



 Research Article

ISPOLZOVANIE INFORMATSIONNYKH RESURSOV PRI ORGANIZATSII SOMATOYATELNOY RABOTY STUDENTSOV PO BIOLOGII

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ABSTRACT

The article provides information on the use of information resources when organizing independent work of biology students.

KEYWORDS

Biology, Bloom's taxonomy, independent work, didactic purpose, reproductive, productive, research, creative multimedia.

INTRODUCTION

It is important to adapt the educational process to modern requirements, modernize it on the basis of accumulated foreign experience, and organize independent activities of students to ensure its effectiveness. Creating the necessary conditions for independent learning of students, directing them to creative activities, and developing their professional competence is one of the main tasks

of the continuous education system. As the head of our state stated: "We are mobilizing all the forces and capabilities of our state and society so that our youth can become independent thinkers, have high intellectual and spiritual potential, and become people in no way inferior to their peers." field in the world, and be happy" During the study, in order to organize independent work of

students when teaching biology, it was necessary to clarify the concept of the educational process.

In the methodological textbook of biology, published for students of pedagogical universities of our republic, the learning process is as follows: the learning process is aimed at mastering specific educational material, mastering teaching methods and teaching activities of the teacher, based on the Organization and management of this process is defined as a process. Since the educational process is an organized and controlled process, the question arises, in what forms is it organized?

In the sources of methodology for teaching biology, the learning process and its forms are organized by students in various conditions (biology class, excursion, wildlife area, nature) used by the teacher in the educational process, these are lessons, homework, independent work. in teaching activities, manifested in the form of extracurricular activities, excursions and extracurricular activities. It should be noted that the above forms of training are organized comprehensively and interdependently. According to the objective of the study, the successful organization of independent work of students is a new topic studied in class, homework and independent work depending on its content, observations and experiments related to the content of the topic, that is, the organization of extracurricular activities for For this purpose, excursions according to the program with the topics being studied will be directly related to the organization of extracurricular activities in order to realize

coherence and satisfy the interest and need of students in learning the basics of biological science. The decisions taken to modernize the education system in our republic and the measures specified in

them create the need for a new approach to organizing students' independent work.

Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 8, 2020 No. 997 "On measures to organize international research in the field of assessing the quality of education in the public education system" provides for the modernization of the education system, improving the quality and efficiency of education. In this decision, assessment of the quality of education in the continuing education system should be adapted to the requirements of today, the development of students' literacy levels in reading, mathematics and natural sciences, the development of innovative methods and technologies for the use of international assessment programs in teaching practice, international relations in the field of assessment of the quality of education with educational institutions in developed countries of the world, creation, development and implementation of international projects, participation in the organization and conduct of international scientific conferences and symposiums, conducting fundamental and applied research in the field of assessing the quality of education, scientific and methodological support for these studies, successful participation of institutions of general secondary education in international research, ensuring comparison of the results

obtained with the results of other countries, conducting systematic monitoring of the implementation of international assessment programs in the educational process, popularizing the best experience in this area and developing recommendations and manuals for educational institutions based on it, reading using innovative teaching methods, mathematics and such tasks as the preparation of educational and methodological recommendations for improving the qualifications of teaching staff in the field of natural sciences. The implementation of these tasks requires the activation of the pedagogical activities of teachers and students in order to improve the quality of educational services, modernize the educational process, and achieve a high level of education quality indicators.

One of the international assessment programs specified in this Resolution is PISA - Program for International Student Assessment - which is designed to assess the level of literacy of students in our Republic in the field of reading, mathematics and natural sciences, as well as for the independent application of acquired knowledge, skills and skills. abilities acquired by students of mathematical and natural sciences in life and problem situations. One of the international assessment programs, PISA, evaluates students' independent learning and testing tasks using information resources.

Based on the above, the use of information resources when organizing independent work of biology students becomes a pedagogical problem.

This pedagogical problem requires the creation of pedagogical conditions. JOE. In Tolipova's study on the theory and practice of increasing the level of scientific and methodological training of biology teachers, pedagogical conditions related to the research problem were divided into the following groups:

1. Social and pedagogical conditions.
2. Didactic conditions.

The socio-pedagogical and didactic conditions for organizing independent work of biology students have been determined. In the course of the study, based on these two groups, the conditions for organizing the use of information resources when organizing independent work of biology students were considered and recommendations were prepared. The following factors influencing the creation of social and pedagogical conditions have been identified: individualization of the process of using information resources when organizing independent work of biology students; formation of educational motives and level of knowledge among students; availability of information resources and scientifically and methodologically advanced material and technical base; equipping the biology classroom with modern computers

Factors influencing the creation of didactic conditions are: clarification of the didactic target stages (reproductive, productive, research, creative) of organizing students' independent work in biology according to B. Bloom's taxonomy, based on the grouping of independent learning activities. elements; improving the

process of designing independent educational activities using information resources based on the priority of the levels of diagnostic (preparation, readiness, practice) and organizational and technological (stage, method, conditions, form) components of work in the electronic information environment; improving the method of organizing students' independent work (situation analysis, hypothesis, application, proof, verification) based on the use of information resource tools aimed at comparative comparison of the structure and properties of various biological organisms; It was decided to develop proposals and recommendations for the virtual design of educational materials related to biological processes in the form of verbal, graphic, animated and tactile information resources aimed at independent study of laboratory work.

Independent work - many modern educational technologies (problem-based, marked-contextual and other teaching methods) are highlighted as a necessary element of the educational process, since independent learning activities make it possible to eliminate gaps in the perception of educational information in high school. . Independent work shows the abilities of students, allows them to motivate learning, independence in actions makes it possible to move from the level of "reproduction" to the level of "knowledge" and "creativity" as a criterion of knowledge .

Independent work is a type of educational activity of students, which is carried out directly in interaction with a teacher or with the help of special educational materials under the guidance of a teacher by performing tasks at various levels

in order to acquire knowledge or apply skills Independent work serves not only for the effective assimilation of educational information, knowledge and methods of professional activity, but also for the development of such professional qualities as personal responsibility, initiative, creativity, and hard work.

Independent work of students is an individual or collective educational activity that is carried out without the direct guidance of a teacher. In terms of organization, independent work is frontal in nature (together with the class) - all students perform the same task; group - a group of students (3-6 students) is formed to complete the task; in pairs - conducting experiments;

A system of individual assignments is formed for each individual student. The most common type of independent work: working with a textbook, working with information materials or primary sources, solving problems, describing, observing, constructing, modeling, etc.

Independent work is a learning tool that allows: specific situations correspond to each specific goals and objectives; every action of students is aimed at raising mental activity from a lower level to a higher one, from ignorance to knowledge, knowledge, skill, level of skill; creates psychological conditions for the independent systematic acquisition of knowledge and skills focused on the totality of information; is a tool of pedagogical leadership in managing the cognitive activity of students.

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