

INNOVATIONS OF TEACHING MEDICAL BIOLOGY

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ANNOTATION

The methodology of teaching medical biology aims to introduce the content of biological sciences, its forms, methods and tools of teaching in an interconnected way. The main task of biology teaching methods is to provide students with in-depth knowledge of biological sciences, to develop the content, forms, means and methods of teaching subjects that help them to develop as a comprehensively developed person consists of exit.

Key words: *medical, biology, method, knowledge,*

Methods of teaching biology as a science. Any science is related to the research activities of a person, it is aimed at gathering knowledge about things and events, and what is being researched is aimed at gaining a complete and in-depth knowledge about events. The main function of science is research. Biology teaching methodology as a science aims to study theoretically and practically the knowledge, upbringing and development of students related to this subject. The main features of science are the accuracy of the purpose, the subject of study, the methods and forms of knowledge acquisition. At the same time, it is important to know the history of science and the discoveries that led to its enrichment. Methods of teaching biology are part of pedagogical disciplines. Therefore, the goals and objectives facing him also stem from the general pedagogical goals and objectives. The methodology of teaching biology is aimed at the application of pedagogical rules, biological teaching materials, which apply to all disciplines. At the same time, the methodology of teaching biology combines natural, scientific, biological, psychological and pedagogical knowledge. Methods of teaching biology determine the purpose, content, principles of selection of biological knowledge in the teaching of biology. The effectiveness of biology teaching today is determined by the fact that students have acquired the biological knowledge, skills, and competencies needed to participate in learning, work, and community activities. They, in turn, are reflected in students' upbringing, attitudes, beliefs, attitudes toward nature, society, and the individual. It is characterized by the level of development of students, their abilities, their need for physical and mental improvement. The objectives of the methodology of teaching biology as a science are:

1. Determining the role of science in teaching and educating students;
2. Development of recommendations for improving school curricula and textbooks and their implementation in school practice;
3. Determining the content of academic subjects, the sequence of study of topics in accordance with the age of students;
4. Development of teaching methods, organizational forms, taking into account the specifics of biological sciences;
5. Identify the equipment needed for use in the learning process.
6. Biology room living corner, the organization of the experimental land area, the definition of natural, pictorial, audio, video means.
7. Biology is the object of teaching methods, it is an educational process related to the subject,

8. The subject of biology teaching methods is the purpose, content, methods, forms of teaching, education and development of students.

Research methods of teaching biology:

1. Monitor the work experience of school teachers and identify the positive and negative aspects of their work;
2. Analyze the data collected in this area, summarize and identify unresolved issues and make the necessary working assumptions to solve them;
3. Carrying out pedagogical experiments in schools and comparing data from control classes in order to determine the accuracy of the hypotheses put forward;
4. Analyze, summarize and summarize the data obtained from observation and pedagogical experiments;
6. Based on the information received, create methodological articles, manuals and review and confirm the developed feedback in public schools.

As a result of pedagogical experiments in biology teaching methods, "Development of biological concepts", "System of forms of teaching in biology", "Teaching methods in biology", "Development of ecological concepts in biology", "Development of biological teaching" Theories such as "Material base system", "System of methodical training of student biologists in pedagogical work in schools" were developed and put into practice.

Depending on the disciplines of biology taught in schools, the subject "Methods of teaching biology", "General methods of teaching biology", "Methods of teaching botany", "Methods of teaching zoology", "Human and his health" unit teaching "and finally" Teaching Methods of General Biology ".

The general methodology of teaching biology covers issues such as the purpose, tasks, content, principles, methods, tools, forms, history and stages of teaching biology in all biological sciences. In the case of special methodologies, the content of a subject focuses on the age of students, extracurricular activities, extracurricular activities, excursions, the organization and equipment of practical and laboratory classes. While the main goal of biological science is to generate new knowledge through research on living and dead nature, the goal of school biology is to provide students with biological knowledge in accordance with their age, i.e. consists of giving knowledge, explaining concepts, laws, theories, and explaining it. The school biology course is not about science, but about the basics of science that students need to know. At the same time, the school biology course is not a small science, but a system of basic concepts of biology that promotes the development and upbringing of students.

Methods of teaching biology as a subject The method of teaching biology as a subject plays an extremely important role in the training of teachers of biology in general secondary and secondary special, vocational education. In the process of teaching this subject, students develop the professional knowledge, skills and competencies needed to teach biology.

The subject is structured in a certain order based on its basic knowledge and information function. The textbook of high school biology teaching methods is closer to science in its structure and content. In addition to scientific

data, it includes a variety of approaches to solving some of the most controversial issues in science, with or without successful research.

The achievements of biological science convincingly testify to the fact that humanity has entered a new age, the age of biology. The achievements of the biological sciences are largely due to the use of the achievements of the natural sciences in physics, chemistry, mathematics, and astronomy. The focus of scientists is on understanding the nature of life events and developing different ways to control metabolism, heredity and variability. Advances in science that reveal the physicochemical and biological nature of many of the processes that take place in the cell and its organelles allow it to actively interfere with the course of life processes. Advances in biology have given medicine the task of treating cancer, viruses, heart disease, stroke, and other diseases, and these diseases are slowly finding their cure. Nowadays, based on the structure of living organisms and the processes that take place in them, a new direction in the natural sciences based on cybernetics, bionics, is a science that connects biology with physics and technology.

The connection of biology teaching methods with other disciplines is very close to didactics, which is a part of pedagogy. If didactics studies the laws by which students acquire knowledge, skills, and competencies, and it develops teaching theories and principles for all subjects in the school, then biology teaching methodology is related to biology. develops theoretical and practical issues related to the content, forms and methods and tools of the unit and education.

Biology teaching methods are inextricably linked with psychology, because teaching biology is effective only if it is appropriate for the age characteristics of students. For example, in adolescents, ie in students in grades 5-6, due to the instability of attention, the biology teacher uses several methods in the classroom, changing the activities of students, as well as taking into account the specific nature of their thinking. rhetorical means are used more. In the upper grades, as the students' attention is stabilized and they develop abstract thinking, it is enough to teach more lectures and use one or two methods.

LITERATURE

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