

METHODICAL TRAINING OF BIOLOGY TEACHERS IN THE STRUCTURE OF CONTINUOUS EDUCATION

Karimova Mavluda Khakimovna;
Lecturer of Karshi State University;

Annotation. Ushbu maqolada biologiya fani o'qituvchilarini metodik tayyorlash tizimi ko'rib chiqiladi. Ushbu tizim pedagogik ta'limning barcha asosiy elementlarini: ta'lim vositalarining maqsadlari, vazifalari, mazmuni, shakllari va usullarini o'z ichiga oladi. Bundan tashqari talabalarning metodik tayyorlash tizimining tarkibiy qismi kontseptual-kategorik tuzilishini o'z ichiga oladi.

Keywords: biology, content, methodical, model, pedagogical, student, methodist.

Introduction. The methodological training system of biology teachers is considered in the structure of continuous biological education. The system structures all the basic elements of pedagogical education: goals, objectives, content, form and methods of learning. The developed system is based on the idea of continuous biological education in the system of vocational education. The methodological system is based on the principle of professional feasibility and readiness for professional activities. The readiness of future biology teachers is considered by us in a system representing the unity of three interrelated components: meaningful, activity and motivational.

The activity component determines the readiness of students to professional activities and a system of methodological skills in the method of teaching biology. The motivational component determines the main motivational directions in the methodological training system of biology teachers.

Literature review. The historical principle requires that the methodological training system of biology teachers be considered in relationships with specific accumulated experience.

Preparation of biology teachers is based on the principle of continuity, i.e. It is carried out at all stages of the highest pedagogical education and university. The conceptual position of the developed methodological training system of biology teachers is a software-target approach to the design of all its components (goals, tasks, contents, forms, means and methods of learning) in accordance with the system-forming factor. In accordance with the need to develop a biology teacher training system, the principle of professional readiness for the implementation of methods of teaching biology, taking into account regional characteristics in combination with other didactic principles.

Scientific novelty of the article. The process of creating and formation of diffil schools requires relevant methodological training. Differentiation and individualization of training in the concept provides for the accounting of abilities, inclinations and opportunities for students to study individual disciplines and variations in the choice of special courses, specializations, etc. The allocated principles for the development of the methodological training system of biology teacher at the university were divided into two groups: general and special.

General principles determine the development of the entire methodical system, as well as all its elements. Special principles are related to individual elements of the system. They were used either when constructing a biology teacher training system, or when developing mechanisms for its operation. Consider the general principles for the development of the methodological training system of biology teachers in the university. For example, the principle of a personal-oriented method of methodological training is a consequence of the principle of humanization of education. The essence of the principle of personal orientation is that in constructing a biology teacher training system, the components that create conditions for the formation of personally significant professional qualities characterizing the biology teachers of the modern school should be priority. Taking into account this principle, the entire system of methodological training of the future teacher of biology is aimed at the professional development of a teacher biology of a new formation that owns

new methodological approaches and technologies of biology learning. In connection with the goal in the methodological training system, a significant attention is given to the methodological culture of the modern biology teacher.

Analysis and results. Modern methodical culture involves mastering the knowledge system underlying the biology learning process, in accordance with the humanistic orientation - methodological education; Awareness on topical problems of biology learning and their decision is a methodological horizon; The formation of a style of thinking, focused on the optimal organization of the learning process of students in biology aimed at their development - methodological thinking; And also to acquire the experience of adopting methodically competent solutions - methodical experience.

The result of training in the methodological training system of the future biology teacher should be readiness for the implementation of a personally-oriented methodology of teaching biology. We remind you that competence is a teacher's knowledge of the necessary amount of knowledge, skills and skills that determine the formation of its pedagogical activities, pedagogical learning and the personality of the teacher as a carrier of certain values, ideals and pedagogical consciousness. And professionalism is an increase, the formation of professionally significant personal qualities and abilities, professional knowledge and skills, active, qualitative transformations of the personality of their inner world, leading to creative self-realization in the profession. Methodical competence of a modern biology teacher involves knowledge:

1. The objectives of training biology in high school, their specific content and priority in modern conditions of developing methods for the formation of biological concepts, the development of skills and skills at the level of basic in-depth and profile content.

2. Methods and organizational forms and methods for teaching the biology of students in various levels of development, taking into account their interests, abilities and opportunities.

3. The possibilities of educational and methodological complexes of equipment, taking into account the school and regional component. Methodical professionalism of the modern teacher of biology involves possession: technology designing a biology training process in accordance with the goals of learning; ways to implement various biology learning models focused on a certain level of biological education; the most effective ways to master the biological knowledge and use of them in solving practical problems as well as techniques for the development of the cognitive interest of students to the biological content and the process of mastering them as a means of implementing intellectual activity.

These goals are achieved with the help of certain mechanisms, which are based on cognitive activity of a biological nature.

The principle of personal orientation determines the characteristics of the organization and functioning of the methodological training system of the biology teacher. Such peculiarities include: Accounting for the previous experience of students, independent design of the elements of the biology learning process, the use of knowledge to acquire their own experience and its awareness during the training in the university. All previously listed refers to the organizational side of the detention of training in the course of methodological training, where the student acts as a subject of the learning process, and also takes into account the features of his professional formation.

The mechanism of functioning of the methodological training system of biology teachers is ensured by a flexible structure that allows the student to choose its own educational route both in the substantive and organizational plan.

The methodological training system is based on creating conditions for the maximum development of professional potentials of future biology teachers. Currently, there is a contradiction between the retrospective and promising function of the methodological training system, as well as between its professional and educational orientation orientation in the pedagogical university. This contradiction can be overcome using the principle of harmonization, which is based on the coordination of the methodological training system with the educational system in pedestrous and the system of secondary general biological education. Under harmonization, we understand the coordination of the methodological system and educational training mainly at the substantive level. This provision reflects in our study a holistic conceptual approach to the relationship of higher pedagogical education with an average common biological formation.

The system of school biological education undergoes significant changes. It becomes more diverse by targets, levels and training profiles, the spectrum of educational prospects for students in obtaining biological education in school is expanding, a wide possibility of meeting educational needs appears.

This, in turn, requires special training of future specialists. The training plans are limited to the acquisition of methodological knowledge and skills, therefore, the introduction of an invariant is required, which will integrate the methodological systems. Such an invariant is the content of the school course of biology and the patterns of mastering biological knowledge.

In the structure of the content of the methodical preparation system, the teaching method of various sections of biological science is allocated. It is necessary to note the influence of methodological training on the system of school biological education, this ensures the formation of professionally significant activities of students who are currently promising. These activities include: designing, designing a biology learning process.

Conclusion. This is due to the fact that the priority is given not to the content, but the personality of the trainee. Appeal to the personality of the trainee requires fundamentally new, not traditional learning techniques.

Thus, when using the principle of harmonizing the system of methodological preparation of the future teacher of biology and school biological education teacher as the sphere of the future professional activity of the teacher, it will be possible to remove the contradiction between the two functions - retrospective and promising.

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