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USE OF MENTAL MAPS IN TEACHING COMPLETE HERITAGE IN SCHOOL

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Abstract:

The article focuses on the creation of mental maps in teaching the subject of "complementary inheritance" in biology and strengthening the cognitive activity of students.

Keywords: Complementary, dominant, recessive, mental map

Today in Uzbekistan it is important to use pedagogical technologies that ensure the effectiveness of the educational process, which increases the learning and creative activity of students.

Mental maps provide strong functioning of the right and left hemispheres of the brain. Mind map, mental map, intelligence map, associative map, associative diagram, thinking scheme are all a few names of the way we organize our personal thoughts. We think with associations from the center to the side. The only central idea is to pass the connecting threads that lead to other associations, and from there to others. It's kind of like a tree. Its body is the central idea, and its branches are the images that come from it. The mental map is created in this way. There is no set rule for what it should look like. The main task is to determine the main idea, to create a lot of links with the help of associations. Mental maps can be used to explore a new topic and reinforce a previous topic.

So there are several steps involved in creating a mental map. The first is to create the main idea, the second is to create the first level topics, the third is to develop the second level of topics, and the fourth is to define the topic. For example, we want to study complementary inheritance in genetics. Basically we get complementary inheritance. Then we divide it into clauses depending on the type of inheritance ratios. You then determine the genotypic and phenotypic ratios of these items. You can use a mental map to describe a whole new topic. (Figure 1)

It is also possible to use a mental map to reinforce this theme. To do this, students are asked to clarify the genotypic and phenotypic ratios by removing the clause. (Figure 2)

Course Title: Complementary Inheritance

The scientific purpose of the lesson: To teach students to develop competence in complementary inheritance and to think independently, analyze, draw conclusions and describe them.

Educational value of the lesson: To introduce the knowledge of the subject and to form the scientific worldview.

Course Objectives: To develop the skills of independent work, analysis and creative thinking on complementary inheritance.

Training equipment: Exhibitions on complementary inheritance, computer, projector, handouts.

Learning Technology: Mental Map Technologies

Basic concepts and basic knowledge: Complementary, dominant, recessive, mental map

Course of training.

1. Organizational part: Greetings, attendance, news.
2. Students are introduced to the topic, purpose, and course of the lesson.
3. Learn a new topic: Based on the teacher's description and mental map slides.
4. Consolidation of a new topic: Using a mental map

Closing remarks: The teacher summarizes the topic. Student grades will be announced.

Homework Assignment: Learn a new topic.

Thus, if we describe and reinforce the topic with the help of mental maps, we will help students to think logically, develop the knowledge, skills and competencies that students have acquired, and increase their interest in the lesson.

