

THE IMPORTANCE OF ORGANIZING BIOLOGICAL EXCURSIONS IN TEACHING BIOLOGY

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Annotatsiya: biologik ekskursiyalar o'quvchilarga nazariy bilimlarni amaliy tajriba bilan birlashtirish imkonini beradi, bu esa ularning o'zlashtirish jarayonini samarali qiladi. O'qituvchilar va o'quvchilar uchun biologik muhitni bevosita kuzatish, o'simliklar va hayvonlar dunyosini o'rganish, shuningdek, ekologik muammolarni tushunish imkoniyatlari yaratiladi. Biologik ekskursiyalar, shuningdek, o'quvchilarning qiziqishini oshiradi, ularga ilmiy fikrlash ko'nikmalarini rivojlantirishga yordam beradi va jamoada ishlash qobiliyatini mustahkamlaydi.

Kalit so'zlar: biologiya, biologik ekskursiyalar, ta'lim jarayoni, ekologiya, biologik muhit, o'zlashtirish jarayoni, ta'lim sifati, o'simliklar.

Аннотация: биологические экскурсии позволяют студентам сочетать теоретические знания с практическим опытом, что делает процесс обучения эффективным. Преподавателям и студентам предоставляется возможность непосредственно наблюдать биологическую среду, изучать флору и фауну, понимать экологические проблемы. Биологические экскурсии также повышают интерес студентов, помогают им развивать навыки научного мышления и укрепляют их способность работать в команде.

Ключевые слова: биология, биологические экскурсии, образовательный процесс, экология, биологическая среда, процесс обучения, качество образования, растения.

Abstract: biological excursions allow students to combine theoretical knowledge with practical experience, which makes their learning process effective. Teachers and students are provided with opportunities to directly observe the biological environment, study the flora and fauna, and understand environmental problems. Biological excursions also increase students' interest, help them develop scientific thinking skills, and strengthen their ability to work in a team.

Key words: biology, biological excursions, educational process, ecology, biological environment, learning process, quality of education, plants.

Today, in higher and secondary general education institutions, the provision of theoretical, practical, creative knowledge is of great importance. That is, It is the source of everything, existing species are resources. Even through the biosphere, we receive solar energy. Therefore, knowledge about the basics of the organization and activity of living beings, their

role on Earth is a necessary element of competent management of the planet's economy. The connection of theoretical knowledge with practice, the formation of professional experience and skills serves as a factor in becoming a qualified specialist in the future. And also increases interest in this science within the framework of science. Teaching biology is a purposeful system of education and upbringing only when the teacher works with students in any form, combining biological concepts, dialectical-materialistic worldview, thinking and independent practical work skills. Education and upbringing of students at school is carried out in certain forms of organizing educational work. Currently, in methodology and school practice, a system of forms of organizing educational work with students in biology has been adopted: lessons and related mandatory excursions, homework, mandatory extracurricular work (in a corner of wildlife, at a training and experimental site and in nature) and optional extracurricular work (individual, club, collective and mass).

An educational excursion is an educational lesson in production, nature, museum conditions in which students observe and study various objects and phenomena of reality. Therefore, a characteristic feature of the lesson is that the study of objects is associated with the movement of students, their muscle strength. In short, an excursion is an independent form of learning, an important part of the educational system of a modern school and makes a great contribution to the formation of a comprehensively developed personality. The tasks of organizing excursions within the framework of science are as follows: to enrich students' knowledge (based on direct perception, visual images and the collection of facts); to establish; the connection between theory and practice, with life phenomena and processes love and preservation of nature; to develop students' creative abilities, independence, unity in educational work, a sense of collectivism and mutual assistance; to enrich aesthetic feelings; development of observation, memory, thinking, emotions; strengthening of cognitive and practical activities; fostering a positive attitude towards learning. A student participating in an excursion suddenly changes his usual environment, that is, the excursion takes him out into the fresh air, requires and gives strength and changes the usual mental environment of the student. Discipline takes on a different form, during the excursion his interests collide with the interests of his comrades and adults more often and more diversely than at school, finally, the walk itself differs from his usual everyday goals. We have analyzed the importance of organizing biological excursions in teaching biology in an experiment and found that excursions are a very important pedagogical approach in educating the will of the following. They successfully completed the following tasks:

We observed the results and tasks of teaching biology to students of school No. 22. Student

- 1) the student's ability to concentrate his attention is developed;
- 2) the student took on great responsibility and carefully studied the given problem;
- 3) the student learned to behave and developed his own initiative in the field of science: that is, he became more courageous, resourceful, and as a result, he developed the ability to take active initiative and a more intense personality, which is manifested in his independent overall development. A distinctive feature of excursions is the opportunity to actively learn about living objects that are part of natural communities.

Excursions can be botanical, zoological, general biological, ecological and complex, taking into account the educational content of individual biology courses. When planning excursions, the teacher takes into account local natural objects and conditions. Excursions can be organized around the school's educational and experimental site, to agricultural production, to a research institute, a botanical garden, a park, etc. Excursions on the location of the topics of educational courses are divided into: Introduction to a lesson or topic, usually held in the fall, aimed at engaging students with questions, observations and collected materials. The success of the excursion depends on the preparation of the teacher and students. An excursion is not conducted in a place unknown to the teacher. The teacher must conduct an excursion in a pre-planned place.

In the process of preparing for the excursion, the teacher draws up a plan for the excursion and a summary of its progress.

They determine:

- 1) The topic of the excursion, its purpose and objectives.
- 2) The route of the excursion. The excursion site is not a route for schoolchildren. And logically connected "objects of attention", stops for observation and study of natural objects and phenomena.
- 3) Equipment for the excursion: equipment necessary for teachers, for independent work of schoolchildren and for collecting natural materials; pre-prepared cards with tasks for individual or group activities of children during the excursion.
- 4) Introductory conversation on the topic of the excursion and giving tasks (5 - 7 minutes).
- 5) Independent work on tasks (20 min).
- 6) Reports on tasks, discussion of observations and collected factual materials on the topic of the excursion, their generalization (10-15 min). 8) Final conversation on the topic of the excursion (3 - 5 min).
- 7) Inspection of the territory and its arrangement.
- 8) General conclusion of the excursion (in nature).

Biology is the study of plants and animals, their structure, functions, and interactions with ecological systems. Biological excursions provide students with the opportunity to combine theoretical knowledge with practical experience. Students gain a deeper understanding of what they have seen and learned by observing them in a real environment. For example, knowledge about plant and animal species, their habitats, and ecological conditions becomes clearer when they see them with their own eyes during an excursion. Biological excursions play an important role in increasing environmental knowledge. Students learn more about its important elements and processes by directly observing nature. This forms a responsible attitude towards nature in them and helps them understand environmental problems. Excursions conducted in nature increase students' interest in biology. Practical study of topics that interest them increases their desire for knowledge. This is important in preparing students for future

careers in biology. During field trips, students develop skills in working together, exchanging ideas, and acting as a team. This process strengthens cooperation among them and helps to strengthen social relationships. Biological excursions are an important factor in improving the quality of education. Students gain a deeper understanding of new knowledge through practical application. This helps teachers to conduct the lesson more effectively. Biological excursions are important in teaching biology. They provide students with practical experience, opportunities to increase environmental knowledge, increase interest, develop teamwork skills, and improve the quality of education. Therefore, biology teachers should organize these excursions regularly. This not only increases the level of knowledge of students, but also improves their relationship with nature.

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