

ANIMAL OBSERVATION METHODS IN A ZOOLOGY COURSE

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Abstract:

In this article, it is stated that one of the factors that strengthen the knowledge gained in the classroom when teaching the zoology lesson to students in the school is that the lesson should be conducted in connection with an excursion and that they can get more information through the methods of observing animals.

Keywords: zoophenological observation, methods of observation, tools and equipment needed in the lesson of observation.

Introduction

During the observation of the zoology course, the students study and observe some animals in their natural environment. As a result of observing animals in nature, students see with their own eyes how they develop. For example, after observing a may beetle in nature, they can bring its larva to the biology room and conduct phenological observations. By making short-term zoophenological observations during observation, students' sense of observation increases.

When teaching zoology to students, one of the factors that implement educational work and strengthen the knowledge gained in the classroom is conducting the lesson in connection with an excursion. During the observations, the students' knowledge gained in the classroom is strengthened and their activity increases.

Observations organized in the context of the zoology course are one form of the lesson and require different methodological methods from the teacher. One of the most used methods during observations is conversation and story. By going to the observation, the students will first master the topic that has been passed, and secondly, they will master the materials related to the topics that are known to be passed in the future. The important educational and educational value of organizing observations on certain topics in the zoology course is to develop students' thinking ability and skills for independent performance of practical work. Among such works are the monitoring and implementation of certain works performed on livestock and poultry farms against agricultural pests, etc. Special attention is paid to observation in the zoology course designed for republican schools. Students connect their theoretical knowledge of the animal world with practice.

Labor education is formed in their minds. Very good ideas about the organization of observations and the importance of excursions in the course of zoology are described in the methodical manuals.

All the work performed during the observations is aimed at establishing a good educational and educational work in the teaching of zoology at the school.

Some teachers in republican schools do not pay enough attention to connecting the teaching of the zoology course with field trips. With this in mind, I believe that elementary school teachers should pay attention to the issues of teaching zoology course with observation.

When conducting a zoology course in connection with teaching and observation, the biology teacher determines its goals and tasks depending on the topic and content of the organized observation. A clear definition of the purpose and task of each observation makes the observation meaningful and effective.

The main purpose of conducting the zoology course in connection with teaching and observation is to learn the program materials, to learn about the living conditions and adaptations of animals to the conditions, to compare them to each other, to distinguish between their benefits and harms, to preserve and care for useful animals. It is necessary to draw appropriate conclusions and to form relations to work, to create the nature of nature protection. In the 6th grade, it is appropriate to organize the observation on the basis of the textbook, that is, to organize it separately for each subject, for each section. For example, if the teacher wants to organize an excursion after studying the topic of soft-bodied, then he must learn about the habitat of soft-bodied slugs, the external structure of their life, observation of damaged plant leaves, their shell. It is necessary to plan to collect it and bring the damaged leaves to the laboratory for observation.

Each observation should have a strict plan. In the lesson before the observation, the necessary connection with the content of the studied subject is established, questions that can be solved only during the observation are asked, tasks for observation and collecting materials are distributed.

A couple of days before going to the observation, the teacher should review the destination, find the main areas to be studied and define the route, the places to stop for explanation, how the students will make independent observations, what materials to collect, what kind of summary it is necessary to schedule an interview. Walking, stopping and resting times are determined when choosing this place. In the observations, various methods are used, such as performing independent practical work on the tasks of presenting a story, conversation.

Preparing students for observation is important. This should also include equipment. Depending on the class and topic, each group of students should have compost, a magnifying glass, a shovel, an ax, a meter, a string for demarcating areas, labels, pots for a herbarium, jars, brushes and other things. The most important thing is to prepare students for perception. They need to understand what they need to see, look at and learn about in nature.

In the classroom, the teacher conducts a conversation on the topic of observation, divides the students into groups and gives them tasks. Emphasizes the issues that require additional work with literature.

All the requirements for the organization of the observation and preparation for it apply to botanical and zoological observations for all classes. Attention is paid only to the independence of students. Assignments cover a number of issues that fully represent the content of the intended observation topic. Each issue requires the study of several places and events. Places can be different, but if they allow you to learn general laws.

It is necessary to focus on creating skills such as animal care and increasing their productivity. This is the basis for the students to be able to apply their acquired theoretical knowledge in the future. In order for the observation to be meaningful, in order to determine the observations of the students, the teacher talks about the need to draw conclusions on the tasks performed for each student and units after returning from the observation. This will help students to fulfill assigned tasks responsibly. Before conducting the observation, the biology teacher must have made a plan for the excursion, and this plan must be approved by the method council or the teachers' council. The following issues are considered in the prepared plan:

- The topic of observation should be clear.
- The time and place of observation should be indicated.
- The purpose of observation must be clear.
- Preparing for the observation.
- A clear plan of what the students will do during the observation.
- Materials that need to be brought to enrich the biology room during the observation.
- Students' independent work.
- Finalize the monitoring results.

The teacher must be familiar with the place to be observed and the materials there. After determining the place to go for observation, he explains to the students the reserved place after the lesson. If the observation requires a long time, it is necessary to prepare to a certain extent. If the teacher organizes observation to collective farms, livestock farms, zoos, scientific research institutes and museums, they will provide the necessary information together with the observer. The teacher should be concerned about the health of the students, and should pay special attention to the issue of discipline.

When preparing for observation, you should pay attention to the following:

- ✓ Choose an object according to the purpose of observation.
- ✓ Conducting a conversation with the students before going to the observation.
- ✓ Creating opportunities for students' independent work during observation and giving appropriate referrals.
- ✓ Choosing a place to collect exhibition materials during observation and hakazo.
- ✓ As mentioned above, students are divided into groups (sections) depending on their number.

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