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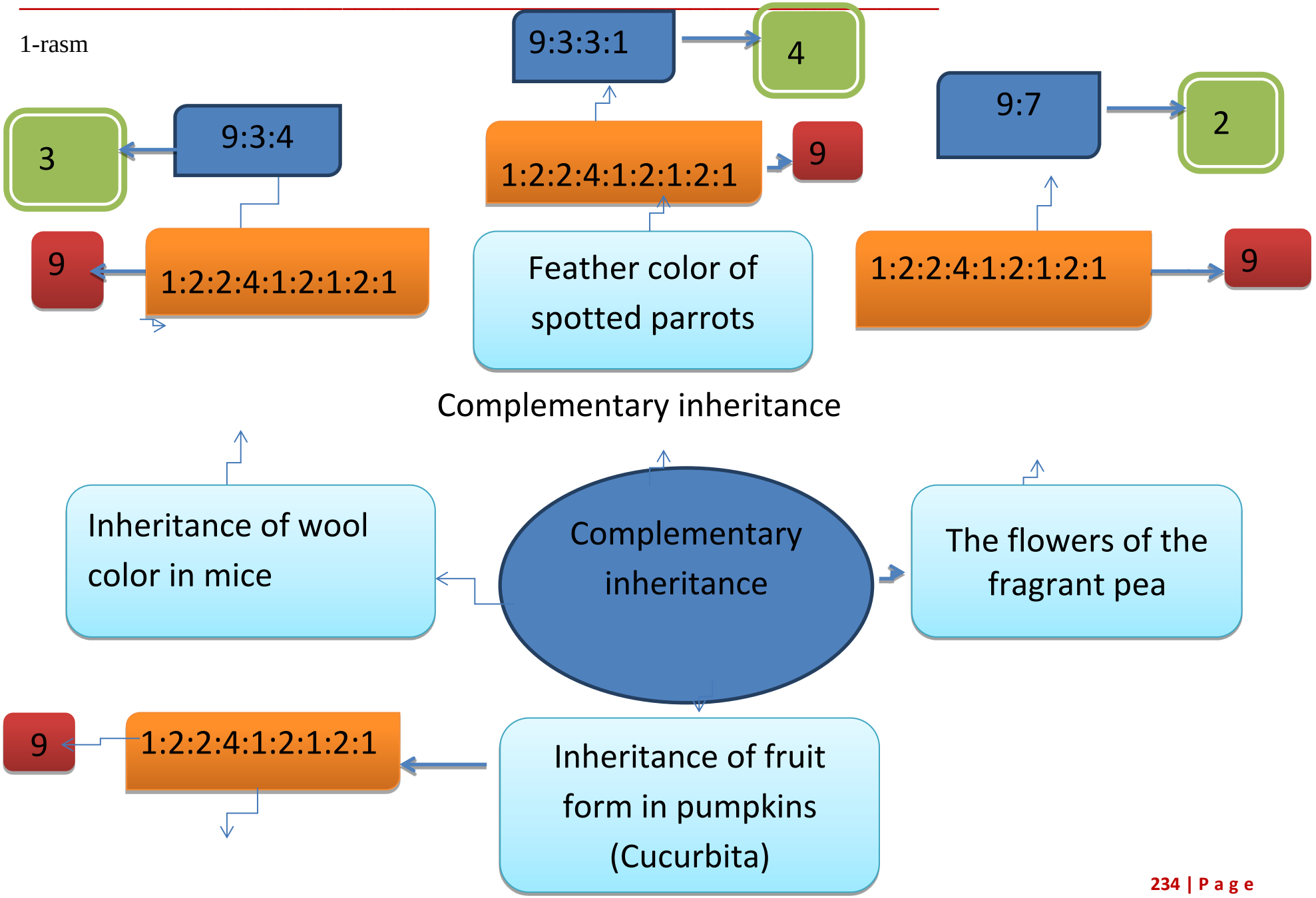
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Complementary inheritance
Inheritance of wool color in mice
Complementary inheritance
The flowers of the fragrant pea
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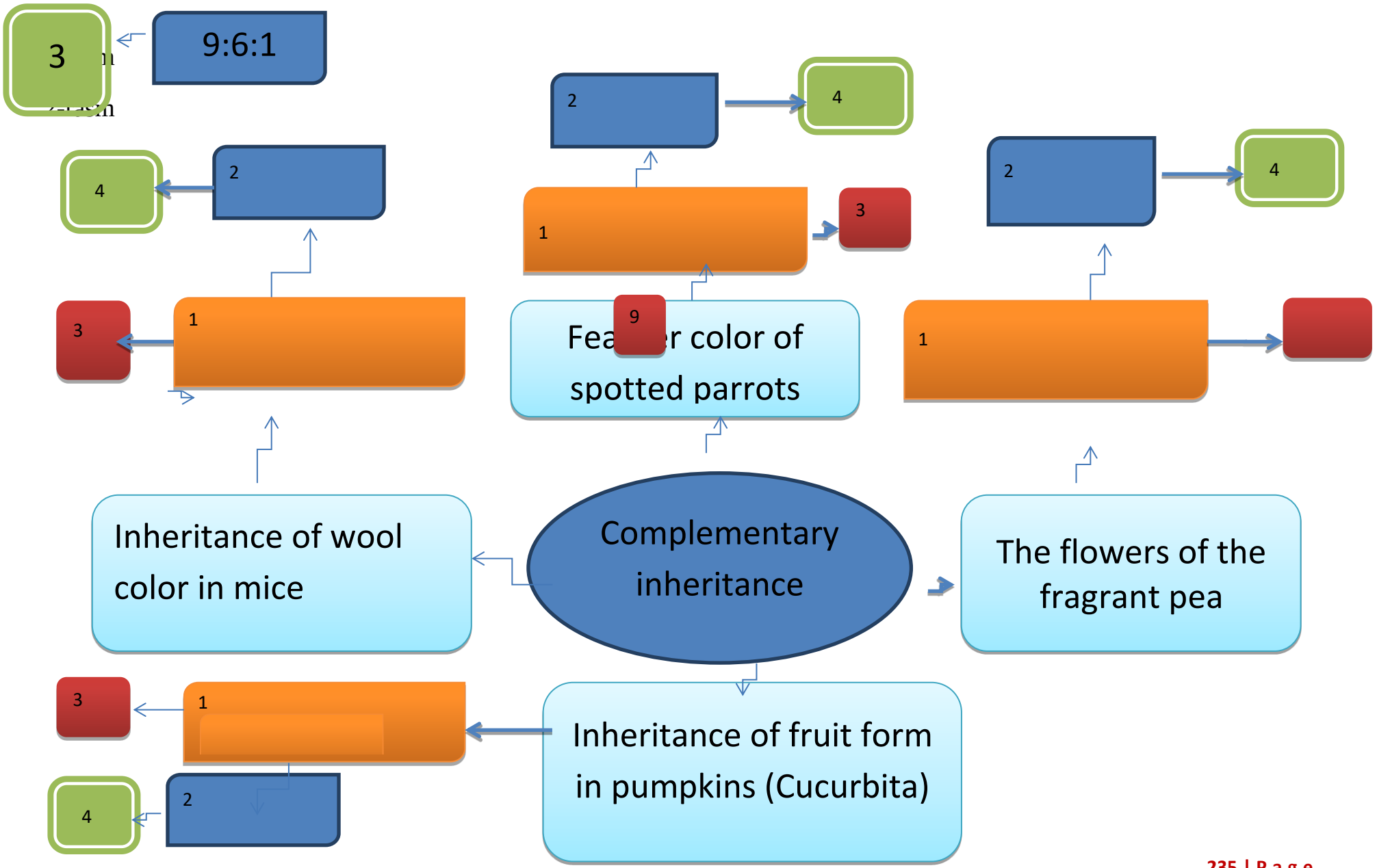
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Inheritance of fruit form in pumpkins (Cucurbita)

1.What is the genotypic ratio of the organism?
2. What is the phenotypic ratio of the organism?
3. How many genotypic classes does an organism form?
4. How many phenotypic classes does the organism form?

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