

METHODOLOGICAL APPROACH TO ECOLOGICAL RESEARCHES IN THE CONDITION OF COVID-19

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Abstract: The article first reveals the theoretical foundations and practical aspects of the methodological approach to conducting environmental research and their application to the educational process on the example of the Republic of Uzbekistan.

Keywords. Methodology, ecology, education, test results, selection of methods, systematization, continuing education, recommendations.

INTRODUCTION

One of the main requirements for all disciplines is what research teaching methodology they have. The main problem of the theory of education is its methodology. That is why this issue is at the center of the debate of philosophers and educators, and, unfortunately, not all disciplines have a single opinion on this issue. For example, Belarusian pedagogical scientists describe it as “Methodology - a system of principles and tools for the organization and placement of theoretical and practical activities” [1, pp.24-37]. The Russian expert G.A. Fedotova [2, p.4] says that “Methodology is the science of understanding the objective being, the direction and methods of the processes that take place in it, and the general principles of processing”. The most influential national encyclopedic dictionary in Uzbekistan is “Methodology - a system of principles and methods of organization, restoration of theoretical and practical activities of the researcher, as well as the doctrine of such a system” [3, p.614]. It is also described as a doctrine of methods or a method of general knowledge. In this literature, methodology teaches how to approach methods and reality in general. The methodology that teaches a certain part of reality, some aspect, some state of its development can be cited as an example of dialectics, a methodology that reflects the metaphysics of reality, the linear development of reality, the process of change and the interrelationships between the elements that make up it, sharp, destructive changes that occur in reality, the methodology used in the study of the methodology can also be viewed as an algorithm of scientific knowledge, awareness of reality and transformation, it says.

THE MAIN FINDINGS AND RESULTS

The Austrian scholar P. Feyerabend argues that the methodology gives rise to new ideas only if it is free from any oppression (like religion), separate from public policy, and approaches a free issue. But P. Feyerabend is a "methodology - a doctrine of methods", he can take a methodological approach to the issue, which is considered in the light of the social status,

economic opportunities, political situation, legal framework, the requirements of the time of each state, research community or individual [4]. Otherwise, such a methodology will remain on paper and will not find its place in practice.

Based on the foreign and national literature analyzed above, it should be noted that the concept of “Methodology” uses dozens of words such as: reality, objective being, process, principle, tool, method, doctrine, principle, theory, practice, organization. This does not allow it to be put into practice and easily understood by students. For example, in the general education block of the 1st stage master's curriculum of higher education institutions of the Republic of Uzbekistan there is a 36-hour training module "Scientific Research Methodology". However, when studying masters by the method of "Questionnaire", the level of mastery of this course did not increase by 14-21% (Table 1). The textbook "Methodology of Scientific Research", published by Professor N. Shermuhamedova of the National University of Uzbekistan, contains different theoretical knowledge in the literature on the methodology published nationally and internationally, but the author is the only generalizer and serves as a program for future masters. There is no clear definition of what to do, the content and essence of which is not clearly stated [5, 512 p.].

Table 1
Indicators of mastering the course “Scientific Research Methodology” by masters of higher education institutions (HEIs)

<i>Name of Experienced Higher Education Institution</i>	<i>The direction of the master's degree in which the questionnaire was conducted</i>	<i>Number of Masters involved in the experiment</i>	<i>Those who responded positively</i>	<i>Those who answered negatively</i>
			<i>In (%) percentage</i>	
National Univeristy of Uzbekistan	Ecology and environmental protection	23	21	79
Gulistan State University	Methods of teaching geography	6	14	86
Tashkent State Pedagogical University	Methods of teaching geography	16	16	85

Methodology is derived from the Greek word “metodos” - knowledge or research “logos” - doctrine. It can be called Methodology - a set of teachings on the methods of scientific knowledge, or rather a system, derived from its original content and essence. Because the parts of the methodology listed below, the research methods are systematized in a specific sequence and hierarchy.

Methodology is not a method and, in contrast, can change in an evolutionary or non-evolutionary way, depending on circumstances and time.

The method does not change, new ones are created, and they are used in scientific knowledge instead of the old ones. The systematization of methods is based on a certain social, political, economic, environmental, spiritual and educational situation. For example, in the former Soviet Union, the methodology of almost all sciences, including environmental sciences, was adapted to the political system of Marxism-Leninism based on the idea of building a utopian communism [6, pp.10-11]. A clear example of this is the utopia of a planned economy to achieve equal social security for all, an environmental approach aimed at keeping up with the United States at the expense of natural resources, a methodology of spiritual and enlightenment propaganda that reflects the idea of a single nation.

