INTEGRATIVE COMMON FACTORS OF BIOLOGY AND GENETICS IN HIGHER EDUCATION INSTITUTIONS

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Abstract. The article examines the widespread support of terms such as "pedagogical technology", "educational technology" and "teaching" in the pedagogical science and practice of providing an integrative system of biology and genetics in higher education institutions. At the same time, there are different types of reading among them. First of all, in order to give a clear expression, what unites them, what they produce, "technology" and the processes of its origin: "technological process", "technological movement", "technological process", "technological movement", "technological order" improving processes.

Keywords: pedagogue, biology, genetics, reforms, standard, technology, priority, education, heredity, experiment, ecological, method, educology

ИНТЕГРАТИВНЫЕ ОБЩИЕ ФАКТОРЫ БИОЛОГИИ И ГЕНЕТИКИ В ВУЗАХ

Аннотация. В статье рассматривается широкое распространение таких терминов, как «педагогическая технология», «образовательная технология» и «обучение» в педагогической науке и практике обеспечения интегративной системы биологии и генетики в высших учебных заведениях. В то же время среди них есть разные виды чтения. Прежде всего для того, чтобы дать четкое выражение тому, что их объединяет, что они производят, «техника» и процессы ее происхождения: «технологический процесс», «технологическое движение», «технологический процесс», «технологическое движение», «технологический порядок» совершенствования процессов.

Ключивые слова: педагог, биология, генетика, реформы, стандарт, технология, приоритет, образование, наследственность, эксперимент, экологический, метод, эдукология

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Annotatsiya. Maqolada “pedagogik texnologiya”, “ta’lim texnologiyasi” va “o‘qitish” kabi atamalarning pedagogika fani va amaliyotida keng qo‘llab-quvvatlanishi oliy o‘quv yurtlarida biologiya va genetika fanining integrativ tizimini ta’minlash masalalari ko‘rib chiqiladi. Shu bilan birga, ular orasida turli xil o'qish turlari mavjud. Eng avvalo, ularni nima birlashtirgani, nimalar ishlab chiqarayotgani, “texnologiya” va uning kelib chiqish jarayonlarini aniq ifodalash uchun: “texnologik jarayon”, “texnologik harakat”, “texnologik jarayon”, “texnologik harakat”, "texnologik tartib" jarayonlarini takomillashtirish.

Tayanch so`zlar: pedagog, biologiya, genetika, islohotlar, standart, texnologiya, ustuvorlik, ta’lim, irsiyat, eksperiment, ekologik, metod, pedagogika

Modern information technologies and software tools are introduced into the educational process as part of the systematic reforms carried out in our country to develop the base of electronic educational and methodical resources of educational institutions based on comprehensive innovative approaches, to strengthen the material and technical base, and to fundamentally update the teacher training system. the level of achievement and support has increased. The created conditions create the need to ensure the quality of education by improving the technologies of effective use of interactive software tools in biology education and to prepare students for professional activities based on a competency approach. In the Hapakatlap strategy for the further development of the Republic of Uzbekistan, "improving the quality and efficiency of higher education institutions based on the introduction of international standards for evaluating the quality of education and training" is defined as a priority task, and in this regard, the future biology in the

teacher training system, the technology of organizing the educational process based on interactive software tools, methodical support, the system of competences related to activity, and the improvement of cyclical diagnostic mechanisms are of great importance.

It is created by the events of the social world and its characteristics are manifested in the form of crises (including systemic), disasters, revolutions and even explosions according to the researches of V.P. Kaznacheyev[1], N.N.Moiseyev, N.F.Reimers, A.I.Subetto and others[2].

We emphasize that the stable crisis periodicity of development is characteristic not only of the subsystems of the mentioned global system, but also of this system itself, which does not collapse when it is adaptive to its own subsystems and supersystems.

Crises, as temporary, unstable, intensified, severe states, are caused by the transition of a specific system from one stable periodic state to another stable periodic state and depend on different scales and the nature of the system in question. causes problems of various nature [3].

If the pre-crisis state of the system or the crisis itself or a problem corresponding to it falls into the sphere of attention of a person and affects his needs, opportunities, interests and values, then, as a rule, a person is aware of the development of events. tries to find a solution to the problem by intervening or even referring to historical, everyday, personal, social, scientific experience, knowledge, memory, practice. In such cases, he actualizes the problem through his intervention.

It is from this point of view that we now consider the crises that directly determine the problem of incompatibility of modern biological and genetic scientific knowledge of students of higher education institutions with the formation of rational responsible attitudes towards mass nature, group, society and themselves.

