

Principles of Organizing Teaching in the Content of Natural (Scientific) Sciences

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Abstract. In this article, ensuring the systematic teaching of the content of natural sciences (SIENS) is understood as a consistent selection of educational materials related to a given subject, their placement based on their target sequence, interdisciplinary consistency and consistency, and bringing to students. in the minds of students in a short period of time, it was noted that the solution of problems in which the principle of conscientiousness occupies the main place in the process of giving is an urgent issue of our time.

Key words: natural (SIENS), pedagogical technologies, object, component, inductive, deductive, didactic.

Introduction

The modern world cannot be imagined without the development of science, enlightenment and education. Not without reason, in most countries of the world, the development of education is defined as the main task. After all, the country's prospects are closely related to its achievements in this area. Therefore, major reforms are being carried out in the education system, especially in the higher education system, in the new Uzbekistan.

Integration is an important quality that expresses the organization of the educational process on the basis of a certain sequence and at a certain stage ensures the consolidation, expansion and deepening of knowledge, skills and abilities that make up the content of the previous stage of education. Educational activity. [1]

The concept of unity has philosophical, psychological and pedagogical aspects. In pedagogy, coherence is used in two ways: firstly, coherence between types (junctions) of education; secondly, consistency between academic subjects. This is usually done through interdisciplinary or interdisciplinary links.

Based on them, another situation is emerging, which consists in the systematic placement of educational content in a certain sequence, relying on existing knowledge when mastering a new subject, the specific content of educational material level, it represents the duration of the stages of the educational process.

At present, from the point of view of the system of continuous education, there is a need to find a solution to the problem of integrity, to develop effective methods and tools for its

implementation.

At the same time, it is important to choose educational content that corresponds to the characteristics of the age and worldview of students, place the selected educational content according to the principle of coherence and justify it pedagogically. [2]

The systematic and organic formation of existing and new knowledge, skills and competencies, based on the capabilities of the selected educational content and taking into account the level of knowledge of students, ensures the full mastery of students. Placing the content of education on the basis of consistency affects not only the structure of the curriculum and the plan of a particular subject, but also to increase the effectiveness of learning by adapting related subjects to the curriculum. The concept of continuity means the unity, interconnection and interdependence of knowledge in education and is based on its stability and indivisibility. That is, continuity is gradually implemented by the educational system between types of education.

RESULTS AND DISCUSSION

It is known that the teaching of science begins with the study of the surrounding world and natural sciences (SIENS) in the primary grades. In elementary grades, in grades 1-2, the subjects "The world around us" and in grades 3-4 "Natural (SIENS)" are taught.

The training of primary education specialists is carried out according to the 5111700-initial sports educational direction of higher education. These specialists teach "The World around" in grades 1-2 and "Natural SIENS") teach academic subjects. [3]

Ensuring the systematic nature of teaching the content of natural science (SIENS) in the process of selecting educational materials related to this subject, placing them, taking into account their target sequence, interfaculty consistency and consistency, as well as in the process of bringing them to the minds of students in a short period of time, the main place of the principle of unity is one of the main pedagogical problems of our time.

A natural (SIENS) subject also requires the teacher to have knowledge, skills and competence. This is the development of scientific, methodological and organizational and methodological foundations for the introduction of effective forms of teacher training, advanced forms and methods of teaching, modern educational and information and communication technologies, as well as professional knowledge in the learning process, depends on the acquisition of skills and qualifications.

It was considered important to find out what knowledge and skills a primary school teacher already has in the subject "Science (SIENS)" and what skills should be developed in the learning process. [4]

Thus, part of the educational structure of the SIENS course is the content of the SIENS Primary Education course, which is created in accordance with the students and is determined by the level of their ability to respond to the educational and educational questions of the course.

It is known that the topics of the natural (SIENS) curriculum are related to the concepts of the natural sciences (botany, zoology, physics, natural geography, astronomy, etc.) by the logical duration of the educational process, i.e. the distribution of subjects by course, content and stages of subjects should be given great attention.

The analysis of the natural (SIENS) educational course should take into account the presence of two directions: inductive and deductive in the construction of the program of these subjects. When creating new programs at the level of modern requirements, a position is taken that takes into account the "public" and "private" relations characteristic of natural objects. Therefore, knowledge of the "general" and "specific" characteristics of problems, objects, events and phenomena allows us to draw reasonable conclusions.

Therefore, the structure of the natural (SIENS) program of the educational course, based on the principles of deduction and inductance, is of great scientific and educational importance. To understand the general patterns of certain objects of nature, it is important to know the properties that indicate to which general concept this object belongs.

It describes individual properties of the secondary property object. The program created on this basis is formed as a logical continuation of the knowledge gained in the natural (SIENS) course, based on generalization at the first stage that is, understanding specific objects and studying the relationships between them.

In the formation of these concepts, an important role is played by the use of a set of visual aids representing the image of objects, including: films, photographs, conventional signs, movements, diagrams and diagrams, as well as information describing them (story, text). Improving the effectiveness of the lesson. Because they give students the opportunity to master the concepts of the first stage of generalization by organizing analytical and synthetic activities based on specific information. [5]

In the natural (SIENS) course, students in the learning process increase the level of thinking, analysis and synthesis, comparison, and identification of generalized concepts.

Therefore, since natural objects, events and phenomena are described on the basis of play and observation, students are primarily required to master natural terminology.

When creating an idea about the components, it is necessary to analyze them according to their natural or historical connections, and in some cases, according to their internal characteristics and causes, and draw a conclusion.

This methodological approach involves the study of "parts" in the first stage of natural (SIENS) learning. In the teaching of science (SIENS) pedagogical sciences, the next characteristic of teaching in a consistent and continuous manner is that first the particular aspects of the first academic subject are studied, and then the general aspects are studied. Because other subjects (mathematics, native language, labor, humanities, etc.) in primary education are closely related to general didactic teaching methods and complement each other.

Conclusion

Consistency and continuity between topic sequences is also important when studying specific aspects of natural (SIENS) learning. Because when studying the concepts of natural objects, students master general and particular cases of the "geographical envelope", and in practical activities, students learn about the relationship of natural-territorial complexes in their places of residence, they will have skills as a result.

All this is the basis for bringing the levels of knowledge of students from inductive to deductive. The subject "Natural Science (SIENS) and its Teaching Methods" is taught in two

main parts. In the new curriculum, the content of the first particular concepts is explained in detail, and then the content of general didactic concepts, i.e., teaching methods, is given.

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