After the collapse of the former Soviet Union and the emergence of independent states, a reasonable question arises as to what methodological basis environmental education was armed with. In the independent states, each of which has entered its own path of development, especially in Uzbekistan, as in many disciplines, there is a "methodological vacuum" in environmental education. Because we can not say that the ecologists of Uzbekistan, who escaped the pressure of the Union, conducted in-depth research on theoretical and methodological issues of science. The First President of the Republic of Uzbekistan Islam Karimov once said, *"We must not allow a vacuum to appear in politics, social life and science. That is, if you do not have your own idea, an idea from abroad will come and dominate your country. In this sense, if we do not have people who think independently, if we do not restore the history of our state, our people, our nation, if we do not write it objectively, others will write it differently. If it is limited to writing, it will try to guide us, the younger generation, and even our scientists"* [7]. Therefore, it is necessary to create an existing methodological framework for environmental education.

In philosophy, nature refers to an objective being, that is, to the various forms and types of the material world that do not depend on our consciousness, our behavior. In practice or in the natural sciences, it is seen as an object that is a source of satisfying people's material and spiritual needs. A philosophical view of nature is more accurate. Because cosmic objects - the sun, stars, planets, the sky and its infinite latitudes - originated and are natural without human intervention. It is not always possible for the human mind and thinking to reach it as an object of scientific knowledge. However, people use nature directly or indirectly in their daily activities. As its use increases, new aspects of science emerge.

Natural science is a system of sciences focused on the scientific knowledge of nature [8, p.4]. Its purpose is to study events, happenings, and processes that exist, change, and affect human life in nature. *Natural science is a set of sciences aimed at the scientific knowledge of the laws and patterns of events, processes and phenomena that occur, occur and may occur in*

nature, independently and in relation to human life. It is not a system of sciences because the structured sciences of natural science are inseparable. "Natural science" is not an independent subject, but participates in the educational process as a course of study. The sciences related to the scientific knowledge of nature are divided into groups of natural sciences [9, 182 p.].

First of all, in the philosophical grouping of sciences, "Ecology" is included in the list of natural sciences. The question arises as to social or human ecology? Are they also in the natural sciences system? Unlike the social sciences, the social ecological sciences ("Urban ecology", "Applied ecology", "Human ecology", "Demoecology", "Agroecology", "Ecology of social groups", etc.) - the relationship between nature and human society, social phenomena and interprets processes in the prism (perspective). If social ecologists do not take into account the state of the environment, processes and events in their research as a "basic criterion", their research will join the group of "pure social sciences", "leave" the system of ecological sciences. An in-depth theoretical analysis of this issue is one of the current problems of modern social environmental sciences. In this regard, the need to introduce the course "Ecological Theory" as an independent subject or training module in the training of personnel in the field of ecology and environmental protection is once again proved.

Thus, in order to select methods in environmental education and introduce them into the system of continuous national education, it is first necessary to identify, analyze and identify the real conditions and factors influencing it. Because the social status of the local population, that is, employment, social protection, indicates its attitude to the environment. Economic opportunity, on the other hand, depends directly on the material and financial capabilities of what methods to use in education. The environmental situation is directly related to the use of methods in practice. If the legal basis of environmental education and the foreign and domestic policy of the state do not match, there is no need to apply certain methods in practice.

The object of ecological sciences is natural or anthropogenically altered ecosystems, and the subject is their protection, rational use and restoration. The difference between the sciences in an ecological system can be either an object, a subject, or both. After all, the ecological sciences are its three main subjects of study - various aspects of natural, social and natural-social phenomena, processes and situations (natural, economic, social, political, legal, spiritual-enlightenment) that have occurred, are occurring and may occur within ecosystems. should reflect. Only then will the research be ecological in nature [10, pp. 71–77].

