

THE ROLE OF A FASALITATOR TEACHER IN THE FORMATION OF ECO-AESTHETIC COMPETENCE AT A SMALL SCHOOL AGE

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Abstract

The article covers who is the facilitator teacher and what characteristics it should have, the peculiarities of segmenting eco-aesthetic competence in students of a small school age, the tasks and burdens that the teacher should perform in this regard, and the role and role of maturing eco-aesthetic competence in the person of the student in the life of society is high.

Keywords: facilitator teacher, trend, competence, facilitator, farm, group dynamics, environmental situation.

Introduction

In order to make responsible decisions in modern complex environmental conditions, it is important that a person not only has deep knowledge in various areas of the environment, but also has the ability to act in a specific or crisis environmental situation. This ability of a person, based on knowledge, experience, values and inclinations and possessing environmental competence – requires skill to solve any environmental problems. In a broader sense, environmental capacity corresponds to a person's ability to apply appropriate knowledge and actions to effectively exploit a given environmental situation. Thus, the concept of "eco-aesthetic maturity" is multifaceted, its content and level depend on many factors: the development of Ecology and related sciences, certain socio-natural conditions and trends in environmental relations, and another characteristic feature of ecological potential is its real manifestation in a particular environmental situation. Being ecologically and ecoesthetically competent is acting skillfully in a particular ecological situation based on previously acquired knowledge and experience.¹

LITERATURE ANALYSIS AND METHODOLOGY

Eco-aesthetic competence is the set of environmental preservation of mutual personal qualities (knowledge, skills, qualifications, methods of activity) necessary for students of a

¹ En.m.wikipedia.org, <https://wfsf.org/>

small school age. Environmental competence is the ability, willingness and experience of a person to preserve the environment, solve environmental problems.

Eco-aesthetic competence is the ability to apply the theoretical knowledge, practical skills and competencies acquired in Ecology in practice, using them to solve the practical and theoretical issues that they face in their daily lives.

Competence – (Latin *competens*-competent, has the ability) is pure professional knowledge, skills and competencies, Initiative, cooperation, group work competence, communicative ability, real assessment, logical thinking, sorting and using information.

What qualities should a teacher have in the development of this competence? What should be the eco-aesthetic competence of a modern educator and the qualification to be able to deliver it to the student?

HOW SHOULD A FACILITATOR TEACHER BE?

Linking classroom education to the real world helps students see the importance of what they are learning. Likewise, bringing the world into our classes is an interesting and in some way motivational force for the child. For example, interpreting an optional subject as having something to do with an object or phenomenon outside of the classroom, providing specific insights through a concise interpretation serves to enrich students' perceptions. It is very important to be a facilitator teacher when forming eco-aesthetic competence in the mind of a student at a small school age. Naturally, the question arises. Who is the facilitator teacher and how it will be. Let's find the answer in this now.

Who is the facilitator?

The term is derived from English "facilitation", "process simplification" - a facilitator is a person who plans, directs and directs a group event to ensure effective achievement of the group's goals. He controls the course of the discussion, the clarity of thoughts and the participation of all participants.

For it to be effective, the facilitator must maintain impartiality. This does not mean that only a person from outside can be such a person. The main thing for the facilitator is to stay neutral. He withdraws from his personal views, his relationships with other participants, and focuses only on the dynamics or process of the group. (The "group process" is the approach used to manage the debate, get the best result from everyone involved, and successfully complete the event. A successful facilitator is the control of group dynamics on which ideas and decisions expressed by a group depend.)

The main responsibility of any facilitator is to set the direction for the group process and create the environment in which it can develop. Thus, it helps the group to make the most rational decisions and successful conclusions.

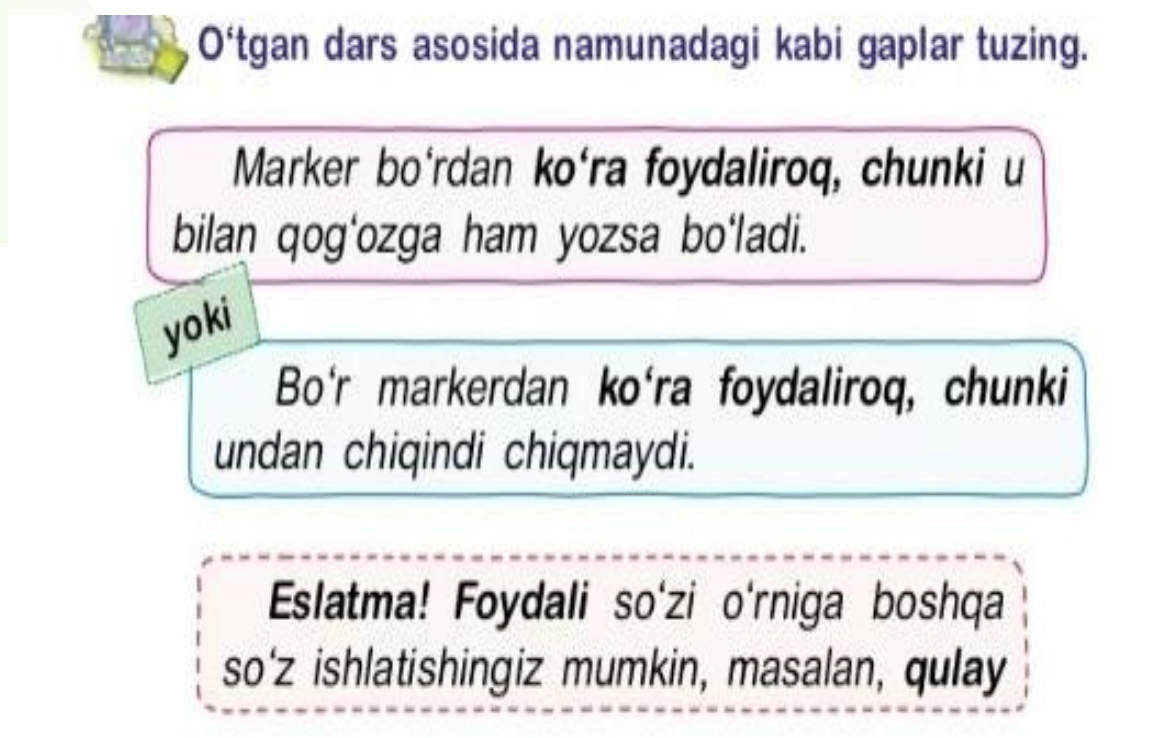
The facilitator is not just a person who guarantees order at the event and the presence of all the necessary participants. And this is not even a person who just stands on the flipchart and writes all the ideas.

