

Improving the Quality of Education Through the Use of Interactive Methods in Biology Teaching

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ABSTRACT

The article presents an opinion on improving the quality of education through the use of an interactive method in teaching biology.

Keywords: Education, quality, method, interactive, creative, ability, creativity, activity, problem, situation, idea, thinking, process.

INTRODUCTION

In the process of today's development, globalization and integration of world education systems in various spheres of human activity are increasingly demanding higher quality and efficiency of education. The emerging competition has led to a number of changes in the requirements of society for the personal qualities of students and their preparation for study. In this regard, the labor market has become a need for a competitive student, a person with basic competencies in intellectual communication, information and other areas.

At the current stage of development of the education system of our country, one of the main tasks is to prepare students for interdisciplinary teaching of biology. In this regard, the formation of creative thinking in students in interdisciplinary teaching of biology by connecting them horizontally and vertically remains one of the urgent problems. Because it is necessary to take into account the psychological and physiological characteristics of students. For this, interdisciplinary teaching of biology requires students to be individuals who meet the requirements of the time, think independently, have intellectual potential, have deep and thorough knowledge, and have a broad worldview.

Each student's self-development and self-expression are directly related to their creative abilities.

Usually, students have the ability to be creative. The desire to solve pedagogical problems is ensured through the implementation of scientific research or scientific projects, and the achievement of creative cooperation.

A student does not become a creative person by itself. His creative ability is formed over a period of time through consistent study and work on himself, and it gradually improves and develops. As with any specialist, the foundation for future teachers to acquire creative abilities is laid during their student years and is consistently developed in the organization of professional activities.

It is important for the student to direct himself to creative activity and be able to organize this activity effectively. It is necessary for the student to pay special attention to solving problematic issues, analyzing problematic situations, as well as creating creative products of a pedagogical nature when organizing creative activities.

When solving difficult problems and situations, the student's creative approach to finding a solution to the problem helps him develop emotional-volitional qualities. By setting problematic problems, the teacher encounters evidence that contradicts his existing knowledge and life experience. As a result, he feels the need to work on himself, to study independently. The student can

demonstrate the following creative skills:

- being able to determine the nature and importance of the task to be performed;
- be able to analyze the formulation of the problem;
- making a plan to solve the problem;
- the matter solution in doing effective methods (analysis, synthesis, induction, deduction, comparison and b.) application ;
- be able to choose methods for solving a problem;
- justifying and rechecking the correctness of the decision;
- Conduct a small study (research) to solve the problem;
- formalization of evidence related to the conditions of solving the problem, the progress of the process and summarizing the results of the solution of the problem.

The self-development and self-expression of every teacher is directly related to their creative abilities.

If it is possible to perceive or imagine objects and events that require creative thinking, then such creative thinking is called concrete creative thinking. It is next clear-cut and vivid creative thinking to the types is separated. If the idea management object directly perception if done, such creative thoughts clear-subject creative thinking It is said. Thought running thing and events only imagination to do possible if so, like this thinking vivid creative thinking because is called.

Thinking aimed at thinking about phenomena and imagining them is called theoretical creative thinking. Such processes as reflecting the relationships between concepts and explaining these relationships on the basis of theoretical thinking can be carried out with the help of creative thinking. In the process of explanation, the objects and phenomena being explained, their properties and characteristics, things and objects, and in general, the entire universe, are included in a certain category of concepts and their distinctive features and characteristics are mentally distinguished. In addition, the content-essence of certain objects, the causes of the existing gap, their origin, development, growth, as well as their significance and function are explained.

Theoretical creative thinking right now one in time abstract thinking because naming observed. Of this main reason of theoretical creative thinking general in sentences expression. Theoretical creative thinking because of in existence general, important connections, features and laws understand to take possible. Therefore theoretical creative thinking in advance to see the opportunity creative generalized creative thinking because It is called. So as a noun thinking through thing and events directly perception to do possible not properties, mutual relations is determined, either this to the field due laws opens, cause and effect connections reflection is being fed.

Thinking is directed towards the creation of concrete objects and events based on the assimilation of reality. It is a complex process of thinking associated with solving practical and theoretical tasks with new methods, forming new ideas, concepts and judgments in our minds, and creating certain new things. The continuation of the process of practical thinking is manifested in imagining actions, mental actions, and thinking. For example, independent exercises in the activities of primary school students, composing and solving examples, and writing dictations are vivid examples of practical creative thinking.

A type of creative thinking that is limited to the positive or negative qualities of the student's personality, instead of proving the truth or falsity of a certain creative thinking with objective evidence, is called an authoritarian type of thinking. This often indicates a limited level of knowledge of students in certain academic subjects and insufficient development of their ability to think independently. Also, in psychology, the process of creative thinking, which consists of reasoning that is organically connected with each other, is called discursive thinking

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Thus, through conceptual thinking, properties and relationships of objects and events that cannot be directly perceived are identified, laws related to a particular field are revealed, and cause-and-effect relationships are reflected.

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