From the point of view of philosophical doctrine, *the methodology of environmental education in the broadest sense is aimed at imparting knowledge, skills and competencies about the natural, socio-natural and*

socio-social realities, processes and events taking place in ecosystems in real social, economic, political, spiritual-enlightenment, legal, ecological conditions. selection and systematization of techniques. In the narrow sense, it is a system of teachings on scientific methods of learning. By taking a broader approach to the broader philosophical meaning of methodology, the following requirements can be distinguished in the methodology of environmental education:

- ✓ conducting research on environmental education within specific ecosystems;
- ✓ selection of methods based on the current legal, social, economic, political, environmental, spiritual-educational and technological conditions;
- ✓ to take into account the nature of natural, more, administrative-territorial differentiation of the republic;
- ✓ the study of natural, socio-natural, and natural-social events, processes, and phenomena;
- ✓ selection of research methods of environmental education;
- ✓ systematization of scientific methods of knowledge based on real conditions.

In the methodology of environmental education, taking into account the social conditions, it is necessary to take into account the socialization of research, that is, the assimilation by man of a system of knowledge, norms and values that allow him to live in society [11, p.147]. This means:

- ✓ in the scientific knowledge of “Philosophy”,
- ✓ “Sociology” in the development of social associations (for example, the development of peoples and countries is directly related to their location depending on the ecological situation [12, p.374]),
- ✓ “Psychology” in the mental state of people,
- ✓ Periodic change of “History”,
- ✓ taking into account the traditions and customs of “ethnography” in the life of the local people creates an ecological culture.

Now the methodology of environmental education is radically different from the socialist, planned, ideological domestic policy of the Uzbek SSR, which is based on the idea of Marxism-Leninism, a specific path of development of our independent state in the field of domestic policy. *It rejects the principle of using our country as a “resource country” in the division of labor in the USSR, and urges to look at it as a “living space” of the local population.*

From a methodological point of view, each ecological study is a study of the comparison of natural, atropogenic-natural, anthropogenic-natural processes in the ecosphere without human activity and as a result of human activity in the scientific knowledge of natural, socio-natural and natural-social events, processes and phenomena.

The process of education consists in the selection and systematization of pedagogical methods that are necessary for the scientific knowledge of the above requirements. Because pedagogical research methods are not self-selected. First of all, the existing methods of environmental education should take into account the legal framework, political situation, economic opportunity, social conditions, spiritual and educational level and the environmental situation.

We will need to apply a systematic or systematic approach in choosing environmental education methods [13, pp. 398–399]. The systematic approach requires a certain hierarchy (step by step) of the process of scientific knowledge, starting with the hypothesis, concept, plan, the development or definition of its theoretical basis and the methods of its practical application.

This methodological requirement in environmental education research, for example, encourages the application of knowledge about ecosystems, the identification of the situation, the choice of teaching methods, and then the use of analytical methods.

In the theory of environmental education, the correct choice of the modern methodological basis, the placement of methods in accordance with its requirements and the application of the profession in the profession, means the validity, validity and practical significance of the results obtained. The selection of courses or modules in the environmental sciences shown in Figure 1 and their placement in a hierarchical position should be done accordingly in the national education system.

Method (Greek *metodos* - way of knowing or research, theory, doctrine) - a method of practical and theoretical acquisition, mastery, study, guidelines for learning, a set of methods, the separation and substantiation of philosophical knowledge [14, p.615]. A method is a method used to conduct, substantiate, evaluate, and summarize theoretical and applied research, not theory. Without these research methods, it is impossible to carry out any scientific and practical work. We fully agree with the definition used in the international dictionary, i.e. **method** (Greek *metodos* - way of research, method) - a way or method of achieving a specific goal. Although in the national literature the method is called by different names - method, methodology, way, but it is expedient to use the internationally recognized term "method" in scientific research. Methods exist in all disciplines, but environmental education requires their selection and systematization based on their laws, goals, and objectives.

Ecological research methods are methods for studying, identifying, and implementing processes, events, happenings, situations, and things in ecosystems. As environmental research occurs in almost all disciplines, it is complex and uses methods specific to almost all disciplines, including pedagogical research. The main content of scientific methods consists of scientific theories tested in practice and, in essence, has the function of

methods. The method, in turn, serves as a tool for the discovery of new scientific theories and laws. The scientific method used to discover an innovation is more important because other inventors can also make many discoveries based on its scientific method.

To sum up, the methodology of national professional environmental education is to choose research methods as a "living space" of the Uzbek people depending on the internal policy of the independent Uzbekistan, national values, socio-economic situation, ecological situation and systematize them in the hierarchical level, in contrast to the socialist, planned, ideologically developed domestic policy of the USSR, the "resource country".

