultural higher educational institutions is one of the most urgent pedagogical needs of today. For many years, the excessive use of chemical fertilizers and pesticides in agriculture to increase productivity, waste of water resources and improper irrigation systems have led to a disruption of the ecological balance. The root cause of these problems lies in the fact that specialists think only about economic profit and do not sufficiently take into account the laws of nature. A future specialist must be able to correctly assess not only the technology of high yield, but also the impact of that technology on the environment, biodiversity and human health. This will be possible only if they have a high ecological culture. From a pedagogical point of view, the development of ecological culture in future agricultural specialists is based on the following requirements. Ecologization of the education system: Integration of separate eco-modules into the educational and methodological complexes of all special and specialized disciplines in the agricultural direction, in-depth teaching of "green technologies" and organic farming standards. Creation of an interactive and practical learning environment: Introduction of simulation games, case studies and startup projects that form students' skills in assessing environmental risks in advance and adopting alternative ecological solutions. Integration of dual education and production: Establishing internships for future specialists at resource-saving (drip

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irrigation, use of biological protection) advanced agro-industrial enterprises. Monitoring of ecological education: Development of pedagogical criteria for assessing not only theoretical knowledge of students, but also their ecological thinking, professional responsibility and practical eco-initiatives.

Today, the future of the agricultural sector directly depends on its human resources, especially on the environmental awareness and professional culture of future specialists. Threats such as global warming, a sharp decrease in fresh water reserves, soil degradation, and a decrease in biodiversity require an abandonment of traditional approaches to agriculture, that is, those that focus only on gross productivity. The modern agricultural education system must not be limited to teaching students only agrotechnical rules and methods of obtaining economic benefits, but also educate a new generation of specialists who respect the laws of nature. From a pedagogical point of view, the formation of an ecological culture in future specialists is a complex, multi-stage process that includes the internal worldview, beliefs, professional responsibility, and ethical criteria of the individual. A student must be able to deeply analyze the consequences of each of his professional actions for the entire ecosystem, be it the application of mineral fertilizers, the setting of an irrigation regime or the choice of land cultivation technology, and be able to predict the risks in advance. Only when ecological knowledge is inextricably linked with professional skills will it be possible to move from the psychology of "consumerism" to the position of "rational user and protector" in the agricultural sector. From this point of view, the ecologization of educational content in higher educational institutions, the widespread introduction of the principles of "green economy", resource-saving technologies and organic farming into the educational process is an urgent task. Dual education based on interactive methods, practical eco-projects and advanced agricultural farms serves to transform students' theoretical knowledge into solid practical convictions. In conclusion, it should be recognized that training a new generation of ecologically mature personnel who deeply understand the harmony of nature and man is not just an educational goal. It is the most solid pedagogical foundation and guarantee for ensuring Uzbekistan's food security, stopping the degradation of land and water resources, preserving fertile soil for future generations, and leading our country's agricultural sector on the path of long-term sustainable development.

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