THE IMPORTANCE OF BIOLOGICAL EDUCATION AT SCHOOL

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ABSTRACT

The article deals with the role and importance of biological education in a comprehensive school, as well as reflects the educational and developmental value of biological education. In the process of teaching biology in unity with the development of dialectic thinking of schoolchildren, they are exposed to the scientific picture of the organic world, the historicity of life and its place in the system of forms of movement, the controversial way of knowing nature. Biology is one of the leading subjects of the natural science cycle in the school education system, since it is of great importance in the formation and development of the personality. Without this, it is impossible to ensure a healthy lifestyle and preservation of the environment - the place of life of all mankind.

Keywords: Biological education, hygienic education, the formation of a healthy lifestyle, school biology, humanization, environmental awareness.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Today, the problem of training biology teachers for the developing system of secondary education is quite acute both globally and in the scientific, theoretical and pedagogical plan.

The first President of the Republic of Uzbekistan emphasized that “today, on the eve of the XXI century, in the context of rapid scientific and technological progress and changes in the geopolitical structure of the world, the problems of regulating the impact of man on the biosphere, harmonizing the interaction of social progress and maintaining a favorable natural environment are becoming increasingly relevant, achieving equilibrium in the relationship "man-nature" [1, p. 110].

The State Standard for General Secondary and Higher Education states the need for students to form key competencies - i.e. students' readiness to use the acquired knowledge, skills and methods of student activities in real life to solve practical problems.

The successes and achievements of biological science convincingly testify that mankind has entered a new century - the century of biology. The biology of our time has become a means of not only study, but also a direct impact on the living world. The tendencies of designing and constructing bioobjects are growing in it, the tasks of managing living objects and systems are manifested. With the development of biology and the implementation of its achievements in the life of human society, the number of people for whom biological education will be an element of their professional training will increase.

Consequently, the importance of biological education at school is increasing. The school subject “Biology” contributes to the formation of a scientific worldview among students, i.e. the system of the most general views on the world and man, on the relationship between man and the world, determines the personality’s life program, ideals and beliefs, interests and values.

Ultimately, it determines the line of human behavior. The development of a scientific worldview in accordance with the current state of the natural sciences in the process of teaching biology is of particular importance for high school students who show an increased interest in philosophical problems in connection with the natural need to comprehend reality as a whole.

School biology, like no other academic discipline, allows you to demonstrate the cognitive power of the unity of a systematic, structural-level and historical approach to natural phenomena.

In the process of teaching biology in unity with the development of the dialectical thinking of schoolchildren, they are exposed to the scientific picture of the organic world, the historicity of life and its place in the system of forms of movement, the contradictory way of knowing wildlife. Biology is one of the leading subjects of the natural science cycle in the school system, since it is of great importance in the formation and development of the individual. Without it, it is impossible to ensure a healthy lifestyle and preserve the environment - the place of life of all mankind.

Biology, like every school subject, with its goals, objectives and content should contribute to the formation of a functionally competent person, i.e. a person who can actively use his knowledge, constantly learn and learn new knowledge all his life.

The reform of education in the context of deep systemic changes in society has made changes in the attitude to the student (student) as the main meaning of school (university) education, its introduction into the world of human cultural experience through the content of academic disciplines. The orientation of society towards democratization, humanization, greening has led to new directions in determining the goals of general education.
In this regard, school biology began to be guided by the following learning objectives:

Fundamental (General):

- mental and emotional-volitional development;
- the formation of a scientific worldview;
- labor training;
- physical development [2].

For these purposes, the educational and developmental significance of biological education is reflected.

Biological (special):

✓ mastery of knowledge about living nature, general methods of its study, educational skills;

✓ the formation on the basis of this knowledge of a scientific picture of the world;

✓ hygienic education and the formation of a healthy lifestyle that contributes to the preservation of the physical and moral health of a person;

✓ the formation of environmental literacy of people who know biological patterns, the relationship between living organisms, their evolution, causes of species diversity;

✓ the establishment of harmonious relations with nature, society, ourselves, a reflection of the humanistic significance of nature;

✓ maintaining the positive experience of the biology education process accumulated in the school [3].

In accordance with the modern demands of society, the school curriculum in biology should be aimed at solving a number of problems, including:

- to ensure that students learn the basic principles of biological science about the structure and life of organisms in the studied kingdoms of the organic world; about their

individual and historical development; about the system of the organic world; the structure and functioning of ecological systems, their changes under the influence of human activity;

- provide an understanding of the scientific picture of the world, the material nature and the dialectical nature of biological processes and phenomena, the role and place of mankind in the biosphere, the active role of man as a social being;
- to seek an understanding of the practical significance of biological knowledge as the scientific basis of agricultural production, forestry, fisheries, biotechnology, environmental protection, modern industries in which biological systems are used;
- To form skills in growing plants, caring for animals, and protecting nature;
- provide environmental education and upbringing, the formation of a responsible attitude to nature and readiness for active actions to protect it on the basis of knowledge about the organization and evolution of the organic world;
- carry out hygienic and physical education of students in organic connection with their moral education;
- to form the skills of academic work as an important condition for normalizing the educational load of students, the strength of their mastering of basic knowledge, the necessary conditions for successfully solving the problems of developing logical thinking of students, their education.

At present, a system of ideas about the world has developed, which is characterized by: focus on environmental expediency, the absence of a contrast between man and nature; the perception of natural objects as full-fledged entities, partners for interaction with humans; the balance of pragmatic and non-pragmatic interactions with nature [4, p. 13].

In the modern period of the heyday of biological science and especially its sections - genetics, microbiology, biopsychology, bio-cybernetics, bionics, when it becomes possible to create new types of living organisms and control human nervous activity - in the State educational standard, biology training programs provide for a deeper and more modern students' understanding of the genetic branches of biology, wider output of biological material in environmental problems, the use of elements of A series of information in relation to biological processes.

In the classroom, you should constantly pay attention to the fact that in the Republic of Uzbekistan environmental protection issues are among the priorities of the state policy. It is important to show the relationship of the subjects studied with the stability and instability of natural, economic, social and other aspects of human life.

The content of school biological education provides for its compliance with the level of development of science in this historical period. Before school biological education, new tasks of cognitive-cognitive, systemic, scientific and philosophical, valueological, environmental, aesthetic, practical-activity nature are put forward.

Therefore, a biology teacher must clearly imagine the goals, objectives, specifics of school biological education, build it in accordance with the humanistic principles of teaching and upbringing, realize its tasks on the basis of the latest pedagogical technologies, and carry out its connection with life and modern achievements of biological science.

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