

The role of pedagogy and psychology in improving the methodology of teaching biology based on a general approach to secondary schools

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Annotation. The main content of the article is to improve the methodology of teaching biology on the basis of a competency-based approach and the use of modern pedagogical technologies and opportunities for biology teachers to use modern pedagogical technologies in general secondary schools, a competency approach in general secondary schools. The basis is the development of pedagogy and psychology in improving the methods of teaching biology.

Keywords: Psychology, pedagogy, motives, memory, emotion, skill, information, skills, knowledge, etc.

The psychological nature of academic activity. The Education Act, which was adopted in 2020, and the National Training Program, recognized individual perfection as the main issue.

Russian psychologist A. N. Leontev emphasizes that there are psychological and practical forms of human activity, and that the child's mind grows in the same academic hierarchy. D. B. Elkonin, on the other hand, shows the characteristics of her academic activities and emphasizes her sociality according to its nature, content, and form of self-manifestation.

Academic activity is such an activity that the result of which first of all changes occur in the student. Its product should be built on different motives. These motivations should be directly related to the growth and development of the reader's personality. Educational activities are directly related to the concepts of education, reading, and learning. Teaching is a process of teaching students the knowledge, skills, and skills of a teacher in collaboration with a teacher and a student.

The educational process is aimed directly at mastering certain information, actions, forms of behavior. The concepts of reading and teaching are related to academic activities, which have served to master and teach knowledge, skills, and skills.

There are five elements of academic activity:

1. Educational motivations.
2. Instructional assignments.
3. Educational activities.
4. Supervision of the teacher.
5. O'qituvchining baholashi.

According to D.B. Elkonin, the formation of educational activities is the gradual implementation of these activities to the student himself independently without the participation of the teacher.

The educational process is a separate organized and controlled activity that organizes and manages students' academic activities. The educational process consists of five elements:

1. The purpose of education - why do you need to teach?
2. The content of education - what to teach?
3. Methods, methods, and ways of communication with pedagogy.
4. Educator.
5. Reader.

Organization of the educational process: the absorption of information on the important properties of the external world necessary for the successful organization of it or this type of ideal and practical activity:

- the integration of the methods and processes of all these types of activities;
- depends on the correct selection and use of appropriate methods and processes.

The success of the educational process:

1. Motivasiya.
2. Information methods.
3. The readiness of the information.
4. Memory.
5. Apply information.

The problem of developing a child in education and education is one of the psychological central issues. A number of theories on the problem of education and development have been developed, including:

1. Theory of gradual development of mental behavior, knowledge, skills and skills (P.Ya.Galperin).

The process of mastering knowledge of P.Ya.Galperin's theory went through six phases and told them:

1. Motivation. 2. Explanation. 3. Perform actions in a modern form. 4. Perform loud actions and tasks.

5. Perform actions that are performed without sounding in the internal plan.

6. Activities include thoughtful performance. This theory distinguishes three main types of education:

- in the first round - the mastering of actions occurs with errors, the material provided is not adequately understood, the teacher does not understand the true nature of education;

- in the second type - characterized by a strong and full understanding of the material and the separation of concepts related to the material;

- the third type - ensures the integration of quick, efficient and inadvertent actions.

V. V. Davidov theory. This theory promoted the integration of scientific concepts into small school-age students.

To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable planning, a brochure has been prepared in Uzbek.

A number of theories relate to problematic teaching, L. V. Zankov and A. M. Research by Matyushkin is aimed at organizing problematic lessons in education. The problem of psychology of education covers many issues. The success of education will depend on a number of psychological factors. First of all, let's stop the reader's attitude toward reading. This attitude is reflected in attention, emotions, interests and wills, as well as in the way an individual has behaved.

The educational process requires first and foremost the attention of students. The use of weapons of mass destruction, technology, and EXM in classrooms creates unwanted attention to the teacher. The task of the teacher in teaching is not only to create a sense of well-being but also to monitor students' readiness to understand the material provided in the classroom. Students' attention changes during the course. It is necessary to consider these laws in the teaching process and to draw students' attention to the main aspects of the material and repeat them.

The effectiveness of the teaching process in many ways also depends on the instructions that are owed by the teacher. The role of the teacher is that he should form a masterpiece belonging to the students, what should be remembered for a long time, what he should remember for life, what he should completely remember that it's enough to just understand, what to remember literally, what it's necessary to remember to tell what it means in their own words to show it. Observations show that when such instructions are not given, students often develop misconceived ideas.