We all know that the main purpose of education is training. Therefore, on August 29, 1997, along with the Law of the Republic of Uzbekistan on Education, the law on the National Training Program was adopted [15]. Article 4 of the Law on Nature Protection, adopted on 9 December 1992, does not reflect the principle of compulsory environmental education in the Law on Education. As a result, environmental education and upbringing in the national education system is carried out spontaneously. Therefore, on May 12, 2015, the Legislative Chamber

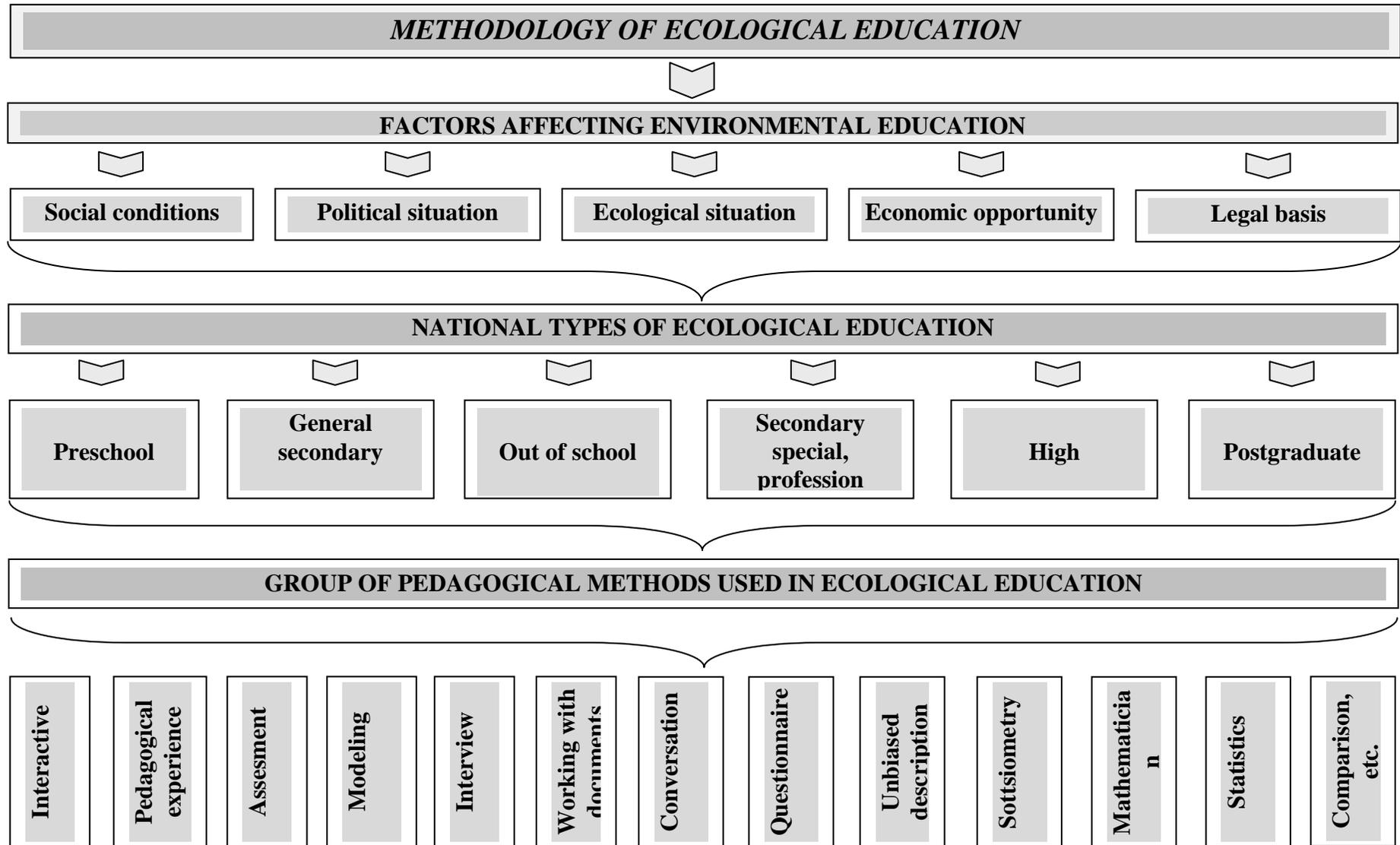


Figure 1. Model of application of the national environmental education methodology