Although biology, as a phenomenon reflected in the education of pedagogic higher education institutions, plays a necessary role in the formation of rational relations

of a person to nature, society and himself, it, this phenomenon, creates the following urgent issues and often divides ecology or health 'lom is still unjustifiably replaced by lifestyle courses:

the lack of a comparative analysis of its effectiveness, which corresponds in a certain sense to the "biology-genetics" course;

1) The biological culture of higher education students is connected only with the study of the stability of systems, and their instability and crisis are neglected, although crises in the child's development (more precisely, overcoming them appropriately) are considered an important factor of development.
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5) 5) In connection with personal and social awareness and acceptance of biologically problematic phenomena (against the background of achieving the well-being of the present and future generations, as well as [135, 136] of

the biosphere), the relevance of the above-mentioned problems is forming. In such conditions, the daily, educational, scientific and activity manifestations of man and society may not be appropriate and should not be.

6) 6) That is why, on the one hand, human and human activities should not be the cause (or one of the causes) of the problematic crisis of biological phenomena on a local, or even global scale, and on the other hand, the society must respond to crisis natural phenomena by their (power, scope) and time) of forecasting, preparedness for them, reduction of negative manifestations of such crises (on the way to elimination), human casualties and material damage, as well as elimination of systemic negative consequences, possible and powerful benevolence and support must be directed to the mystery.

7) 7) Therefore, a system of preparing a person, society and humanity for conscious and rational participation in biological processes of various types, scales and levels (including crisis ones) must exist and develop.

The technological system of general education depends on the development process of the human race. Biological education corresponds to the historical development of each country. A knowledgeable teacher guides the youth with his impressive words. Because young people are very impressionable. Today's students immediately pick up on what is being said. He immediately remembers the principles that are especially bad. Today's youth are not children of the 20th century. The psychology of students and youth in this field cannot be compared with the youth of the 20th century. The youth of this time are very educated. As the consciousness of humanity increases, it is felt that educating them is not an easy task. As for the historical mission of education, it is to provide a scientific understanding of the general development of young people. To prove in theory and practice that it is possible to acquire a biological specialty. Human beings have their own biological dimensions. Education is given in this regard. There is no

need to teach heavy scientific material that is not suitable for your abilities. In any case, the human race is in close contact with the biosphere and cannot live without it. The surrounding natural environment develops without people. Mankind's dominance over the biosphere began to be felt later. Because there are drastic changes in the components of the biosphere, land, water, plants, and animals. It is not correct to say that there is a limiting factor if there is a little something. If their number is large, they can become a limiting factor. For example: plants grow poorly even if there is plenty of sunlight, heat and water, so it becomes a limiting factor [4].

Everything in the world changes and not forever. These changes have periods of evolution and crisis. [5]

On the basis of the above, the factors of development of biological genetic knowledge of students of higher education institutions were determined.

1 Appropriate and appropriate changes in the field of pedagogy and education are of great importance for the rational development of society and the individual, and therefore are socially and personally provided, have proven, objective foundations and, of course, historical experience,[183] folk traditions and should be based on deep scientific research. What happened in this regard in the second half of the 20th century?

 material and ideal worlds for humanity every 5 years

The amount of assimilated information about

 a complex problem arises and develops, such as the almost continuous and appropriate introduction to the content, technological support and methodology of pedagogy.

 comparative pedagogy, educology, ontodidactics, theories of curriculum and facilitation, dialogue of cultures, problem-based education, etc.) are formed.

 no matter what the new scientific steps aimed at radically renewing education are, their implementation is related to the proactive and adequate preparation of pedagogues, not only new educational theories aimed at studying certain educational phenomena, rather, new complex pedagogical methodologies have appeared, which provide a difficult way to solve the educational problem and are based on evidence in the form of a certain conceptual educational system and ensure the achievement of sufficient results .

 subject-subject educational relations have been traditional since the time of Y. A. Comensky and his associates, but since the 20th century, biological education and others are being clarified and fundamentally updated

 Such a large number of pedagogical innovations could be accepted calmly:

 worked effectively for decades and even centuries; in addition, one should not forget about the scientific principle of complementarity in N. Bohr's scientific views [40];

 when they do not increase the educational load of students in applications to pedagogical (educational) processes;

finally, the mentioned news should be understood and accepted by practical teachers; for example, in order to exclude the situations that occurred with the introduction of the competence-based approach, developmental education,

Thus, the second rule of thumb takes a definite form. A large number of created educational theories and proposed modernized educational options do not guarantee an absolute increase in the quality of education. The highest form of education is the health of the subjects of education and it must be so.pedagogical technologies, finally, the unified state exam and others into education [116].

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