CURRENT STATE OF TECHNICAL HIGHER EDUCATION INSTITUTIONS

Bukhara Engineering Technological Institute
Savriyeva Iqbol Bahodirovna, scientific researcher

ANNOTATION

Industrial ecology now has a complex interdisciplinary scientific direction, and its central problem is to create safe conditions for people in the course of work and to protect the natural environment from negative man-made effects. Today, environmental education is not just a simple issue. Environmental education of technicians is one of the most important factors that can influence the current situation. An ecological worldview based on the knowledge system and formed on its basis, a way of understanding reflecting an ecologically oriented way of thinking, a set of professional and personal qualities together ensure ecologically based activity. The moral position of the future specialist and his ability to choose technical solutions that minimize the man-made load on natural objects are based on a deep knowledge of natural processes and the negative impact of the specialty the student is studying on them [1].

For many years, ecological education in higher technical educational institutions has had a purely empirical character, not relying on objective laws based on the formation of a highly qualified specialist. Professional environmental training of students is mainly carried out at the level of the teaching of environmental protection [2].

Today, the ecological education system is implemented within the current education system and is considered an important component of it. Ecology has become an integral subject related to almost all natural and technical sciences, and is taught in one form or another in all educational institutions.

The formation of ecological ethics requires a lot of time, so work with students should start from the first year, and for this, it is necessary to include sections in accordance with general education courses [3].

Industrial ecology is a comprehensive science that has all the features of a complex scientific and technical science and studies the general and local laws of the formation of the technosphere and the methods of its management in order to ensure the protection and safety of the environment on a regional and global scale [4].

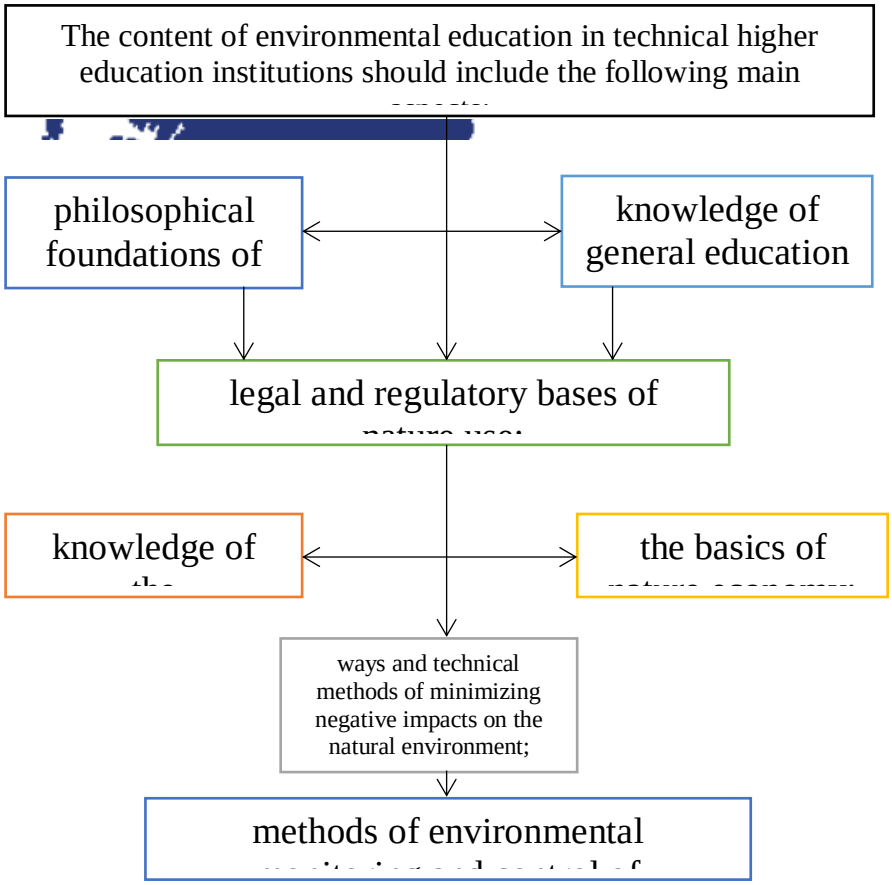

Figure 1. The scheme of the composition of environmental education at the Technical Higher Education Institution

The task of industrial ecology is the formation of the necessary knowledge base of a modern engineer with the ability to create self-management mechanisms

of biosphere objects and methods and tools for forming and managing nature-forming areas without disturbing the natural balance of nature-forming areas [5].

The fundamental issues of ecology as a science should be adapted to specific specialties of higher education institutions [6]. As developers and users of new techniques and technologies, future engineers need to have knowledge about the organization of environmentally safe production, resource-saving technologies and waste-free production methods while working in enterprises [7].

The task of natural sciences and technical sciences at engineering higher education institutions is to ensure the standard of education and create a basis for professional training, to develop the creative abilities of future specialists and to form technical intelligence in general. Teaching ecology in the second or third year of technical higher education institutions provides the basics of ecological knowledge, and laboratory practice helps to form practical knowledge and skills necessary for further professional activity [8].

To get knowledge, it is not enough to study one "Ecology" course, but a whole cycle of ecological courses is required. "Ecology", "Ecological safety and labor protection", "Industrial ecology", "Safety of life activities" - these subjects are united by the system of continuous environmental education, and the general nature of the studied problems is related to the life and future professional activity of an engineer. is directly related [9].

Acquisition of basic environmental knowledge starts from the first course. In addition to entering the specialty and mastering general professional sciences, preliminary knowledge in the field of ecology is given, and their tasks are:

- ✓ formation of character and activity needs aimed at following a healthy lifestyle and improving the environment [10];
- ✓ education of humanitarian-ecological outlook;
- ✓ to develop voluntary skills for independent analysis of the environmental problem and its effective solution [11];
- ✓ maintain interest in knowledge about the environment.