of the Oliy Majlis of the Republic of Uzbekistan in cooperation with the Committee on Ecology and Environmental Protection and the Committee on Science, Education, Culture and Sports held a scientific-practical conference on "Development of environmental education in our country." was held. The conference was chaired by the Deputy Speaker of the Legislative Chamber of the Oliy Majlis of the Republic of Uzbekistan BB Alikhanov and the Chairman of the Committee on Science, Education, Culture and Sports A.K. Shadmanov.

In the reports of the conference participants, it was noted that the requirements for the modernization of the national state system require a review of all areas of science, including the system of environmental education and training. One of the main reasons for this is that it cannot fully meet the methodological requirements of today.

In solving the problems of national environmental education, it was necessary to look at the issue from the point of view of a methodological approach. Because the methodology of environmental education takes into account the real conditions that have arisen, ie the legal framework, social status, economic opportunity, environmental and political situation. The rapid change in national education policy also teaches research on environmental education and upbringing in our country to be flexible.

Over the next two years, 2017-2020, the situation in environmental policy and national education has changed radically. The methodology of environmental education is impossible without taking into account this legal framework, the political situation and the social situation. It is no exaggeration to say that the national education system has been radically reformed. For example, according to the Decree of the President of the Republic of Uzbekistan PD-5024 "On improving the system of public administration in the field of ecology and environmental protection" signed on April 21, 2017, the name "***State Committee for Ecology and Environmental Protection***" was changed. He was tasked with a number of tasks to improve the environmental situation and raise the environmental awareness and culture of the population. The activities of the Interagency Council on Sustainable Development under the Committee were reviewed. The task is to revise environmental education in accordance with the UN Concept of Sustainable Development, taking into account the ongoing reforms.

Preschool education in the national education system is now a critical study of the preschool education system in accordance with the Resolution of the President of the Republic of Uzbekistan dated September 9, 2017 No PP-3261 "On measures to radically improve the preschool education system" and paragraph 1 of the "Road Map" A commission has been set up to develop proposals for improvement. UzRes "On preschool education and upbringing" dated December 16, 2019. On August 6, 2019 the Ministry of Preschool Education of the Republic of Uzbekistan (MPE) and the State Committee for

Ecology and Environmental Protection (Uzdavekologiya) implemented the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 27, 2019 No 434 “On approval of the Concept of Environmental Education in Uzbekistan” Joint Resolution No. 7/1 and No. 6 on “Measures for the Development of Environmental Education and Upbringing in Preschool Education Institutions” instructed to review environmental education and upbringing.

According to Article 12 of the Law of the Republic of Uzbekistan on Education, adopted on August 29, 1997, general secondary education was provided in two stages - primary education (grades I-IV) and general secondary education (grades I-IX). Now in accordance with the Resolution of the President of the Republic of Uzbekistan dated February 3, 2018 No PD-3504 “On improving the activities of the Center for Secondary Special, Vocational Education of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan”; the task is to coordinate and provide methodological support to the process of vocational education in specialized educational and production complexes for the formation of 54 professional skills of students in grades 10-11. According to the new school curriculum, students in grades 10-11 will study general subjects 5 days a week and vocational subjects 1 day a week. Training and production complexes will be set up in 1,103 schools for 2,703 schools located far from vocational colleges, and in 615 colleges for 6,956 schools. Thus, in the general secondary education type, there was a third stage of vocational education for students in grades 10-11.

According to the Decree of the President of the Republic of Uzbekistan dated January 25, 2018 No PD-5313 “On measures to radically improve the system of general secondary, *secondary special and vocational education*” from the 2018-2019 academic year:

- ✓ compulsory general secondary and secondary special education in general education schools, including specialized schools, specialized boarding schools of arts and culture, specialized olympic reserve boarding schools and academic lyceums for a continuous period of 11 years;
- ✓ admission to vocational colleges at the expense of graduates of 11th grades of secondary schools, on a voluntary basis, for a period of training from 6 months to 2 years to acquire the relevant specialty (profession);
- ✓ students admitted to vocational colleges for the 2017-2018 academic year (inclusive of this academic year) are trained in the prescribed manner on the basis of the current curriculum in the professional colleges where they study.

