



DEVELOPMENT OF PROFESSIONAL AND METHODOLOGICAL COMPETENCE OF FUTURE BIOLOGY TEACHERS IN EXTRACURRICULAR ACTIVITIES

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Abstract

Biological education is aimed at forming in these learners the foundations of knowledge, skills and competencies about existence that are necessary for the continuation of general secondary education.

Introduction

Extracurricular activities are voluntary extracurricular activities conducted under the guidance of a teacher to expand and supplement the topics covered in the biology curriculum. extracurricular activities in biology in order to conduct experiments, to organize differentiated education, taking into account the interests and needs of students, to develop their creative abilities, independent and logical thinking, to expand their scientific outlook, career guidance, to link learning with productive physical and mental work carried out. The types of extracurricular activities are inextricably linked, complementary, and demanding.

Extracurricular activities with individual students can be conducted in the biology classroom, wildlife corner, school experiment area, computer room, community and farm fields, depending on their wishes, desires, needs and interests. These sessions are devoted to the study of additional textbooks, the organization of creative research, observation and experiments on specific topics in the test-experimental areas, the preparation of lectures and visual aids. In particular, the following issues can be studied in the lessons with some students of botany.

Students choose one of these topics according to their will, interests, and work according to a plan developed in collaboration with the teacher. The biology teacher monitors the work being done and their results. Extracurricular activities with individual students on the subject "Man and his health" are important in strengthening the knowledge of students, its application in practice, career guidance,





experimentation and observation, development of logical, independent and creative thinking skills, the formation of a healthy lifestyle earns. In this course, students will be able to read independently articles on healthy lifestyles, the causes of various diseases, the impact of sports and exercise on human health, published in the journals "Health", "Science and Life" and other journals, the structure of the human body. prepared multimedia, study of human health encyclopedias is recommended.

The organization of extracurricular activities in the teaching of biology can be divided into the following modules. (Table 1)

Modular structure of extracurricular activities in botany with individual students (for 3 courses).

Module	Content module	Module structure
1-module	Independent work on additional textbooks in biology, preparation of texts, lectures on specific topics	The subject and objectives of the organization of
2-module	Testing of computer knowledge using educational, simulated, control programs, organization of multimedia	Goals and objectives of extracurricular activities in the teaching of biology
		Testing of computer knowledge using educational, simulated, control programs
		Stages of the process
		Working with multimedia
3-module	Organization of students' creative research through multimedia "Medicinal plants"	Organization of creative research
		Importance of medicinal plants
		Information about medicinal plants
		Creative work of students
		Ways to use multimedia tools
		Organizing students' creative research
		Regularly monitor student activities

Students will choose one of these topics according to their will and interests and work according to a plan developed in collaboration with the teacher. The biology teacher monitors the work being done and their results.

The topics of the Young Zoologists Circle are given below in modules. Based on the modules of this circle, the teacher can supplement and design based on their knowledge, pedagogical skills, make appropriate changes and apply them in practice, taking into account local conditions and the interests and needs of students.



Dividing topics into modules in the circle of "Young Zoologists"

Nº	1 Module	2 Module	3 Module	4 Module
1.	Goals and objectives of the circle of young zoologists	Scientists study their scientific heritage about animals	Animal care, the Red Book and its importance	Preparing for the "Bird Festival".
2.	To develop students' skills in the use of modern pedagogical technologies by teachers of biology, forms of teaching biology, the organization of extracurricular activities on the basis of a competent approach;	Scientists conducting research on animals use their scientific views to use technical means, express surveys, test questions, brainstorming, group thinking, working in small groups, and other interactive teaching methods.	To determine students' knowledge of animals, their structure, distribution in nature, importance, characteristics;	Birds, their importance, gathering their thoughts on the surface of their place in nature, determining the place to spend the night, providing all the necessary means;
3.	development of knowledge, skills and abilities of students to use modern pedagogical technologies, active and interactive methods for the formation of competencies in teaching biology	using active, interactive methods in teaching biology to receive;	Explain the Red Book and its importance to students;	;Development of methods of conducting celebrations in the club
		ensuring the continuity and consistency of the content, means, methods and forms of biological science;	Be able to use active and interactive techniques;	To be able to stimulate students' interest and activity
4.	to develop the skills of organizing biology lessons on the basis of modern requirements.	use of modern pedagogical technologies in professional activity;	Use of modern pedagogical technologies use of modern pedagogical technologies in professional activity;	use of modern pedagogical technologies in professional activity;

When conducting extracurricular activities using modular learning technology, the teacher should adhere to the following criteria: the learning material recommended for students to master independently should be as difficult as possible, taking into account the learning abilities of students; students must master the study material within the time specified in the program; the teacher must ensure that students have the ability to independently and creatively master the learning materials. In doing so, the teacher first divides the information that is brought into the lesson into two parts.





The first part should be mastered by students with the help of a teacher, the second part creatively and independently. He then develops module programs, intending to conduct the identified topics in the form of modular lessons.

References

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