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## TECHNOLOGIES FOR THE STUDENT PERSONALITY AS A FACTOR OF CREATING A CREATIVE ENVIRONMENT

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### ABSTRACT

*The article substantiates the need to use student-centered technologies to create a creative environment for the educational process, create a creative environment for teaching biology, which makes it possible for students to form knowledge, skills, basic and subject skills, as well as mega-competence, which contributes to improving the quality of education.*

**KEYWORDS:** *Creative Environment, Student-Centered Technology, Local And Private Technology, Lessons, Extracurricular Activities, Excursions And Extracurricular Activities*

### INTRODUCTION

Resolution of the President of the Republic of Uzbekistan dated August 12, 2020 PP-4805 "On measures to improve the quality of continuing education and scientific efficiency in chemistry and biology" and one of the directions of its implementation is to increase the efficiency and effectiveness of the educational process.

The effectiveness and efficiency of the educational process depends in many respects on the level of activation of students' cognitive activity through the creation of a creative environment in the teaching of biology, the conscious acquisition of knowledge, skills, competencies, basic and specific competencies in science.

Creating a creative environment in the teaching of biology requires the use of person-centered technologies, taking into account the interests of students, their need to learn the basics of science, age, psychological and ergonomic characteristics.

During the study, research and textbooks on didactics and methods of teaching biology were analyzed in order to clarify the information on the formation of a creative environment in the teaching of biology.

Professor Azizxodjaeva N.N. The book *Pedagogicheskie tehnologii i pedagogicheskoe masterstvo*, published by, gives a general definition and description of pedagogical technologies, but does not distinguish technologies for the formation of a creative environment in the educational process.

Russian didactic scientist Bepalko V.P. The book *Slagaemye pedagogicheskoy tehnologii*, published by This manual does not highlight the technologies that create a creative environment in the educational process.

Didakt olim Selevko G.K. *Sovremennye obrazovatelnye tehnologii* textbook, prepared by, covers modern educational technologies, and this source does not reflect the problem of creating a creative environment in the educational process.

The methodical manual on technologies of biological education, published by methodologists J.O. Tolipova, A.T. This methodological manual reflects the composition of the experience of creative activity in the teaching of biology, which is part of the educational content of students.

J.O. The textbook of innovative technologies in teaching biology, prepared by Tolipova for students of pedagogical higher educational institutions, describes in detail innovative technologies and methods of their use. This textbook reflects the fact that innovative technologies are a factor in activating the learning activities of students, ways to build creative and independent thinking skills in students. J.O. Tolipova, A.T. Gafurov, *Methodology of Biology Teaching Methods* The methodology of teaching biology in academic lyceums and professional colleges, which is one of the main links in the system of continuing education, describes the formation of a creative environment in the educational process.

The study found that student-centered technologies play an important role in shaping the creative environment in biology teaching.

The main idea of student-centered technologies is to activate learning activities taking into account the individual characteristics of students, to ensure their personal development as a person, to develop their abilities, analytical, critical, creative and independent thinking. creating the ground for the acquisition of thinking skills.

There are the following noteworthy aspects of creating a creative environment through the use of student-centered technologies in the teaching of biology:

1. The creation of a creative environment in the educational process allows students to consciously master the basics of biology, to acquire new knowledge, skills, abilities through the creative application of previously unexpected knowledge, skills, abilities, basic and specific competencies in science, as well as new unexpected situations. opportunity is created.
2. In order for a biology teacher to create a creative environment, problem-solving questions are created on the content of the topic, and in the process of teaching students have difficulty in finding answers to these questions. In this process, students creatively apply the acquired knowledge, skills, competencies, basic and specific competencies in science in new unexpected situations, develop ingenuity, creative thinking, have the joy of knowing as a result of overcoming difficulties, there is a sense of satisfaction from the learning activity, strengthening the will, enjoying the result achieved and increasing motivation.

3. The creation of a creative environment in the educational process plays an important role in the development of the individual. Along with the skills of academic work existing in the student's personality, the development of vitagen (life) experiences, the acquisition of competent decision-making competencies in solving problem situations will lay the foundation for independent life and certain achievements in future careers.

4. The creation of a creative environment in the educational process has a social significance, it allows students to gain experience in creative work, to make conscious career choices, to live independently, to work and to solve socio-economic and professional problems in society.

The application of the digital economy in the country requires the creation of a creative environment in the process of biological education, which will further increase the need for socially and creatively active youth.

Improving the traditional teaching process, maintaining its dominance in educational institutions, increasing the effectiveness and efficiency of education is a modern requirement.

During the research, research was conducted to improve the traditional teaching process by creating a creative environment.

A biology teacher should do the following in order to introduce student-centered technology in the educational process on the basis of continuity and consistency between lessons, extracurricular activities, excursions and extracurricular activities:

1. Satisfaction of students' needs and interests in mastering the basics of educational sciences through in-depth theoretical and practical teaching of biology;

2. Formation of didactic and handout materials that allow students to receive individual education through the differentiation of the content of biological education;

3. Development of learning motives, taking into account the basics of academic disciplines and the needs and interests of students in the future conscious pursuit of the profession;

4. Preparing students for further education, ensuring the socialization and continuity of education;

5. Optimal selection of standard and non-standard teaching and test assignments in order to reduce the workload of students, create a creative environment, harmonious organization of lessons and extracurricular activities through the preparation of a workbook independent of biology;

6. Diversification of forms of teaching in biological education and focus on the student's personality, taking into account the needs and abilities of the student in the educational process, leads to a high level of their learning motives.

7. Focus on the main idea, fundamental concepts, laws, theory and practice, while maintaining the logical structure of the content of biological education, integrate certain disciplines in the teaching process, interdisciplinary connections should be made horizontally and vertically, as well as periodically, synchronously, asynchronously.

The above ideas have shown that certain didactic changes need to be made in the educational process organized by biology.

On the basis of these didactic changes required the formation of a methodological system for creating a creative environment in the teaching of biology.

### Methodological system of creating a creative environment in the educational process

T/p	Components of the methodological system	Specific features of this component
1.	Методологикасос	State and social order
2.	Таълим-тарбияжараёнипарадигмаси	Student-centered learning, individualization and differentiation of teaching
3	Didactic goals	To develop students' independent and creative thinking skills in the educational process
4	Didactic principles	Unity of science, theory and practice, structure, logical sequence, continuity, consistency
5	The content of education	Knowledge, skills, competencies, basic and biological competencies in the context of biological science
6	Teaching aids	Natural-visual exhibition tools, electronic manual, didactic and handouts
7.	Teaching methods	Verbal, practical, visual, problem-solving, logical, independent, self-monitoring and assessment methods
8.	Forms of teaching	Biology lessons, extracurricular activities, extracurricular activities
9.	Innovative technologies	Didactic games in biology teaching, problem-based learning, modular learning, collaborative learning technologies
10.	Control and self-control	Non-standard teaching and test assignments based on international assessment programs

The methodological system of creating a creative environment in the educational process, formed during the research, allows students to develop specific knowledge, skills, competencies, foundations and specific competencies in science, as well as to activate the learning activities in teaching biology.

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