

DEVELOPMENT OF SCIENTIFIC POTENTIAL IN PUPILS OF A GENERAL EDUCATIONAL SCHOOL

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ANNOTATION

The article discusses ways to solve the problem of developing the scientific potential of the student's personality. These paths are in line with the general objectives of student development. The peculiarity of the development of the scientific potential is connected with the solution of the problems of the scientific substantiation of the training course and the criteria for selecting the content for its construction.

Key words: Scientific potential, fundamentals of biology, didactic principles, selection criteria, educational content.

Biology is mainly an experimental science. Until recently, the main theoretical constructions and laws in biology were based mainly on observations of nature and experimental studies. Recently, however, mathematical methods have begun to penetrate much more widely into all branches of biology: molecular biology, genetics, the theory of evolution, and ecology.

Under the scientific potential, we will understand the ability of the student to use the formed scientific baggage to explain and predict the facts that are in the subject area of the theory. "The concept of personality," as the psychologist Arthur Reber said, "is a term so difficult to define and has such a wide scope of use that a wise author uses it as the title of a chapter and then freely writes about it without assuming any responsibility for definitions, if they are presented in the text".[1] We believe that it is this situation that we use. By the concept of "personality" we will understand a person (student) as a subject of relations and cognitive activity.

Thus, we will talk about the formation of theoretical scientific knowledge among schoolchildren and its application to explain and predict new facts.

From a methodological point of view, the formation of knowledge is a path consisting of three main stages. Without a formed image, obtaining theoretical knowledge about an object or a set of such objects is impossible due to the non-objectivity of the mental structure being formed.

At the same time, a certain model representation of the object is formed in the student's mind, which is simplified to a model that can be compared with similar models of other objects.

It is known that models can be material and symbolic. They differ in the degree of abstraction, remoteness from reality. In the process of studying the phenomenon, as well as in training, such models are often used, replacing the real object. The substitution of a real object by a material model and the study of this model on the basis of a sign model we call visualization of the second kind. Often, the study of theoretical material in grades 8-9 ends with such formed knowledge.

With the help of sign models, conditional visibility, or visibility of the third kind, is realized.

As you can see, the understanding of the scientific nature of the course as a reflection of true knowledge in it is unconstructive. If we teach biology, then, of course, we cannot introduce facts or theories unknown to science. Therefore, the principle of scientificity in this sense does not provide clear guidelines for the selection of content and the design of courses.

Content prepared in this way, the peculiarity of which is that that each subsequent concept is based on its own signs of content and the signs of the content of already introduced concepts is a necessary condition for the formation of scientific knowledge in schoolchildren - knowledge on the basis of which they can think, as

well as explain and predict facts.

It should be noted that if teaching takes place in such a way that students are only required to reproduce educational material (the 2nd level is formed, according to V.P. Bepalko), [2.] then we will not get any improvement in the scientific potential of students. It is necessary at least to bring students' knowledge to the third level (the ability to apply knowledge in a familiar methodological situation). To do this, first of all, it is necessary to show the methods of applying knowledge themselves. To this end, in the process of explanation, pay attention to the methods of classification, comparison, concretization, etc., regularly offer schoolchildren tasks, during which students would have to perform any actions with the knowledge gained, explain the known and predict the still unknown them facts. This is seen as a way to develop the scientific potential of schoolchildren.

When using information technology, the greatest degree of visibility is provided by the use of not video clips, but computer simulation of biological processes and phenomena.

Lessons with the use of computer systems do not replace the teacher, but, on the contrary, make communication with the student more meaningful, individual and active. Pedagogical software packages make it possible to bring a huge flow of information to students. At the same time, schoolchildren develop visual memory, focus on important objects due to the fragmented presentation of the material.

Among the important goals facing the sphere of education is the adoption of additional measures to create a unified and effective system of work with gifted youth, support their initiatives to realize the talent and potential of the younger generation, publish textbooks and teaching aids, including in electronic form, on the basis of the requirements of advanced foreign experience, as well as to ensure the training of highly demanded specialists capable of adequately representing the interests of our country in the international arena at a high professional level. Of great importance was the work aimed at raising to a qualitatively new level the work of identifying, selecting, training and educating gifted youth, further supporting and stimulating young talents, creating a system for managing and organizing the activities of specialized and creative schools.

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No. 06 Data publikatsii 2022/6/19. Stranitsi 18-22

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