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Importance of Advanced Pedagogical Technologies in Teaching Biological Sciences

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Abstract: The effectiveness of lessons in the general secondary education system is discussed in the article the need to organize education on the basis of modern pedagogical technologies and an opinion about the main tasks of interactive lessons in raising the quality of education is conducted.

Keywords: cell, substance and energy exchange, evolutionary development, human genetics, biological understanding, gene interaction, heredity, variability, genetic characters. Increasing the effectiveness of education, the person being at the center of education and

In order to ensure the independent learning of young people, he is well prepared for educational institutions and, in addition to solid knowledge in his field, he knows the rules of using modern pedagogical technologies and interactive methods in organizing educational and educational activities. teachers are needed. For this purpose, it is necessary to arm all subject teachers with new pedagogical technologies and interactive methods and continuously improve their skills in applying the acquired knowledge in educational activities. Fundamental reform of education in the national personnel training program, introduction of advanced pedagogical technologies; It is shown that it depends on "advanced pedagogical technologies of education, creation of modern teaching-methodical complexes and didactic support of the educational process". In the process of teaching biology, it is inevitable that the teacher will face some problems.

1. The problem of full involvement of all students in the learning process, because students can participate fully in the lesson, but all students in the lesson no one can fully guarantee that they can understand, here what kind of pedagogical technologies the teacher uses in the lesson is the main thing becomes important.

2. In the lesson, the student should understand and answer the teacher's question it is possible, but understanding and imagining some biological processes, and to what extent he acquires the skills to use this knowledge when he encounters it during his life, remains abstract even for the teacher. In solving such a problem, work outside the classroom, group exercises, problems and examples is of great importance.

Pupils in the process of studying the chapter "Basics of Genetics" in upper grades types of hybridization of organisms, basic genetic symbols and terms, signs and laws of inheritance of properties, their cytological basis, chromosomal theory of heredity, sex-linked inheritance, genetics about the importance of selection, medicine, in the development of evolutionary theory knowledge of knowledge, solving problems from genetics, modification and mutation to be able to distinguish variation, variation series, modification determining variability using statistical methods, plants, animals and methods of microorganism selection, smoking, alcohol and genetics skills to justify the harm of using other drugs should take over. The didactic purpose of the chapter "Basics of Genetics" is for students laws of heredity and variation, G. Mendel's laws, mono, di, polyhybrid laws of the transmission of characters from one generation to another, interaction of genes in crossbreeding effects, combined transmission of traits, sex, and human genetics introduction is considered. By filling in the gaps in students' mastery of this chapter problem-solving skills of students on this topic in order to go development is appropriate, as a result of which students solve problems on the effects of

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heredity, mutual epistasis of genes, in small groups. Pedagogical in forming the skills of organizing independent work in cooperation technology plays a big role.

After acquiring the above knowledge, the laws of heredity, genetic symbols that students have mastered in previous topics, methods of obtaining gametes, homozygous and heterozygous organisms, complete and partial

Dominance phenomenon, monohybrid, dihybrid, polyhybrid hybridization, I and II phenotypic and genotypic diversity of hybrids obtained in the joint, analytical. Their knowledge about the essence of (backcross) breeding becomes more active. Teacher generalization of students' knowledge by solving problems, genetics characters, allelic and non-allelic genes, issues of heredity of characters introduction to types. For example, in problems of the first type, homozygous and

finding gametes from which heterozygous organisms are formed, of the second type in the problems of determining the genotype based on the phenotype, in the problems of the third type finding the phenotype depending on the genotype, in the problems of the fourth type, both the genotype and as a result of gradually noting the need to determine the phenotype in students biological concepts are formed.

Each pedagogue in the organization of lessons educational process based on their ability and professional skills tries to organize creatively on the basis of modern pedagogical technologies.

R. Ishmuhamedov said that pedagogical technology is a form and method and regardless of the means by which they are organized, include the following

must:

- increasing the effectiveness of pedagogical activity (educational process);
- to decide on mutual cooperation between the teacher and the students;
- acquisition of thorough knowledge of educational subjects by students provision;
- formation of independent, free and creative thinking skills in students;
- necessary conditions for students to realize their potential create;
- The primacy of democratic and humanitarian ideas in the pedagogical process it is necessary to guarantee the achievement. Pedagogical used in biology lessons technology should form such knowledge in students that the student superstition in young people, thirst for knowledge, love for the Motherland, the environment the system of feelings of protection and trust should be formed by itself.

For this, biology teachers use modern information and communication they must have excellent skills in using technologies.

Currently with all the conditions for studying, full of these possibilities and not being able to use it rationally, the age of information and communication technologies of the 21st century and the lack of sufficient knowledge of the teacher in this field. Not only does it have a negative effect on the organization of each student the daily result is compared with the previously obtained result. Only then that the result achieved by the students during the lesson will benefit the team with a sense of responsibility, more research, knowledge, skills and competencesstrives for thorough mastery. It is known that all science teachers are teaching in the process, they are increasingly using interactive methods. Keep that in mind independent thinking and analysis of students as a result of using interactive methods make, draw conclusions, express one's opinion, defend it based on reasons the skills of knowledge, healthy communication, discussion, debate are formed, it is not wrong to say that it is developing. So, what about interactive methods has meaning and what is its importance? First of

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all, the interactive method is education by increasing the activity between the students and the teacher in the process activation of students' knowledge acquisition, personal qualities serves to develop. The use of interactive methods improves the effectiveness of the lesson we should understand that it helps to increase. So, interactive education is the main thing criteria: informal debates, the opportunity to freely describe and express the educational material, the number of lectures is small, but the number of seminars is large, creation of opportunities for students to take initiative, small group, large giving tasks for working as a group, class team, doing written work and consists of other methods, which increase the effectiveness of educational activities is of special importance in increasing.

In short, modern pedagogy in biology classes difficulties in the acquisition of students through the use of technologies improving the quality of lessons using various methods in teaching reproductive subjects as well as the young generation who are independent thinkers and understand the questions related to science self-responsible, environmental-loving, detailed opinion about his organism has, can express his opinion on the events happening in the environment effective in educating people, students mastering the basics of science allows to develop their interests and needs.

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