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METHODOLOGY OF FORMATION OF COMPETENCES IN STUDENTS IN TEACHING BIOLOGY.

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ABSTRACT: This article discusses the issues of improving the teaching of biology in the priority of a competency-based approach based on the creation of a set of didactic, pedagogical, diagnostic teaching materials that ensure the continuity of pedagogical and student activities, as well as control and assessment of students' level of biological competence. developed.

Keywords: reflexive stages , integration , competence , acmeological competence , affective, cognitive .

Improving the methodology of formation of competencies in biology teaching, improving the content of knowledge based on knowledge, methods of work, creative experience, integration into the value system, structural-functional model of formation of scientific competencies in motivational, The formation of competencies through the development of cognitive independence in the cognitive, active, reflexive stages is based on the content of reproductive, algorithmic, partially exploratory, independent research levels and indicators of knowledge, understanding, application, analysis, summarization, generation of ideas. . Umaralieva conducted scientific research. In particular, the issues of improving the teaching of biology in the priority of a competency-based approach based on the creation of a set of didactic, pedagogical, diagnostic teaching materials that ensure the continuity of pedagogical and student learning activities, as well as the International Assessment of methods of monitoring and assessing The program PISA (Program for International Student Assessment) explored the pedagogical aspects of improvement through the creation of a system of hierarchical assignments based on the taxonomy of learning objectives within the requirements of literacy competencies in natural sciences [103].

In preparing future primary school teachers to form in students a responsible attitude to the environment, first of all, the knowledge of teachers about the environment, a healthy lifestyle plays an important role. For example, improving the motivation of healthy lifestyles among students of higher education institutions on the basis of ensuring the valeological competence of future teachers, coordination of pedagogical, physical and hygienic education, optimizing the pedagogical potential of the valeological training system with

specific national and universal values Expansion issues were studied by N.Mannapova. It is also necessary to improve the model of healthy lifestyle motivation in students through the integration of factors that allow the development of valeological competencies with the capabilities of theoretical knowledge and skills on healthy lifestyles. developed recommendations for use [67].

A. In her research, Daukeeva studied the psychological and pedagogical conditions for the development of acmeological competence of future teachers. studied the issues of improving the pedagogical and psychological conditions based on the identification of socio-perceptual, autopsychological mechanisms and the diagnostic system of development of acmeological competence of future teachers on the basis of professional adaptation of students, the stability of the acmeological environment aimed at building pedagogical skills [41].

M.Usmanova Improving the methodological training of future biology teachers, improving the affective, cognitive and active components of the methodological training of future biology teachers as a multi-level, integrated professional pedagogical system based on a competency approach, defining criteria and levels of formation of methodological competence of future teachers, The issues of improving the system of preparation for quasi-professional and methodological activities based on information and communication technologies and innovative pedagogical technologies have been studied. On the basis of scientific research, proposals and recommendations for the use of professionally- oriented, competent-oriented and situational tasks in the educational process have been developed to improve the methodological training of future biology teachers [105].

Literature.

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