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THE SPECIFICS OF THE BIOLOGY LESSONS ORGANIZING IMPLEMENTING MODERN PEDAGOGIKAL TECHNOLOGIES

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Abstract
In the article ideas about the basic tasks of effective organization of biology lessons on the basis of modern pedagogical technologies, improvements of quality of education at interactive lessons in general educational system are given.

Keywords: Cell, substances and energy transformation, evolutionary development, human genetics, biological consciousness, interaction of genes, heredity, variability, genetic symbols.

Introduction

To increase the effectiveness of education, to ensure that the individual is at the center of education and to ensure independent learning of young people, educational institutions need well-trained teachers who, in addition to solid knowledge in their field, are familiar with modern pedagogical technologies and interactive methods, as well as the rules for using them in organizing educational and educational activities.

To this end, it is necessary to equip all subject teachers with new pedagogical technologies and interactive methods and continuously improve their skills in applying the knowledge they have acquired in educational and educational activities. The National Program for Personnel Training indicates that a radical reform of education and education is associated with the introduction of advanced pedagogical technologies; “advanced pedagogical technologies of education, the creation of modern educational and methodological complexes and the didactic support of the educational and educational process.” In the process of teaching biology, a teacher will inevitably encounter some problems.

1. The problem of fully involving all students in the lesson process, because students can fully participate in the lesson, but no one can fully guarantee that all

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students understand the lesson, this is where the teacher's use of pedagogical technologies in the lesson becomes of primary importance.

2. The student may seem to understand in the lesson, answer the teacher's question, but the teacher also has the skills to understand and imagine certain biological processes, and to what extent they have the ability to use this knowledge when they encounter it in their lives. In solving such a problem, extracurricular activities, group activities, problem solving and examples are of great importance. In teaching the subject of biology, the formation of general biological concepts in students plays a key role. Concepts that generalize the biological laws inherent in all living organisms and the specific concepts of some biological courses are called general biological concepts. General biological concepts include:

- the structure, construction and vital unity of the cell, living organisms;
- the unity of the structure and functions of organs;
- the interrelationship of the organism and the environment;
- the fact that the organism is a self-regulating integral system;
- the processes of substance and energy metabolism;
- heredity, variability and reproduction of organisms;
- the evolutionary development of the organic world.

General biological concepts are derived from specific biological concepts and it is important to develop them in the content of school biology subjects. For example, in the first type of problems, it is necessary to find gametes produced by homozygous and heterozygous organisms, in the second type of problems, to determine the genotype based on the phenotype, in the third type of problems, to find the phenotype based on the genotype, and in the fourth type of problems, to determine both the genotype and the phenotype, as a result of which biological concepts are gradually formed in students. When organizing lessons, each teacher tries to creatively organize the educational process based on modern pedagogical technologies, based on his or her capabilities and professional skills. The pedagogical technology used in biology lessons should form such knowledge in students that a system of feelings of independence, thirst for knowledge, love for the Motherland, environmental protection, and piety should be formed in young students. To this end, biology teachers should master the skills of using modern information and communication technologies. While there are all the conditions for conducting lessons today, the inability to fully and rationally use these

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opportunities, and the lack of sufficient knowledge in this area by teachers, despite the fact that the 21st century is the century of information and communication technologies, also have a negative impact on the positive organization of lessons.
To achieve the pedagogical goals of each type of lesson, the teacher must mobilize his intellectual potential, use advanced pedagogical experience, and the choice of method must become a real creative act. When preparing for a new topic, the teacher should choose methods and methodological techniques, depending on the branch of biology and the age characteristics of the students, and coordinate the exchange of methods in time and didactic goals. As a result, conditions are created for achieving a high level of intellectual and practical activity of students. If the methods are used correctly, knowledge of objective reality is deepened and, as a whole, the scientific and theoretical level of the lesson is increased. Consistently selected teaching methods lead to a certain level of development of knowledge and professional interest, and to the activation of independent practical activity. In order to improve the organization and management of students' cognitive activity, it is important to first teach a new topic at a certain stage of the lesson, and to conduct control tests, various game exercises, competitions, and training sessions to monitor and evaluate the knowledge and skills acquired by students, as well as to form logical thinking and problem-solving skills starting from the lower grades. As a result of students' involvement in this activity and their acquisition of certain skills and skills, it becomes easier for them to gradually understand even relatively difficult topics. As a result of organizing all stages of biology lessons based on the requirements of pedagogical technology, the teacher, based on the educational, educational and developmental goals of the subject being studied, will be able to determine which technology to use, the specific features of organizing students' cognitive activity based on this technology, the learning tasks that students need to know in the lesson, and the ways to monitor and evaluate the knowledge acquired by students, and will also open up opportunities for students to self-assess. The effectiveness of lessons is bound to increase when several of the following technologies are used in biology lessons. Didactic game technologies. As is known, lessons in which students' cognitive activity is combined with game activity are called didactic game lessons. The use of didactic game technologies in biology lessons allows you to increase the effectiveness of the lesson. There are such types of didactic game lessons as plot-role, creative, business, conferences and game

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exercises, for example, ways of using a press conference in biology lessons can be developed. A press conference is characterized by the active educational and cognitive activity of all students in the class. The teacher's preparation for a press conference lesson is somewhat more complicated. A week before the press conference, the teacher should divide the class into two groups and assign tasks in the necessary areas.

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