Many types of interactions in a group are individuals that facilitate the communication process, and are particularly important in complex discussions and where participants' views and interests vary.

Such an intermediary may require a wide range of skills and tools, from problem solving and decision making to team management and communication.²

DISCUSSION AND RESULTS

Current textbooks are the best helpers for teachers in this regard. The following assignment for junior school age students requires the teacher to be a facilitator (Ona tili va o'qish savodxonligi 2-qism Toshkent –2021).



O'tgan dars asosida namunadagi kabi gaplar tuzing.

Marker bo'rdan ko'ra foydaliroq, chunki u bilan qog'ozga ham yozsa bo'ladi.

yoki

Bo'r markerdan ko'ra foydaliroq, chunki undan chiqindi chiqmaydi.

Eslatma! Foydali so'zi o'rniga boshqa so'z ishlatishingiz mumkin, masalan, qulay

When we pay attention to what is given, it is said that the marker is more useful than the chalk, since it can be written with it to the RAM, but it is also useful from the marker so that no waste comes out of the chalk. The purpose of giving this assignment is not only to improve students' knowledge of the qualitative vocabulary category, but also to encourage them to be environmentally conscious, what should be used to reduce the number of waste, to encourage the production of non-waste products whenever possible, and to increase their eco-aesthetic competencies.

² <https://hiddenshell.ru/uz/sovremennye-metody-fasilitacii-gruppovoi-raboty-osnovnye-metodicheskie/>

Another example is the task of creating a project for students from the 2nd grade mother tongue and reading literacy textbook. The theme is also unique: "My Little Farm". This assignment is significant in the fact that students are given step by step what it is to make a project, what it is to make a project. With this, students both learn to design and develop their eco-aesthetic competencies.

At this time, the teacher must be a facilitator.

1. What is a farm for?

2. What are the benefits of it for us?

3. What knowledge is needed to care for animals?

4. What importance do farms have in our lives today?

The above questions should clearly explain the answer, take students on a trip to some farm. It was then that the teacher could give the students the first ideas about what the farm was, what it would look like.



Who is the facilitator?

The term is derived from English facilitation " - " simplify the process "or" facilitation." A facilitator is a person who plans, manages and manages a group event to ensure effective achievement of the group's goals. He controls the course of the discussion, the clarity of thoughts and the participation of all participants.

To be effective, the facilitator must maintain objectivity and objectivity. This does not mean that only a person from outside can be such a person. The main thing for the facilitator is to stay neutral. He withdraws from his personal views, his relationships with other participants, and focuses only on the dynamics or process of the group. (The "group process" is the approach used to manage the debate, get the best result from everyone involved, and successfully complete the event. It all depends on many factors that will be discussed in detail later in this article. A successful facilitator is the control of group dynamics on which ideas and decisions expressed by a group depend).

The main responsibility of any facilitator is to set the direction for the group process and create the environment in which it can develop. Thus, it helps the group to make the most rational decisions and successful conclusions.³

³ <https://hiddenshell.ru/uz/sovremennyye-metody-fasilitacii-gruppovoi-raboty-osnovnyie-metodicheskie/>

Conclusion

Only the correct implementation of the eco-aesthetic education system of future specialists makes it possible to implement ideas, goals and objectives and achieve the necessary results in solving such important issues as the ecology of society. The most important work to be done in this regard is the preparation of the facilitator teacher. In the field of education, especially in the formation of eco-aesthetic competence, we need facilitators. This is the requirement of today.

Eco-aesthetic competence is the ability of a student to independently transfer and complex application of general educational skills and knowledge of science to design and organize environmentally friendly activities in socially problematic environmental situations, human health and life safety. The role and importance of the teacher in the formation of this ability in students at the age of a small child is incomparable.

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