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INTERDISCIPLINARY INTEGRATION OF ENVIRONMENTAL SAFETY CULTURE DEVELOPMENT

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Abstract:
In the article, the factors contributing to active mental activity in the process of integration of educational subjects of the formation of environmental safety culture in students - the appropriate combination of subjects for integration, the selection of methods, taking into account the actions of the teacher and students, are logically sequential, consistent, and scientifically described.

Keywords: teacher, student, science, integration, universal, disaster, problem, situation, nature, society, opportunity, competence, activity, factor, method, condition, active, attitude.

INRODUCTION

It is known that the last 20th century was the century of scientific and technical achievements. In addition to the use of modern science and technology development achievements, the adverse environmental situation brings significant environmental risks [1]. It creates an environmental hazard of universal importance. The reasons for the origin of environmental risk Coordination of relations between nature, society, people and technology and prevention of environmental risk has become the main problem of today [2]. This unfavorable natural ecological situation has a significant impact on people. In this regard, universal and regional ecological danger, its causes, coordination of relations between man and nature, society and nature, prevention of environmental destruction are the urgent problems of today [3].

Materials studied during environmental education for students are of great importance in the process of getting to know nature. Nature is made up of the material world that surrounds man in its various forms. The goal of environmental education is to teach students to know nature and preserve it, to form

interdisciplinary theoretical knowledge, practical skills and competencies related to environmental education. Analysis of interdisciplinary formation of students' concepts of environmental education shows [6].

LITERATURE ANALYSIS AND METHODOLOGY

Himmataliev, Tokhtaeva, Khasanov, Valieva and other scientists organized the issues of introducing dual education in the process of improving the quality of training and professional training of future specialists, ensuring the integration of science, education and production. In the works of Yedrenkina, Kuznesov, Zayseva and others of the Commonwealth of Independent States, the problem of forming students' knowledge, skills and/or qualifications based on the integration of science, education and production in the educational process was considered [7].

However, in these studies, the problem of developing professional training of students through teaching based on the integration of science, education and production in the educational process has not been sufficiently studied. This shows the urgency of the problem of ensuring the integration of science, education and production in the process of professional education, the need to develop its theoretical and practical foundations, and the development of its content at the level of modern requirements [8].

During the research, we realized that it is necessary to choose the methods taking into account the factors that help active mental activity of the integration of educational subjects - the favorable combination of subjects for integration, the actions of the teacher and the student [9].

There are certain possibilities of integration of all subjects taught in higher educational institutions, and its integrated organization depends on a number of conditions. Therefore, pedagogues and methodologists should consider all these situations before creating a new program. One of the reasons for the difficulties in educational activities is the lack of integration. The reason for a student's successful learning of one subject may be related to the fact that they have good knowledge of another subject [4].

For example, in order to copy a large text literately, the ability to read it quickly and correctly is required. Without talking about such a possibility, it is necessary to realize that it is very difficult and harmful to teach every subject taught by the teacher

without comparing and comparing it with another, without using its authorities. Including discussions with students by organizing integrated lessons, organizing interclass competitions, question-and-answer sessions. The main goal of using such modern types of lessons is to activate students in the learning process, to achieve a high level of mastering the learning material. Such technology teaches students to imagine the world in a different way, to connect practice with life, not to memorize theoretical rules verbatim [10].

The principle of interdisciplinarity ensures full mastery of the complex aspects of interdisciplinary relations and provides access to the inner essence of knowledge [5]. As a result, different systems are interrelated, integrative whole. In particular, the connection between humanitarian sciences, ensuring mutual dependence, providing students with ecological knowledge in accordance with a certain classification are prominent as a factor in the formation of interest in learning about nature in them [11].

The use of ecological concepts in the course of the lesson creates interest in studying ecology among students. In addition, in their education, the implementation of interdisciplinary connections, the understanding of the essence of the existence in nature and society, the events and processes that take place in them, the ability to imagine the general and specific concepts in the content of these academic subjects and apply them to practice [12]. It is important in creating the process of formation of ecological concepts in the student by forming the content of skills and competencies.

