

## **FORMATION OF STUDENTS ' COMPETENCIES IN THE PROCESS OF TEACHING BIOLOGY**

Aliqulova Nafisa  
Biology teacher of the regional  
Specialized boarding school for foreign  
Languages at the Syrdarya region national education.

**Abstract:** the article analyzes the importance of ICT in teaching students competence in teaching biology and teaching.

**Keywords:** formings, education, interactive, method training, competence, interactive, problem-based training, electronic textbook.

### **INTRODUCTION**

One of the main problems of modern school education is preparing graduates for life in modern society, for professional activities, and for the possibility of obtaining further education. We are expected to have competitive students who can be qualified specialists.

The state educational standard sets high requirements for the modern schoolchild. Short terms, large amounts of information and strict requirements for the knowledge and skills of the student — these are the modern conditions of the educational process. Such high demands are becoming more and more difficult to meet based on traditional methods. New methods, new forms of activity and new results of the educational process are needed. If earlier the priority goal of education was to assimilate the amount of knowledge that humanity has developed, then in the new conditions the student's personality comes to the fore. And the qualities of this person are determined by the new social order of society. American businessman John Grillos said that it is not so important that students acquire the strength of knowledge in a particular area, because this knowledge is subject to change every year and sometimes becomes outdated before students are able to learn it. Much more important is the ability to independently, actively act, flexibly adapt to changing living conditions, make decisions, think critically

independently, and work with information competently. After all, this is what you will have to do all your adult life.

The teacher determines the main competencies assigned in the curriculum for the formation of the main competencies of students. It then selects the learning technology based on the subject and competencies to be formulated. Biology teaching is widely used in didactic games, modular learning, collaborative learning, problem solving, design technologies, and traditional educational technologies. Education should be active and interactive in shaping students' competencies. With a passive approach, the teacher describes the topic. The student listens to them and writes down the relevant parts. Reads homework from textbooks. In this case, a one-way connection is established between the student and the teacher. A student acquires knowledge depending on their level of ability, interest, and desire. This does not guarantee the assimilation of educational content. To develop students' competencies, the following approaches can be applied.

## **INNOVATIVE TRAINING**

Proactive approach. The teacher makes every effort to present the teaching content using evidence, visual AIDS, and teaching materials. The teacher exchanges ideas with students and gives them creative work and practical tasks. Students do their homework by working independently. Interactive approach. Students are given the opportunity to exchange information: discuss problems that are waiting to be solved, solve them, and work together to find a solution. They demonstrate their knowledge to each other based on the information they have received. They inspire each other. A complete understanding of the content of the topic under study is achieved during the discussion. An interactive approach allows students to fully develop their competencies. The design method is a learning system in which students acquire knowledge, skills, and qualifications when planning, developing, and performing an increasingly complex task. Students carry out projects related to problematic issues (creativity, information, communication, etc.). Modular training technology involves the application of theoretical knowledge in practice. It involves the complete division of the subject being studied into relatively small fragments of thought modules. The module program is designed for

individual, small group, and team work. Students will have independent educational activities. Thus, the teacher determines which competencies are used in the formation of competencies in the learning process, primarily by the content of the curriculum in biology, and then when formulating these elements of competence, purposefully selects one of the technologies and organizes a lesson (training project). The coordinated use of educational and information technologies is a key task in the regulatory documents adopted to improve the efficiency of the process. Indeed, in the era of information globalization, it is important to increase the effectiveness of training using educational and pedagogical technologies in the educational process. Information technologies used in biology teaching have the following functions: Educational: provides students with a comprehensive knowledge of basic and additional materials on the subject, basic concepts and their interpretations, various tables, diagrams, complex scientific and industrial experience; direction of students' educational activities: since students work with educational, model and control programs that are products of information technology, these programs combine students' learning activities and student management to gain deeper and stronger knowledge; illustrative: animation files that are products of information technology, unlike other learning tools, depict biological processes in a dynamic way; controlling all forms of education: classroom, extracurricular activities, and at all stages of the course; monitoring and evaluation of acquired knowledge, skills and abilities of students; developing in accordance with the level of task complexity in the control assignments for the wild acquired knowledge, skills of students: reproductive, productive, partial, research, and creative nature increases the desire of students to the next level of tasks according to their knowledge, needs and interests, and strengthens the foundations of science, builds the soil and helps the development of personality;

## CONCLUSION

Thus, taking into account the above-mentioned goals of information technologies in biology teaching, the task is to determine how to use them in the educational process. One of the main tasks of teachers working in the education system is to increase students' interest in learning the basics of science and ensure their competence in developing skills of independent and

creative thinking. Information technology plays an important role in solving these problems. Lessons using information technology are rich in information and are visually interactive. This provides the basis for fruitful teaching of students, developing their competence in teaching biology lessons. The use of information and communication technologies increases the ability of students to visualize, abstract and remember processes such as cells, tissues, chemical elements, atoms, molecules, metabolism and energy exchange, photosynthesis and protein biosynthesis.

### **References:**

1. Tolipova Yu. O., Gafurov A. T. Methods of teaching biology. Textbook for universities. Tashkent. TSPU, 2012. 94
2. Turdieva G. Features of the Dreamweaver software for creating educational websites // Scientific and methodological journal "Academy" Russian-impact factor:0.19. № 5 (44). 2019.
3. Ataeva G. I., Akobirova L. On the role of information technologies in modern education // Young scientist, 2016. no. 10. Pp. 1165-1166.