MODELING THE COMPLEX USE OF EDUCATIONAL FORMS AND TECHNOLOGIES IN ZOOLOGICAL LESSONS

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Analysis of the state of theory and practice of pedagogical education has proven that the formation of base competencies in schoolchildren, ensuring the stability of the transformation process, is possible only by building and implementing an innovative model. This paragraph provides an opinion on the development of an innovative model for the formation of base competencies of students using educational forms and technologies.

To develop this model, it is necessary to rely on scientific approaches. Researcher-educators offer different approaches to improving higher education (V.I.Andreev [1], V.P.Bespölko [2], V.N.Khudyakov [3], N.L.Khudyakova [4] and others). Each of them reflects a certain type of Organization of scientific knowledge, which has its positive aspects. In this regard, the problem of choosing a number of relevant methodological approaches arises. The analysis of theoretical methodological approaches to the research of pedagogical problems convinced us that the further improvement of the process of forming base competencies will be the most productive from the point of view of a set of systematic, competent, methodological and operational approaches. Let us dwell on them in detail. Taking into account the fact that the formation of base competencies in secondary schools is a complex organized object, the analysis of work on the problems of general education management made it possible to draw conclusions about the feasibility of using a systematic approach. A systematic approach considers objects as systems and directs them to different types of connections in the object in revealing its integrity, principles of action, internal interconnection. A systematic approach makes it possible to reveal the relationship between the components of objects, the interconnections between the components that make them up, the functions of the components, their relationships. A systematic approach to the studied problem of formation of base competencies of students in accordance with the level of development of society aims and Objectives, individual needs and means of education, the choice of pedagogical tools for achieving the goals set for the formation of competencies in this area, the choice of educational tools in accordance with the goals and objectives and level, it implies a higher level of knowledge organization in terms of quality, which involves identifying aspects such as ensuring an effective model for the formation of base competencies in schoolchildren. The implementation of a systematic approach in research necessitates its introduction into the concept of "system", taking into account pedagogical specificity. In this direction V.P.Bespölko [2], N.V.Kuzmina [5], G.N.Serikov [6], V.A.Slastenin [7], V.N.Khudyakov [3], E.V.Yakovlev [8] and others conducted research. In the implementation of a systematic approach, we understand a holistic set of interrelated components that are in interaction and

interaction under the system. Within the framework of our research, it is necessary to find new ways and means of increasing the effectiveness of general secondary education. The process of forming base competencies in students is an open, controlled system. Therefore, one of the most important aspects is the creation of a system for managing the activities of students regarding the knowledge of nature, under which the tool for organizing the process of teaching Zoology, which ensures the achievement of the goal of education, is understood. Self-control is associated with assessing the state of systems, determining the management goal, looking for ways to achieve it step by step, identifying the content and means of its implementation, implementing and analyzing goals in practice, correcting management results and assessing their results. It is known that the weapon of a systematic approach is a systematic analysis, which includes a set of methods and means of studying complex objects. Analysis of the method and instrumentation of the foidalangan hold zoology bilishga on model equipment for familiarization: tizim ajratiba tersatisha; unifying components of belgilish (tizim for washing and searching hierarchies); detailed analysis of the impact on product quality; and including in terms of checking and checking accounts; then if and in that case, in whatever state he was; We consider the development of the control component of the process of forming base competencies to be the task of a systematic approach. We will analyze this aspect from the point of view of knowledge of systemic features: integrity (a unit consisting of mutually complementary components – a cycle of fundamental Sciences), component interdependence (regulated links of components - the results of the process model for the formation of professional competence), consequentialism (channels that provide mutual exchange between components –informational), integrativity (having qualities inherent in one whole, but not belonging to a single separate component of this integrity when taken separately). It is possible to visualize the process of students ' knowledge of Zoology as a system and involve a systematic analysis apparatus for the purpose of its research. As the basis for the construction of an innovative model for the formation of base competencies, the following can be taken: Through the development of knowledge from zoology in secondary schools, the process of forming base competencies is carried out in stages, that is, acquires a discrete nature; each stage contains stages, which are psychological-pedagogical, methodological, operational; these stages are carried out through control systems. The competency approach in the content of our research reflected the orientation of the educational process to the result: the acquisition of knowledge, skills and creative abilities from zoology. A competency approach in the pedagogical literature V.I.Beydenka [9], M.E.Duranov [10], is considered in methodological and theoretical terms in the works of, and is also expressed in the definition of the resultant-target basis of the DTs in the section of requirements for the level of training of the student in practical methodological terms. They associate Common middle values with the functioning training of students. In this case, it is considered appropriate to include the following in the values: as the goal of obtaining education of an ideal person; knowledge and skills that form a

meaningful side of Education; personal qualities that reflect the results of umuiy education; a system of views, beliefs, principles that form the positive character of the student. The personality-oriented approach is associated with the fact that two sides of the pedagogical process are interconnected: pedagogical and student activities. It directs students in activities related to knowledge from zoology, with regard to knowledge and other values taking into account their preparation. A personality-oriented approach to education is aimed at developing students ' knowledge of Zoology.

Consequently, the model in science is considered as an analogue of a theoretical scheme, visual image, process, phenomenon.

We included the following in external factors affecting the formation and implementation of our model: general education DTS, which serves as a criterion for interaction between teachers and students; community requirements for the level of knowledge of students.

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