

Methods of Developing Students' Attention in Teaching Biology

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ABSTRACT

The Action Strategy for the Further Development of the Republic of Uzbekistan identifies priorities such as adapting the quality of education in higher education institutions to the current and future needs of the individual, state and society, conducting knowledge of biology in accordance with modern requirements. Analysis of the professional and pedagogical conditions of the unit and the methodological system for the development of natural-scientific worldview in students, aimed at organizing the professional and pedagogical activities of biology teachers.

Introduction

One of the important factors in reforming the education system worldwide is to increase the effectiveness of professional and pedagogical activities of teachers, including the integration of the education system, improving the methodological system for developing students' natural-scientific outlook, which is the core of biological education. , training practices focus on efforts to increase the professional competence and activism of teachers. Accelerated technologies and techniques, methods and tools of teaching around the world, including traditional subject matter, deepening and intensification of the situation, research in the field of personal emotional and emotional attitudes, functional and communicative teacher of biology in these studies. is seen as a key object in the processes of increasing its impact. As a result of strengthening the material and technical base of higher education institutions in the country, improving the teaching and methodological support, the implementation of advanced educational technologies and teaching methods of teachers as a result of reforms in the field of training Opportunities to increase the initiative of students, as well as the introduction of active ways of organizing training practices are expanding. There is also a need to improve the content of professional and pedagogical activities of biology teachers in higher education

institutions on the basis of best international practices.

At the initiative of President Sh.M.Mirziyoyev, a number of reforms are being carried out in the education system, as well as in all areas. The laws of the Republic of Uzbekistan "On the National Program of Personnel Training" and "On Education" set out the main goals and conditions for raising the education system to modern standards and ensuring the continuity of education. It is no secret that education based on the theoretical knowledge of the educator alone does not work well today. In particular, there is a need to apply knowledge independently in practice. It is necessary to apply theoretical knowledge in practice and create training sessions that allow students to fully demonstrate their abilities and potential and devote all their efforts to learning. [1]

Therefore, "Improving the methodological framework for the development of students' natural-scientific worldview" is a topical issue. The high level of development of any society, taking into account scientific and technological progress, requires the improvement of the education system and the increase of the intellectual potential of specialists. The role of biology in solving this problem is invaluable. Especially in the history of the development of biological science, probabilistic-statistical ideas and concepts play an important role in shaping the scientific outlook of students and the modern worldview.

Literature analysis and methods

In our country, a number of scientific studies have been conducted on improving the methodological framework for the development of natural-scientific worldview and thinking of professors and teachers of higher education institutions. In particular, scientists such as Mattiyev IB, Rakhimov AK, Batirova FC, Najmidinova KU, Nekadambayeva H. conducted research on the implementation of the system of higher education and the improvement of the methodological system for developing students' natural-scientific outlook and thinking in the training of teachers. . A group of scientists from the CIS countries Asmolov AG, Izbassarova R.Sh., Nikishina IV, Selefko GK, Tormanov NT, as well as foreign scientists Prince M., Juuti K., Lavonen J., Meisalo V. and Uitto A. introduced aspects of improving the methodological system for the development of students' natural-scientific worldview and thinking. [2] The above analysis of scientific developments and literature is aimed at developing the professional competence of teachers of higher education institutions in accordance with the characteristics of the existing conditions of the education system. no specific research has been conducted.

In the course of the research, theoretical sources such as educational-scientific resources, analysis of ideas on the organization of curricula in DTS, study, analytical review, interviews, surveys, interviews, experiments, tests, mathematical-statistical empirical methods such as analysis were used.

- The use of new pedagogical technologies in the deepening of knowledge on the research topic in the theoretical field.

- Development of students' worldview and cognitive activities by improving the methodological system of development of natural-scientific worldview.

Discussion and results

Biology education enhances students' independent research and activity by improving the methodological framework for developing students' natural-scientific outlook.

The lessons form the theoretical basis of innovative pedagogical technologies and democratic principles, and in the process make the student a direct subject.

The reliability of these results is determined by the approach used, the scientific and

methodological validity of the methods, the theoretical data obtained from official sources, the analysis, the effectiveness of experiments and their mathematical and statistical analysis, the implementation of proposals and approval by the authorities.[3]

Nowadays, the organization of the learning process requires from the teacher not only in-depth knowledge, but also pedagogical skills, knowledge of different teaching methods and constant work on themselves. Comprehensive reforms in the field of education in the country provide for the development of intellectual abilities and professional knowledge in the younger generation. With this in mind, the purpose of the subject of methods of teaching biological sciences is the methodology of teaching future biologists in specialized disciplines, forms of teaching in the higher education system, as well as knowledge and skills of advanced pedagogical and information technologies of teaching. formation of nicknames. The pedagogical skills in the educational process of developing students' scientific outlook include:

1. Competence of the teacher
2. Pedagogical skills and its components
3. Pedagogical skills and pedagogical techniques

1. Competence of the teacher

To do this, it is important that every educator working in educational institutions is competent. The term "competence" is derived from the Latin word "competere", which means "worthy", "conform". Competence is the ability and capacity to apply a set of theoretical knowledge, practical skills, competencies and personal qualities in practice.