RESULTS AND DISCUSSION

Concepts that are the basis for establishing interdisciplinary communication in teaching ecology to students in higher educational institutions are divided into the following groups [13]:

1. Continuity and integrity of the totality of events that occur on the basis of the interdependence of nature and society.
2. Implementation of interdisciplinarity through the use of the laws of nature and society in understanding life processes and changes, solving problematic educational tasks.

3. The need to study events and events in material existence, the causes of environmental disasters and measures to eliminate them.
4. Ways to learn the laws of nature and society and use them effectively and rationally.

Interdisciplinarity develops the student's ability to think, increases independence. Also, along with the development of his interest in science, he forms his labor, skills and competencies and greatly helps to educate his ecological culture.

Direct, active communication with nature and society accelerates the process of mental activity organized by students of higher educational institutions. This situation affects the way of thinking of students, creates their interest in learning about nature and improves their mental abilities.

Also, since today the question of developing a humane attitude towards nature among students is a cross-sectional issue, during their work, pedagogues should inculcate in students the knowledge of the laws of nature and society, man and nature, their interrelationship, and the maintenance of natural balance, and on the basis of these, ecological they will have to carefully plan and implement educational and educational work on the subjects [14].

In particular, it is a priority task to ensure environmental safety, to leave natural resources to the next generation, to use and protect them rationally, to improve the legislation, and to strengthen environmental and legal education and upbringing in the family in particular . This will serve to preserve and preserve the existing natural resources of our country for future generations, as well as their rational use and protection.

Ensuring communication in the educational process consists of the following:

-relationship and difference between animate and inanimate nature;
- are natural objects and their artistic features;
- ecological components of nature and their interrelation;
- natural phenomena and their artistic effect;
-Uzbekistan's nature and its ecological protection;
- forming a rational relationship to the nature around us.

It is desirable to have preliminary, ecological concepts based on the integration of sciences in the acquisition of ecological knowledge about the laws of nature and

society's development. It creates an opportunity for students of higher educational institutions to form ecological concepts based on the integration of disciplines.

It is important to analyze the natural sciences program in terms of content and purpose, to determine their continuous and organic connection of interdisciplinary environmental education, to use them in the educational process, and to activate the student's cognitive activity. Their integration in the teaching of natural sciences, that is, the implementation of horizontal-vertical connection between disciplines, is an important didactic condition of the educational process, and it fulfills the following tasks:

1. The scientificity and density of the educational material, which is the main source of knowledge for students, ensures the didactic connection of concepts learned from other natural sciences.
2. Student's interest in acquiring knowledge increases and mental development accelerates.
3. Integration of natural sciences, i.e., by implementing interdisciplinary horizontal and vertical steps in teaching, makes it possible to expand the scientific outlook of students.
4. Aspects of interaction between natural sciences and specific laws within the sciences are not limited only to the expression of different knowledge and concepts in the content of certain academic subjects. Pedagogical research on ensuring interdisciplinarity in teaching should be considered as an independent research direction as an opportunity to exert pedagogical influence on a developing individual.

The creativity of the students is that they design the aspects that are known to the subject, but the student does not know, first of all, and motivate the students to do the same. If this is the case, it is an effective way to implement integration through the organization of module lessons to develop environmental thinking in students.

CONCLUSION

Today, a new approach to the integration of general professional sciences is beginning. The interdisciplinarity program addresses the problem of bringing together and integrating closely related disciplines. In order to achieve these tasks, in order to scientifically substantiate the interdisciplinary connection in the

educational process, the selection of the interdisciplinary content of each academic subject, the integration of academic subjects with each other using modern educational technologies used in the educational process it is necessary to form a connected system.

Integrative learning offers movement from simple to complex, from knowing to knowledge, from chaos to harmony, from thirst to mastery and creativity. The words, the secret of numbers, the green symbols seek to reveal the secrets of ancient legends. In fact, in today's educational system, students' knowledge of interdisciplinarity is implemented through the application of information technologies. This makes it possible to implement large-scale measures to create all the necessary conditions for raising a physically, mentally healthy, well-rounded generation capable of taking responsibility for the future of our country.

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