The work program was developed and adjusted taking into account the profile of graduating specialists, it includes issues of engineering ecology, the main task of which is environmentalization of enterprises, along with general ecology [12].

In conclusion, today we have witnessed that in teaching environmental sciences to students in higher educational institutions, the content of the educational content has not been improved. we have achieved efficiency.

References

1. Олимов, К. Т., Назимова, Ф. Р., & Алимов, А. А. (2012). Личностно-деятельностно-ориентированные технологии в непрерывном профессиональном образовании. *Образование через всю жизнь: непрерывное образование в интересах устойчивого развития*, *10*(2), 219-221.
2. Olimov, K. T., Khimmataliev, D. O., Ashurova, S. Y., Gaffarov, F. H., & Karimova, N. N. (2020). Competent training of future specialists on the basis of acmelogical approach. *Journal of Critical Reviews*, *7*(15), 2476-2483.
3. Abdurasulovich, K. J., Abdurasulovich, K. O., Yangiboevich, K. M., Anvarovich, A. A., & Xolmurodovich, G. A. (2020). Opportunities and results to increase the effectiveness of multimedia teaching in higher education. *Journal of Critical Reviews*, *7*(14), 89-93.
4. Олимов, К. Т., Гаффаров, Ф. Х., & Расулов, А. А. (2015). Регистрация качества эффективности учебников по специальным дисциплинам профессионального образования. *Молодой ученый*, (10), 1244-1246.
5. Anvarovich, A. A., & Faxritdinova, T. S. (2021, October). FOREIGN EXPERIENCES IN MODERN TEACHING OF SPECIALTIES IN ENGINEERING. In *Archive of Conferences* (pp. 192-198).
6. Maxmudovich, X. M., Kuchkorovich, J. A., & Xo'Jjiyev, M. (2021). Technology of using E-learning modeling programs in teaching special subjects in professional education. *Psychology and Education Journal*, *58*(1), 5403-5411.

7. Alimov, A. A., Olimov, K. T., & Gaffarov, A. K. (2018). Preparing Future Teachers of Vocational Education for Innovative Activity in Uzbekistan. *Eastern European Scientific Journal*, (2).
8. Abdurasulovich, K. J., Anvarovich, A. A., Mamatkulovich, Y. U., Yangiboevich, K., & Sobirovna, M. M. (2020). The advantages of the methodology of preparing students for innovative activity on the basis of visual teaching of special disciplines. *Journal of Critical Reviews*, *7*(14), 1244-1251.
9. TAMOYILLARI, B. A. O. D. MASOFAVIY TA'LIM ORQALI UMUMKASBIY VA IXTISOSLIK FANLARINI KOGNITIV–VIZUAL YONDASHISH ORQALI, TALABALAR.
10. Алимов, А. А., Тоиров, Б. Б., & Савриева, И. Б. (2020). УМУМКАСБИЙ ФАНЛАРНИ ЎҚИТИШ ЖАРАЁНИНИ ТАШКИЛ ЭТИШ ВА БАҲОЛАШ. *Science and Education*, *1*(8), 199-206.
11. Alimov, A. A., Savrieva, I. B., & Amonov, E. И. (2019). METHODS OF IMPROVING THE QUALITY OF TRAINING OF QUALIFIED ENGINEERING STAFF ON THE BASIS OF PERSONALITY-ORIENTED INNOVATIVE TECHNOLOGIES. *Информация и образование: границы коммуникаций*, (11), 76-78.
12. Ramazanovna G. D. ROLE OF INNOVATION IN THE SPHERE OF INFORMATION AND COMMUNICATION TECHNOLOGIES //Archive of Conferences. – 2021. – С. 6-9.
13. Ramazanovna G. D. IMPROVEMENT OF POSITIONS IN INTERNATIONAL RATINGS AS A RESULT OF EFFECTIVE MANAGEMENT OF INNOVATIVE PROCESSES //Archive of Conferences. – 2020. – Т. 10. – №. 1. – С. 183-185.
14. Рахматуллаева Г. К. и др. COVID-19 АССОЦИИРОВАННЫЙ ТРОМБОЗ КАВЕРНОЗНОГО СИНУСА.(КЛИНИЧЕСКИЙ СЛУЧАЙ) //ЖУРНАЛ НЕВРОЛОГИИ И НЕЙРОХИРУРГИЧЕСКИХ ИССЛЕДОВАНИЙ. – 2021. – №. SPECIAL 1.

15. Khalimova K. M. et al. Clinical neurological and diagnostic aspects of headaches with congenital precerebral angiodysplasia //Toshkent tibbiyot akademiyasi axborotnomasi. – 2019. – №. 2. – С. 132-134.
16. Salokhiddinov M., Rahmatullaeva G. The role of pathological deformations of the main arteries of the brain In the development< bold> of stroke</bold> //CEREBROVASCULAR DISEASES. – ALLSCHWILERSTRASSE 10, CH-4009 BASEL, SWITZERLAND : KARGER, 2018. – Т. 45. – С. 473-473.
17. Муминова З. А., Нишанов Д. А. Морфологическая характеристика пуповины при беременности, осложненной острой респираторной инфекцией //Журнал теоретической и клинической медицины. – 2016. – №. 4. – С. 104-107.
18. Муминова З. А., Саиджалилова Д. Д., Нишанов Д. А. Морфологическая характеристика плацент женщин, перенесших острые респираторные инфекции //Журнал теоретической и клинической медицины. – 2016. – №. 3. – С. 148-150.
19. Ayupova F. et al. 137. The influence of acute respiratory infection in pregnant women on the development of preeclampsia //Pregnancy Hypertension. – 2018. – Т. 13. – С. S83.