The emotionality of teaching is one of the factors that contribute to the success of education. The teaching process is an emotional process. If the information provided to the students does not arouse any feelings in them, readers will not be thoroughly remembered. The talk should also go about students' psychological well-being, or their nightmares at a certain time, of course. The joyful, optimistic mood in them very effectively peaked their academic performance. Readers will be able to absorb material in an emotional spirit more durably.

Experiments show that students remember material in an emotional spirit better than a material that evokes no emotion. The teacher needs to take care of the emotional aspect of the learning process. This problem is of paramount importance. First, the content of education has become very complicated, and its size has grown greatly. To achieve its successful integration, it must strengthen students' academic activities. Positive emotions strongly affect the productivity of educational labor. There will be an unscrupulous discussion with memory, there will be controversy, there will be no dissatisfaction with the work that is indifferent or even more negative.

Therefore, based on the content of each secondary school, sleepers will develop general competencies related to science

1. Unbalanced type (choleric), which prevails over strong arousal, disruption. Children entering this species are relentless, serene, quick to sit down with heads, fight quickly, engage in trivial things, and laugh at themselves it's a yega. The zena of such children is good, but their behavior is very complex, and their upbringing is much better for parents and learners.

2. Strong, balanced, harakatchan type (sanguine). Children entering this species are skilled, zealous, working, enthusiastic, seeking to do something delicious, and are well-versed in the people and orchids around them.
3. Strong, balanced, humble type (phlegmatic). Representatives of this species are skilled, zealous, washed, delivered to a bee job, performed without hesitation, and had a good relationship with their hula-atvori, the people around them, and their orchids.
4. Weak, unbalanced, overfed type (melancholy). Children of this type are low in thinking abilities, such as camarabeans, insects, thieves, and mustails.

The above-mentioned types of high nervous activity will be given to the tumor, that is, the breed. The resulting embryo was tied to develop in nutrients and then inserted into her womb, where it implanted. E. Torndayk and J. Despite Piaget's explanation of education and progress as the same thing, L. S. Vygotsky emphasizes: "Child development can never be considered a shadow beyond the education of the educational institution." He also strongly criticized psychologists in the direction that education and development are unbalanced. See P. See P. Blonsky emphasizes the importance of education in child development. Therefore, he emphasizes that the mental development of students directly depends on the content of the curriculum program. He believes that children in the educational process are accustomed to working according to a certain rule. The effects of education can result in students controlling themselves and their own mental functioning.

V from psychologist-olims. V. Davidov, P. Oh, my God. Galuperin, D. B. Elukonin, N. A. Menchinskaya, A. A. Lyublinskaya, E. It's G. G'ozievlar o'z tadqiqotlarida ta'limning taraqqiyotdagi competence role ta'kidlashadi.

Even if the factors and conditions of psychological development are determined, the question is, What are the sources of changes in psychology and the forces that drive psychological development birth, it's natural.

The forces that drive a child's psychological development are complex and diverse. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you. consists of conflicts between oldness and innovation to be overcome. Conflicts between such conflicts, such as new needs arising from activities and opportunities to meet them; conflicts between a child's growing physical and spiritual abilities and old, composed forms of interaction and types of activities; Conflicts between the growing demands of society, the community, and older people and these levels of psychological development.

For example, there is a conflict between a small schoolteacher's readiness for independent willful activities and whether actions depend directly on the situation or internal nightmares available. And the strongest conflicts in adolescents are on the one hand, its self-esteem and the level of its demands and, on the other, the attitude of those around it towards it in the middle of his inner nightmare, as well as his inner nightmare about his real position in the congregation; arises between the need for older people to join as fully legal members in their lives and the incompatibility of their capabilities.

In a nutshell, all the conflicts mentioned are resolved by composing psychological activities at a very high level. As a result, the child moves to a higher level of psychological development. The need is satisfied, the conflict disappears. But the satisfied need will create a new one. This conflict will be replaced by another conflict, progress will continue.

Development consists not only of the process of pure quantity changes, i.e., an increase or decrease in some kind of psychological events, characteristics and qualities, but also a new quality is due to the appearance of characteristics, i.e. newly formed qualities.

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