In accordance with the Resolution of the President of the Republic of Uzbekistan dated September 26, 2017 No PD-3290 “On further improving the system of targeted training of candidates for admission to higher education institutions” from 2017-2018 academic year the term of study in *academic lyceums* review and approve in the prescribed manner.

In accordance with the 1st application of the resolution of the president of the Republic of Uzbekistan “*On measures for further development of the higher education system*” dated April 20, 2017 № pp-2909, the tasks of establishing the educational and educational process that meets the modern requirements in the period up to 2030, in 7,10,13,19,21,22 paragraphs of the measures for the development.

According to the Decree of the President of the Republic of Uzbekistan “*On further improving the system of postgraduate education*” dated February 16, 2017 No PF-4958, from July 1, 2017 postgraduate education has two levels: a system of doctoral studies has been introduced, which provides for the defense of dissertations and awarding the degree of Doctor of Philosophy (PhD) and Doctor of Science (DSc) in the relevant field of science.

No. PD-3289 of September 26, 2017 of the President of the Republic of Uzbekistan “*On measures to further improve the system of training, retraining and advanced training of teachers*”; in accordance with the Resolution of the Cabinet of Ministers of December 28, 2017 No 1026 “On measures to organize the retraining and advanced training of teachers”, the task is to develop the skills of research and teaching methods to improve educational programs.

The above-mentioned national state policy, social status and legal framework have led to changes in the methodology of environmental education and its revision in accordance with the requirements of modern education. Table 2 shows the state of the education system as of July 2018. It divided 7 types of education into two main groups – non professional and professional. Because vocational education requires environmental knowledge, skills and competencies to be career-oriented. The proposed methodological approach has divided the methodological part of the theoretical and practical training of each stage of education into four stages. Typically, when giving a technological map of the lessons are divided into: introductory, basic and final. In our case, it consists of introductory, descriptive, evaluative and final parts.

Table 2
Methodology of environmental education in the modern national education system

Types and stages of education	Methodic Stage		Group of methods
	Level	Methods	
NON-PROFESSIONAL ECOLOGICAL EDUCATION			
Preschool	1	Beginner	<i>Conversation</i>
	2	Determiner	<i>Observation</i>

		3	Conclusive	<i>Interactive</i>
General secondary education	Primary education (grades I-IV)	1	Beginner	<i>Conversation</i>
		2	Determiner	<i>Comparison</i>
		3	Appraiser	<i>Assessment</i>
		4	Conclusive	<i>Statistics</i>
	General secondary education (grades V-IX)	1	Beginner	<i>Questionnaire</i>
		2	Determiner	<i>Interactive</i>
		3	Appraiser	<i>Assessment</i>
		4	Conclusive	<i>Unbiased description</i>
Extracurricular education	1	Beginner	<i>Sociometry</i>	
	2	Determiner	<i>Questionnaire</i>	
	3	Appraiser	<i>Assessment</i>	
	4	Conclusive	<i>Statistics</i>	
Academic lyceum (2 years)	1	Beginner	<i>Working with documents</i>	
	2	Determiner	<i>Questionnaire</i>	
	3	Appraiser	<i>Assessment</i>	
	4	Conclusive	<i>Interview</i>	
VOCATIONAL ENVIRONMENTAL EDUCATION				
General vocational secondary education (grades X-XI)	1	Beginner	<i>Sociometry</i>	
	2	Determiner	<i>Unbiased description</i>	
	3	Appraiser	<i>Ассесмент</i>	
	4	Conclusive	<i>Designing</i>	
Vocational education	6 month	1	Beginner	<i>Working with documents</i>
		2	Determiner	<i>Questionnaire</i>
		3	Appraiser	<i>Assessment</i>
		4	Conclusive	<i>Mathematical</i>
	1 year	1	Beginner	<i>Training</i>
		2	Determiner	<i>Interactive</i>
		3	Appraiser	<i>Assessment</i>
		4	Conclusive	<i>Self Study</i>
	1,5 year	1	Beginner	<i>Interactive</i>
		2	Determiner	<i>Questionnaire</i>
		3	Appraiser	<i>Assessment</i>
		4	Conclusive	<i>Interview</i>
	1 year 10 month	1	Beginner	<i>Working with documents</i>
		2	Determiner	<i>Interactive</i>
		3	Appraiser	<i>Assessment</i>
		4	Conclusive	<i>Designing</i>
Higher education	Bachelor	1	Beginner	<i>Sociometry</i>
		2	Determiner	<i>Unbiased description</i>
		3	Appraiser	<i>Assessment</i>
		4	Conclusive	<i>Mathematical</i>
	Master	1	Beginner	<i>Working with documents</i>
		2	Determiner	<i>Unbiased description</i>
		3	Appraiser	<i>Таққослау</i>
		4	Conclusive	<i>Modeling</i>
Postgraduate education	Doctorate (PhD)	1	Beginner	<i>Sociometry</i>
		2	Determiner	<i>Statistics</i>
		3	Appraiser	<i>Assessment</i>

