



The Significance of Excursions in Teaching Science in School

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ABSTRACT

Excursions are an important form of the educational process conducted by a teacher with a class or a certain group of students in accordance with the curriculum, in order to study the habitat of objects and their specific features in the natural environment or artificially created conditions outside it. school. It is known that biology as an academic subject acquaints students with nature, inorganic components of nature, changes in them and specific processes of life of living organisms, adaptation to the environment, ecological communities, features of metabolism and energy in them.

Keywords:

excursion, interactive method, farmer, nature, interactive game, pedagogy, technology, resource, lesson.

Enter. Different forms of organization of the teaching process are defined in the teaching methodology of natural sciences. These include the main form of instruction that fulfills the program requirements, the lesson, related field trips, homework, extracurricular activities, and voluntary extracurricular activities. These forms of teaching together form a system of teaching forms of natural sciences. Observing seasonal changes in nature under the guidance of the teacher, studying the diversity of living organisms, their adaptation to the living environment, studying the forms of biotic communication between them, forming a holistic vision of the universe in students, and forming knowledge about the relationship between the components of natural communities. , excursions are organized in order to get acquainted with living conditions of living organisms in the natural environment.[1]

Literature analysis and methodology. The teaching process and its forms are defined in different ways in sources related to didactics and teaching methods of natural sciences. In particular, didactic scientist Babansky Yu.K. in his opinion, the forms of teaching organization determine the ratio of individual or general

teaching with students in the educational process, the level of activity of learning and learning activities, the learning and learning activities of students organized in cooperation, and the teacher's leadership role, the standard of pedagogical activity.

Yesipov B.P. The book "Osnovy didaktiki" published by In the book, it is said that the forms of organization of educational work determine the sequence of the types of students' cognitive activities, the teacher's methods of managing these activities, the content, composition and time of the training.

Verzilin N.M., Korsunskaya V.M. by definition, the forms of organization of the teaching process are understood as the organization of learning and learning activities of students in various conditions (biology classroom, excursion, corner of living nature, nature) used by the teacher in the educational process.

Lessons, excursions, homework, extracurricular activities, and extracurricular activities together ensure the achievement of the general educational goals of teaching biology, assimilation of educational material by students, and analysis of the obtained results.[1]

An excursion is an important form of the educational process, which allows students to familiarize themselves with objects, phenomena, laws of living nature, basic theoretical ideas, apply theoretical knowledge to practice, and acquire methods of knowing the world. The knowledge acquired by the students during the excursion is used for the purpose of strengthening, completing, systematizing and summarizing knowledge in the process of learning new topics. In addition, excursions allow students to activate and develop their independent learning activities. During the excursion, students acquire new knowledge and skills by using the previously acquired knowledge and skills during the performance of educational tasks individually or in small groups. Ecologically organized excursions to nature allow students to expand their knowledge about local biogeocenoses, the diversity of flora and fauna, prepare exhibition materials from local objects, equip them, instill love for nature, aesthetic taste and culture, and a conscious attitude towards nature.[2]

Types of excursion. Excursions in general secondary schools can be one-hour, one-day, or multi-day, depending on their duration. An hour-long excursion is held in the school yard or on the field of learning experience. A one-day excursion to nature, production enterprises, farms, a zoo or botanical garden, a fishery or poultry farm is approved by the deputy director of school education. A multi-day excursion is a complex excursion at the end of the academic year, which is conducted together with teachers of history, geography, language, literature, physical education or military education. The multi-day excursion plan is approved by the pedagogical council. Excursion is an important form of teaching biology, it serves the following didactic goals:

- unique in the structure and functions of living organisms
- the study of characteristics depending on the habitat allows students to study biological laws from the point of view of "nature-human-society" relations;
- effectively organized excursions depending on the content of the studied topic allow students

to gain a deeper understanding of the specific features of the structure, development and vital activity of biological objects, and to expand their scientific outlook;

- communities of living organisms, their composition, food chain, energy consumption, prepares the ground for imagining the exchange of matter and energy in the biosphere;

- in the lesson, which is the main form of education, it serves to acquire the theoretical knowledge acquired by the students, to apply them in practice, to develop a conscious attitude towards nature, to observe, to develop educational and practical work skills;

- during training, the concepts formed for the first time about individual organisms and events are expanded, combined with other concepts, leading to the formation of complex concepts;

- observation of natural phenomena, materiality of the world, interconnection and development in nature, the role of natural resources in human life and national economy, and by introducing them to measures to protect them, there is an opportunity to instill love for the Motherland's nature, to provide ecological, aesthetic, economic and hygienic education [3].

Acquaintance with varieties of cultivated plants and breeds of domestic animals on excursions held at farms, breeding institutes and stations allows students to expand their worldview and guide them to the profession. Excursions, an important form of teaching biology, are prescribed by the curriculum. The theme of the excursions is determined logically depending on the content of the subject studied by the students and seasonal changes in nature.

The teacher's readiness to conduct an excursion. The effectiveness of the excursion largely depends on its organization. Therefore, the teacher should carefully prepare for excursions and do the following:

in accordance with the perspective plan of teaching biology, setting the deadline for its implementation;

determining the place of the excursion, finding objects related to the topic, determining the route;

create a text for instructions, introductions and summarizing conversations for students to make independent observations;

to determine the teaching-laboratory equipment and methods used in the excursion; a few days before the excursion, it is necessary to conduct an introductory interview on the topic, divide students into small groups, and give educational tasks on studying additional literature;

During the excursion, it is necessary to familiarize students with the rules and regulations that must be followed, to maintain conscious discipline, to show activity in completing the given educational tasks, to teach them to be careful of unfamiliar plants and animals;

During the excursion, during the excursion, students are responsible for dividing them into small groups, appointing a leader from among the students for the small group, ensuring the discipline of the group members, smooth execution of the educational tasks, issuing the excursion report.[4]

Summary. During the excursion, the teacher demonstrates not only his knowledge, skills, and abilities related to his professional and pedagogical training, but also his knowledge, skills, and abilities as a naturalist, that is, familiarizing with natural objects, working with identifiers, preparing collections and herbariums and their formalization, living in nature. it is necessary to determine the relationship between organisms, the components of the food chain.[2]

Excursions under the guidance of the teacher to observe the seasonal changes in nature, the diversity of living organisms, their adaptation to their living environment, to study the forms of biotic communication between them, to create a holistic vision of the world in students, to form knowledge about the relationship between the components of natural communities, to get acquainted with the living conditions of living organisms in the natural environment is organized.

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