



IMPROVING THE METHODS OF TEACHING ZOOLOGY IN 7 TH GRADE

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<p>Received: 26th August 2021 Accepted: 24th September 2021 Published: 30th October 2021</p>	<p>A lot of practical work is being done to develop methods of teaching zoology. Regional components, textbooks on this specialty will be created. Students can be interested in zoology by planning interactive lessons. The educational-methodical complex includes: organizational-methodological department; the work program of the discipline; guidelines for independent work of students; course work topics; control questions for the exam; control-measurement materials are prepared for modular-rating assessment of students' knowledge. This article provides feedback on improving the methodology of teaching zoology in 7th grade</p>
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According to methodologists, the formation of the target component of modern school biological education depends on the system of values, which is determined by: the level of education, the level of development of the student. The purpose of general secondary biological education is determined taking into account the following factors: the integrity of the human personality, predictability, continuity in the system of lifelong learning. Among the main tasks of the methodology of teaching zoology as a science are:

- 1) determine the role of zoology;
- 2) development of proposals for the development and improvement of school curricula and textbooks;
- 3) determine the content of the subject;
- 4) development of methods and techniques, forms of teaching schoolchildren;
- 5) development and testing of equipment for the educational process.

The object and subject of research are the most important concepts of any science. The object of study of methods of teaching zoology is the educational process associated with this subject. The subject of research methodology is the goals and content of the educational process, methods, tools and forms of teaching, educating and developing students. Scientific research methods play an important role in the development of science. Leading methods of scientific research include: observation, pedagogical experiment, modeling, forecasting, testing, qualitative and quantitative analysis of pedagogical achievements. almost all theories in the methodology of teaching zoology are based on natural pedagogical experience, in the practice of mass teaching of ideas, a close combination of empirical and theoretical knowledge. At present, the methodology of teaching zoology has in its scientific baggage a number of important theories, such as "Development of biological concepts", "System of forms of teaching zoology", "Development of a system of ecological concepts in the course of zoology".

The structure of the content of the methodology of teaching zoology is scientifically based. It is divided into general and special, or special teaching methods: natural sciences, "Plants. Bacteria. Fungi and lichens ", "Animals "course," Man ", "General zoology "courses. General methodology of teaching zoology considers the main issues of all biological courses in school: concepts, goals, objectives, principles of biological education, methods, tools, forms, teaching methods, etc. They provide lessons, excursions, extracurricular activities, ie a system of teaching a particular zoology course. 7. The methodology of teaching zoology in the classroom as an independent discipline is inextricably linked with didactics. The methodology of teaching zoology as an independent branch of pedagogy and develops practical problems. The methodology of teaching zoology is closely related to psychology because it is based on the age characteristics of children. The methodology emphasizes that educational upbringing can only be effective when it is appropriate for the age development of the students. The methodology of teaching zoology is closely related to the science of zoology. The subject of "zoology" in school has a synthetic character. It reflects almost all major areas of

zoology: botany, zoology, plant, animal and human physiology, cytology, genetics, ecology, evolutionary theory, the origin of life, anthropogenesis, and more.

The methodology of teaching zoology is closely related to philosophy. Philosophy is the theoretical basis of the methodology, which equips it with a scientific approach to various aspects of teaching, educating and developing schoolchildren. Methods of teaching zoology as a subject are of great importance in the training of secondary school zoology teachers. In the learning process, students develop professional knowledge and skills, they master the ability to teach. The academic topic does not cover all the knowledge accumulated during the research process during science, only their basics. They are specially selected based on learning objectives, age, and student readiness. Unlike science, the main function of the subject is education. The subject is not an exact copy of science. It is not just a simple copy of scientific data, but a generalization, clarification of concepts, systematization of scientific facts and judgments. The subject is built on a specific system, taking into account its basic educational function.

The main purpose of the study of natural sciences in school was to consider the issues of student development, the formation of a materialist worldview and independence in knowledge. The scholar believed that the implementation of education development ideas would help improve general education in the local school. He also justified the need to study environmental materials in a science course and suggested ways and means of teaching it in school. Influenced by Darwinist ideas and promoting the unity of content and methods of teaching, A. J. Gerd proposed a new structure for the school science course: Grades 2 and 3 - "Inorganic World"; 4th grade - "Plant world"; 5th grade - "Animal World"; 6th grade - "Human"; 7th grade - "Earth History". The past year was to present a history of the development of the inorganic world. The course ended with the teachings of Charles Darwin. The scientist recommended a course in botany and zoology to begin the study of the lower forms of plants and animals, gradually moving to higher ones (i.e., "in ascending order"). Gerd initially believed that the study of nature should be complex (in the form of a natural-historical complex of knowledge about animate and inanimate nature).

Thus, in the early twentieth century, mainly in the context of school science V.V. Through Polovtsov's works, the ecological element began to develop as a means of teaching children a materialist worldview. Along with VV Polovtsov, other great Methodist naturalists of that period (L.S. Sevruk, B.E. Raikov, K.P. Yagodovsky, V.A., L.N. Nikonov, V. Yu. Ulyaninsky and others). They were all united in addressing key issues in the content, objectives, and methods of teaching science in a local school, so V.V. Polovtsov on the general methodology was supported by them.

Zoology was compiled by Yulian Ivanovich Simashko (1821-1893). It contains 500-page descriptions of 400 families and more than 2,000 animals. Even if these resources are used, zoology lessons can be conducted interactively.

In conclusion, a variety of sources are rarely used in the teaching process at school. This leads to a lack of interest in the lesson among students. It will definitely be more interesting for the students if the lesson is taught using a variety of interactive methods to make the learning process more interesting and to give more knowledge to the students. Good results can be achieved in the process of educating students through information and communication technologies, IT resources, as well as various programs and videos. Thus, it is necessary to use modern information and communication technologies and information technologies to improve the methods of teaching 7th grade students in zoology.

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