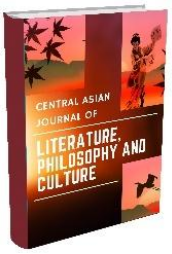

CENTRAL ASIAN JOURNAL OF LITERATURE, PHILOSOPHY AND CULTURE

eISSN: 2660-6828 | Volume: 04 Issue: 12 Dec 2023
https://cajlpc.centralasianstudies.org

Methodology of Passing Integrated Lessons in Biology

Kubakova Klara Karshibayevna
Senior teacher, Jizzakh State Pedagogical University, department "Biology and its teaching methodology"

Received 14th Oct 2023, Accepted 14th Nov 2023, Online 15th Dec 2023

ABSTRACT

As a result of using an integrative approach in the educational process, the basic competencies are formed in students. The use of problem-based educational technology helps to form educational and cognitive competencies of students. The complex solution of the problem set in the context of several educational subjects at the same time and its successful realization forms invaluable intellectual competences.

The article contains valuable information about the importance of integrated lessons in the teaching of biology, the teaching methodology and its role in education. Information obtained from experiments about the change in the academic mastery of pupils and students when integrated classes are held. Also, information is given that in the teaching of biology, first of all, it is intended to familiarize students with the main idea, theory, laws and concepts of biology, as well as the importance of acquiring biological knowledge.

KEYWORDS: integration, integrated lessons, academic learning, cognitive interests, objective laws, biology, pedagogical observation, questionnaire.

Introduction. Currently, the search for new ways of implementing educational content remains relevant. In this regard, integration is one of the innovations of modern methods. This technology helps to understand the subjects that are incompatible with each other in school and higher educational institutions. Biology is no exception. In our opinion, biological knowledge is very necessary for the formation of the personality of schoolchildren and university students. [1, 774 p.].

The new standard of our time is based on the ability of schoolchildren and students of higher educational institutions to learn independently, acquire knowledge, skills and universal methods of activity. The educational process should be organized in such a way as to ensure the student's ability to acquire knowledge. The insufficient development of solving this problem, its undoubted relevance and social importance served as the basis for choosing the research topic.

The problem of integration in the educational process has been raised many times in history. To determine the essence of integration, let's turn to the general scientific definition of this concept. "Integration - integration into a whole, unity of any elements, restoration of any unity, in the theory of systems - the state of interdependence of individual components of the system and the process leading to such a state" [2, 25 p.].

Literature review. One of the first, philosopher-humanist, public figure Ya.A. Comenius tried to introduce the objective laws of education and upbringing into the system, to solve the questions that previous pedagogy could not answer. Comenius called to enrich the student's mind, to acquaint him with things and events in the sensible world [3, 200 p.].

One of the main tasks of school education is to form a whole, well-rounded person. Today, one of the criteria of a successful graduate model is a high level of knowledge in many disciplines, including subjects of the natural cycle, so it is necessary to carry out this task in order to create a basis for a unified approach to the study of ongoing processes. in the surrounding world. But the object of learning - the organic world is "broken" by separate areas of education, which does not help students to form a holistic picture of the world. In addition, there is a need to study biological objects and processes from the point of view of other natural sciences. This problem can be solved by introducing lessons integrated into the educational process [4, 456 p.].

The establishment of interdisciplinary integration in the secondary school provides an opportunity to acquire knowledge more fully, to form scientific concepts and laws, to improve the educational process, to form an intellectual worldview, to understand the interdependence of nature and social phenomena. This is of great educational importance, and pedagogical observations of students revealed the following problems:

- students cannot fully describe all natural phenomena based on their knowledge from one subject;
- students do not see all aspects of interdependence of natural phenomena;
- students do not know how to use their knowledge of chemistry in the study of biology, in describing animate and inanimate nature.

The main form of implementation of the integration process is the lesson. Thus, the topics of integrated classes are chosen in such a way that they develop the ability to realize the goals of the lesson, to quickly orient in new conditions, to see the known news, to go beyond the limits, and flexibility [6, 348.].

Analysis and results. Study and analysis of literary sources in the fields of methodology, pedagogy, psychology, biology and local studies, pedagogical observation, analysis of student work, pedagogical experiment, sociological methods (survey, questionnaire) , conversation) was conducted through.

To study the attitude of students to integrated lessons in order to study the interest in learning, general science and special skills, as well as the student's personal qualities and the use of integrated teaching in the biology course to improve the quality of knowledge in biology, When integrated lessons were conducted, research was conducted to determine the level of academic mastery of students and analyze educational activities.

These studies were conducted in schools and universities. The results of the research showed that in the first month of study there were five students with a grade of "5", which was 22.7%, and in February and March, their number was 31.8-40.9% of the number of students. organized. The number of students who received satisfactory, i.e. "3" grades decreased from 27.3% to 9.1%.

The use of this method in the process of teaching biology in general education schools and higher education institutions showed a significant increase in the number of students who mastered the educational materials well.

The obtained data allow us to draw conclusions about the passing of integrated lessons in the teaching of biology, the impact on the formation and development of students' abilities, as well as to determine the dynamics and development of knowledge interests.

After research, he is teaching biology as a student

"Should integrated lessons be held or not?" We conducted a survey on the topic. The students who took part in this survey also took part in our research on the changes in academic indicators over time when they took integrated lessons in biology. Therefore, the positive and negative opinions of these students are reliable information. This questionnaire was conducted keeping the identity of the students confidential, which in turn caused the students to express their opinions freely and without fear.

Table 1

"Should integrated lessons be held or not?" the results of the survey on the question

View of students' answers

Must be transferred 13 59.1 %

Should not be transferred 3 13.6 %

Approval of both cases 5 22.7 %

They did not answer the question 1 4.5 %

As can be seen from the table, 13 students, i.e. 59.1% of the total number of students, answered the question "Should integrated lessons be held or not?" answered the question "It should be passed". 22.7% of the students approved both situations in the question, and 4.5% did not answer the question. Five students, i.e. 13.6% of the students answered the question "It should not be conducted". When we determined the place of these students in the evaluation criteria, they received unsatisfactory grades during our research. Based on this, we conclude that they did not understand the essence of integrated lessons.

This process directly depends on the pedagogical skill of the teacher conducting these classes, on the individual explanations of the students based on their thinking ability.

However, it should be remembered that the change in the quality of the educational process during the learning process was significant in terms of the change in learning motivation and the change in the classroom environment. As for the rate of formation of cognitive interests, we can talk about gradual improvement of students.

From this point of view, it is possible to talk about the inadequacy of using one teaching method, the importance of using various additional methods based on the level of preparation and formation of primary education skills.

If we discuss the results of the research, integrated lessons have a very high place in the educational system, because with the help of these lessons, it is possible to explain topics that are difficult for students to master, connecting them with other subjective factors. As a result of this situation, we observed during our research that the knowledge and skills of students changed in a positive direction. An example of this is that the academic performance of pupils and students improved significantly when integrated classes were held.

If we talk about the shortcomings of integrated classes in education, in fact, there are no shortcomings of these classes, only there are factors that lead to the formation of negative concepts of this class in pupils and students. The reason for this is the poor level of knowledge of teachers, failure to conduct integrated classes in the correct order, and the fact that incompatible classes are conducted independently.

Conclusion/Recommendations The role of the integrated lesson in the teaching of biology is very large, because the content of the subject is determined by the psychological characteristics of children depending on their age. The analysis of the data on the level of cognitive interests showed that during the period of working with the class, an increase in the number of students at the level of "understanding" and "application" was observed. Observing the increased interest of pupils and students in science, we can understand that the role of integrated classes in education is high.

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