

IMPROVING THE METHODOLOGICAL TRAINING OF BIOLOGY STUDENTS

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ABSTRACT

The article deals with the peculiarities of the system of methodical training of students, future teachers of Biology in the educational process of Pedagogical University. Future biology teachers should be able to organize students to conduct experimental and naturalistic work, phenological observations, excursions and environmental workshops; learn how to make collections and handouts for the lesson. Thus, the system of methodological training of biology students should include interrelated elements: a theoretical course of methods of teaching biology (and private methods), practical classes, various types of pedagogical practice and research work of students.

KEYWORDS: *Methods Of Teaching The Biology, Training, Methodological Training.*

INTRODUCTION

In the conditions of modernization of the teacher's activity, the problem of improving professional training in a pedagogical university is being updated, changing the nature, which includes the possession of "a set of general and special competencies that ensure successful work in a certain specialty ..." (1).

In the professional training of biology students, methodological training is traditionally built through a knowledge-activity model of learning. At the same time, the component "methodological knowledge" is specific, as it is conditioned by the characteristics of subject knowledge; the willingness and ability of students to work with this (subject) knowledge; the specifics of the organization of the activities of teachers and students (4).

Approaches in explaining the essence of methodological training use various components, among which it establishes that the system of methodological training of a teacher as a pedagogical system includes a set of functional and structural components, the interaction of which generates methodological readiness, oriented towards the goals of a higher-order pedagogical system - professional training" (4); an activity-based approach that defines "methodological training of a future teacher as mastering an activity that is conditioned by the structure and functions of the teaching methodology of a subject as an independent scientific activity" (3); an integrative approach that considers methodological training of students as ensuring the formation of the necessary methodological knowledge and skills that influence the

restructuring of the structure of professional thinking, the teacher's readiness for self-education and self-design a competence-based approach that reveals the methodological training of a teacher as "the ability to design an effective educational process for a wide range of pedagogical situations in the context of an educational subject" (3).

The competence-based approach should be considered the most promising transition from the reproduction of knowledge to its application and organization; to the result of the educational process focused on pedagogical activity to solve a variety of professional tasks.

Thus, the methodological training of students involves mastering the methodological foundations, mastering the laws of the functioning of the methodological system in an educational institution, the skills and abilities of applying various educational situations, developing teaching methods for individual concepts, facts, organizing the educational process (lesson planning, setting its goals, choosing forms, means and methods to achieve them, etc.).

The methodology of teaching the subject as a mandatory basic academic discipline occupies a central place in the system of methodological preparation for the professional activity of a future biology teacher.

At the same time, as an interdisciplinary course in the context of the implementation of new educational standards, it performs the functions of:

- Correction and integration of knowledge and skills of biology students obtained during the study of various disciplines of the professional educational program;
- drawing up an individual trajectory in the system of continuous pedagogical education.

The purpose of studying the discipline is to form a system of professional knowledge, experience in organizing the process of teaching biology, education and development of students by means of a school biology subject.

The objectives of the "Methodology of teaching Biology" are:

- Familiarization with modern approaches in teaching biology;
- Selection of effective methods, techniques and forms of organization of the educational process;
- Familiarization with the educational work in biology in secondary school, with the material base of this discipline;
- Theoretical and practical organization of extracurricular and extracurricular work in biology;
- Familiarization with the peculiarities of the organization of the modern educational process in biology in different types of general education schools, etc.

In the methodology of teaching biology, the main thing is the content aspect of the subject preparation of students, which determines the range of knowledge and skills, their justification from the point of view of the theory of the discipline being studied, didactic and methodological characteristics of the learning process.

The question "How to teach?" reveals the problem of choosing the organization of training (principles, forms, methods, means, techniques and technologies).

The question "Why is it so to teach, and not otherwise?" reveals the existing methods of teaching in the practical activity of a biologist teacher, new systems and technologies of teaching (new approaches), new methodological tools.

Future biology teachers should be able to organize students to conduct experimental and naturalistic work, phenological observations, excursions and environmental workshops; learn how to make collections and handouts for the lesson. Part of the practical and laboratory classes should be conducted in schools, where the student has the opportunity to get acquainted with various types of modern lessons, learning systems. Orientation to the formation of students' pedagogical experience of teaching biology determines the nature and content of pedagogical practice, during which students must master a variety of professionally significant activities that are becoming more complex. An important area of activity of students during the period of pedagogical practice is the study of the pedagogical experience of teachers in biology lessons.

Methodological training should provide a pronounced professional and pedagogical orientation of the educational process at a pedagogical university, covering all courses of study, effective adaptation of biology students to perform the functions of a teacher in the context of the introduction of school standards of the second generation, and the constantly changing requirements of the inefficiently conducted educational reforms today.

Methodological training of students is aimed at forming a system of methodological skills that serve as the basis of methodological culture.

The system of methodological training of a biology teacher should be focused on the study (study) of the pedagogical process, analysis of the situation (activities, techniques, methods); elimination of gaps, inconsistencies in activities; comparison of existing approaches to the organization of training, selection of educational material, methodological support; correction, changes in working methods; establishing interaction with participants in the educational process; transformation, reformulation of activity goals.

Thus, the system of methodological training of biology students should include interrelated elements: a theoretical course of methods of teaching biology (and private methods), practical classes, various types of pedagogical practice and research work of students. It should ensure its quality level that meets the requirements set out in the concept of modernization of domestic education and in the standards of the third generation.

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