	Doctorate (DSc)	4	Conclusive	<i>Modeling</i>
		1	Beginner	<i>Working with documents</i>
		2	Determiner	<i>Таққослаш</i>
		3	Appraiser	<i>Questionnaire</i>
Professional development and retraining	Professional Training	4	Conclusive	<i>Interview</i>
		1	Beginner	<i>Conversation</i>
		2	Determiner	<i>Working with documents</i>
		3	Appraiser	<i>Assessment</i>
	Retraining	4	Conclusive	<i>Pedagogical experience</i>
		1	Beginner	<i>Working with documents</i>
		2	Determiner	<i>Таққослаш</i>
		3	Appraiser	<i>Assessment</i>
		4	Conclusive	<i>Unbiased description</i>

Preschool education is no exception. Because they need to evaluate the work of the educator, not the student. Conducting pedagogical trainings in innovative education encourages adherence to a high level of methodological requirements. He is required to know the factors influencing education before the lesson - the national social situation, be aware of the political situation, assess economic opportunities, be able to interpret the legal basis of the environmental situation. Otherwise, the teacher will not be able to prepare the pupil, student, master, listener as an enlightened and spiritual person who can meet the requirements of the time. In addition to the factors listed above, the educator who conducts environmental education, directly or indirectly, must be able to assess the situation on a global, regional, national and local scale, or to interpret the possible environmental situation.

In the authoritative “Pedagogical Encyclopedia” published in the Uzbek language, the term methodology is given two concepts: 1) a set of concepts, methods of doing, implementing, performing a task; 2) the doctrine of teaching methods [16, p.307]. However:

- first, why in the pedagogical encyclopedia, as in the general national encyclopedia, the first version of the methodology, that is, the universally recognized concept covering all aspects of personal activity, is given;
- second, the methodology does not give the concept of doing, carrying out, or carrying out the work, but rather shows the process or technology of applying the methods of performing them;
- third, the set of methods, or rather the methodology, performs the function of systematization, not methodology;
- fourth, as we have mentioned above, the doctrine of teaching methods in pedagogy is the methodology of teaching.

Pedagogical methodology is a set of principles, methods, techniques, techniques, procedures and organization of scientific research, ie the study of pedagogical phenomena to solve the educational process [17;18;19, p.174; p.36; pp. 87–91]. In our opinion, unlike pedagogical methodology, pedagogical methodology is not a teaching about methods, but a way to plan, formalize, implement, control, monitor, evaluate and summarize pedagogical

methods used in education and upbringing in accordance with certain pedagogical laws regulations and mechanism.

CONCLUSION

A mechanism is a system of parts that are necessary and organically connected to perform any action. The methodology of pedagogical education is divided into simple and complex, taking into account the age, physical and psychological condition of students, following the principles of generality and universality of education.

The mechanism of environmental education is carried out only through the impact on students, its implementation, improvement and development. Because as time goes by, the methodological approach also changes, and the natural environment also has its own variability.

Thus: Pedagogical methodology - in the narrow sense, the doctrine of the methods used in education and upbringing. In a broad sense, the selection of methods of education and upbringing in a way that takes into account factors such as the real social situation, political situation, economic opportunity, legal framework, and their hierarchical placement in a vertical sequence, systematization.

A pedagogical method is a method of studying, teaching, evaluating, and concluding on a particular educational situation, process, and reality. Pedagogical methodology is a way of planning, registration, implementation, control, monitoring, evaluation and conclusion, or rather a mechanism, arising from the pedagogical law and legislation. The mechanism of application of ecological education in national education should be considered as ecological-pedagogical methodology.

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