"Competence" - the effective use of theoretical knowledge in practice, the ability to demonstrate a high level of professionalism, competence, skills and abilities.

Competence is the demonstration of competence in a specific situation. Competence refers to a person's socio-professional status of knowledge, skills and experience and ability to perform relevant tasks, ability to solve problems, and the degree of actual adequacy. This means that a competency-based approach focuses on developing the ability to apply the acquired knowledge in practice without denying knowledge, skills and competencies.

The concept of "competence" has entered the field of education as a result of psychological research. Psychological competence is the ability to adapt to unusual situations, how to behave in unexpected situations, how to communicate, how to interact with competitors, how to perform uncertain tasks, how to use conflicting information, how to develop consistently. and means owning a plan of action in complex processes.

Professional competence is the acquisition by a specialist of the knowledge, skills and abilities necessary for the implementation of professional activities and their application in practice at a high level.

Professional competence does not mean the acquisition of specific knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent area. Competence also requires the constant enrichment of professional knowledge, the study of new information, the ability to understand important social requirements, the ability to search for new information, process it and apply it in their work. Professional competence is manifested in the following cases:

- in complex processes;
- when performing uncertain tasks;
- use of conflicting information;

- have a contingency plan

Professionally competent specialist:

- Consistently enriches their knowledge;
- learns new information;
- deeply understands the requirements of the time;
- seeks new knowledge;
- processes them and uses them effectively in practice.

2. Pedagogical skills and its components

Skills (Arabic "skill", "mastery", "dexterity") -

- 1) mastery, art, skill required for a job, profession or acquired in this field;
- 2) to perform a job or activity at a high level, without any difficulties, with great skill;
- 3) a set of knowledge, skills and abilities that allow a particular work, behavior or professional activity to be organized masterfully, skillfully, artistically.

Pedagogical skill is a generalization of the results of a teacher's personal and professional activity, which consists of a set of specific knowledge, skills and abilities.

Pedagogical skills -

- 1) high level of professional skills development;
- 2) a set of professional qualities, abilities and abilities of the person;
- 3) skill at the level of art;
- 4) a term denoting pedagogical skill, art and knowledge.

3. Pedagogical skills and pedagogical techniques

Ability is a characteristic of a teacher's individual abilities.

Ability allows a person to move faster in both general and specific development, achieving the highest results in his executive and creative activities.

A talented person can quickly master a specialty and achieve high skills and innovate in production, science or culture.

The so-called pedagogical skills represent the mental, emotional and volitional aspects of the educator, their organization, knowledge and their interdependence, as well as the acquisition of an integral whole. In psychology, abilities are defined as follows:

Abilities are individual-psychological traits that are a prerequisite for the successful implementation of this activity of the individual and are reflected in the differences in the dynamics of the acquisition of knowledge, skills and abilities necessary for this.

Pedagogical activity requires a teacher to have deep and thorough knowledge, pedagogical skills, strong character, high spirituality. IA Sherbakov states that the personality of an educator consists of 6 professional components:

1. High level of knowledge and culture
2. Clear direction
3. The presence of high moral feelings
4. High level of emerging activity and sustainable independence
5. Strong and smooth character
6. Pedagogical skills

Pedagogical technique is a set of general pedagogical skills that teachers need in both academic and non-academic activities.

Pedagogical technique consists of the following components:

- speech skills;
- Mimicry and pantomime of the teacher;
- be able to manage their psychological state;
- acting and directing skills.

In the process of shaping the worldview of students, the technology of personality-oriented education of students is an education aimed at developing the personality, characteristics and abilities of the student, taking into account the thinking and action strategies.[5]

In the context of globalization, education plays an important role in the comprehensive development of the individual, in the formation of the qualities of perfection and competence. Today's fast-paced world requires equipping students with short-term and reliable information, creating the necessary conditions for them to master the basics of various disciplines.

The use of person-centered educational technology in shaping the worldview of students in modern conditions requires the development of the individual to the fullest extent of the educational process, socialization and the development of independent, critical, creative thinking skills. Education that demonstrates these capabilities is called person-centered education.

Person-centered education is education aimed at developing the student's personality, characteristics and abilities, taking into account the thinking and action strategies.

This involves adapting the learning environment to the student's abilities. According to him, the educational environment, pedagogical conditions, the whole process of education and upbringing means the realization of the student's personal potential, the development of abilities, ensuring personal development, enrichment of thinking and worldview.

A distinctive feature of person-centered education is the recognition of the learner, the creation of a favorable, necessary environment for his full development.

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