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THE CONTENT AND ESSENCE OF DEVELOPING BASIC COMPETENCIES IN BIOLOGY LESSONS FOR SECONDARY SCHOOL STUDENTS

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ANNOTATION

This article presents the pedagogical foundations of improving basic competencies during biology lessons. New views of scientists on the concept of competence in the educational process. The main advantages of introducing competency-based education are highlighted.

KEYWORDS: *Competence, Education, Pedagogical Approaches, Biological Literacy, Basic Competencies, Skills And Qualifications, Educational Technologies.*

In the process of globalization, the radical transformation of the education system in the world is recognized as the basis for sustainable development, and the new education concept proposed by international organizations for the development of education until 2030 includes the following: "Improving the mechanisms of the assessment process, introducing methodologies for determining the results obtained into educational practice, while radically reforming the quality of education, "educating students as socially, legally and politically active citizens" has been identified as an urgent task.

On the basis of the economic and social reforms being implemented in the world, the requirements for directly raising the quality of the educational and upbringing process to a high level, developing mature and competitive personnel through appropriate organization, introducing new methodologies into the educational process, and introducing a competency-based approach have been promoted. Widespread introduction of state educational standards based on a competent approach to the education system, development of mechanisms for the development of basic competencies in secondary school students, stages and transparent assessment criteria, improvement of the scientific, theoretical and methodological basis for organizing the educational process on the basis of competencies, based on an analysis of the standards of developed countries, Developing a system for monitoring the level of development of competencies and assessing them is one of the urgent problems.

New approaches to education require the student to develop knowledge, skills, and competencies through the expansion of his/her scientific competence, as well as methods for updating them throughout his/her life and applying them in the process of solving problems he/she will encounter in his/her future life. “Human potential is the most active, most creative factor, which ensures the country's continuous progress along the path of reforms and fundamental changes. The strength and influence of this factor are determined, first of all, by high spirituality, the level of economic and social development of society.”

An important task of secondary educational institutions is to organize independent work on the basis of a clear plan in the process of preparing the younger generation to systematically improve their knowledge. Therefore, the correct planning of work related to the development of students' need for independent learning and its continuous enrichment is one of the urgent tasks facing the teacher. It is necessary for secondary schools not only to form a system for developing knowledge, skills, and competencies in students, but also to develop the skills of independent activity and their responsibilities, that is, new qualities such as organization, initiative, innovation, mobility, tolerance, and creativity, which are basic competencies.

The wide-ranging reforms being carried out in the educational sphere in our country are being implemented at a level that improves the knowledge, skills, and qualifications of the younger generation studying in secondary schools in line with the requirements of developed countries. In this regard, the Decree of the President of the Republic of Uzbekistan No. PF-4947 dated February 7, 2017 “On the Strategy of Actions for the Further Development of the Republic of Uzbekistan”, the Decree of the President of the Republic of Uzbekistan No. PF-60 dated January 28, 2022 “On the Development Strategy of New Uzbekistan for 2022-2026”, the Decree of the President of the Republic of Uzbekistan No. PF-60 dated August 12, 2020 “On the Development of Chemistry and Biology Resolution No. 4805 “On measures to improve the quality of continuous education and scientific and technological efficiency in the following areas”, Resolution No. 187 of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 “On approval of improved state educational standards for general secondary and secondary specialized, vocational education” in order to bring the education sector into line with modern requirements Clear goals have been set for improvement, increasing the quality and efficiency of teaching.

The continuity and coherence of the educational process for students, the priority given to the individual interests of

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students, the study of the problems of developing both subject-specific and subject-specific competencies in a manner appropriate to their psycho-physiological age, and the development of the content of education, primarily based on the competency-based content of national curricula, require raising the content of education to a new level. The introduction of a competency-based approach to education has not been sufficiently researched today, which has led to the emergence of pedagogical problems in the education system, which can cause certain contradictions, contradictions and reflections. The competency-based approach to education as a separate direction emerged in the late 1960s. The competency-based approach brings educational content, methods and technologies to a new application in the educational process.

The main concept of the competency-based approach is "Competence". The term "Competence" was first introduced by the American psychologist Robert W. White in 1959. In his article "Rethinking the Concept of Motivation: The Concept of Competence," he defined this term as the ability of an organism to effectively interact with its environment. The word competence comes from the Latin words "compete" and "competentia," meaning "able to achieve, suitable, and worthy." A competent person in a particular field demonstrates relevant knowledge and skills that enable him or her to think critically and act effectively in that field.

The analysis revealed that competence is characterized by a number of specific qualities: it is manifested in certain situations, therefore, an unmanifested competence is considered a latent potential; it manifests itself in activity; its orientation towards the individual is manifested through the individual characteristics of the person.

The modernized and harmonized state educational standards and model curricula have been updated in content and have incorporated subject-specific competencies in addition to knowledge, skills, and competencies. Competence is the ability to use theoretical knowledge, practical skills and abilities in a specific subject to help solve practical and theoretical problems that may arise in one's daily life.

The "National Encyclopedia of Uzbekistan" defines the word "competence" as: "Competence (lat. competeto-reach, appropriate, worthy) - the scope of powers, rights and duties of a certain state body (local self-government body) or official, determined by law, regulation or other document; 2) knowledge, experience in a particular field."

Competence (from Latin competere - to be competent, worthy) is a person's knowledge of a certain field, the level of knowledge in this field, knowledge, skills, abilities, a set of attitudes related to the field, the value and qualities of a person, the ability to demonstrate competence or influence.

In order to improve biological literacy, it is determined that schoolchildren will develop the following skills: recognition and identification of living organisms; phenological observation to identify the processes of assimilation, respiration, and quantitative growth of living organisms; loosening the soil, watering and its rules, the essence of hilling, transplanting seedlings by pinching, methods of mineral fertilization; observing seasonal photoperiodisms in nature and society and recording their results; preparing temporary preparations and viewing them under a microscope; self-control during an organized excursion into nature; being able to work with the text and diagrams provided in textbooks; care for endemic species of flora and fauna; understand the essence of alternating physical and mental labor, and know the origin of its pathology as a result of violating the norms of nutrition in a rational way of life. B.Kh. Khodjaev emphasizes the need to consider the conceptual foundations of competencies at a certain level of methodological complexity: "The structural structure of competencies includes the following:

− types of competencies with general developmental significance;
− the area of real objects of reality in which the competencies are realized;
− the necessity and significance of the competencies from a social and practical perspective;
− the personal significance of the content and essence of the competency by students, depending on their attitude to the object Englishness;
− assimilation of information corresponding to existing real objects;
− the student's minimum necessary and life experience related to a certain type of competence.

The introduction of competency-based education in our country leads to the gradual transformation of the knowledge acquired by students into skills, skills into qualifications, and ultimately the formation of competencies. This, in turn, leads to the development of the formed competencies in students, which directly forms the basis for the development of their competence. In the future, the emergence of the ability of students to apply them in their daily lives is of great practical importance.

All types of basic competencies that are developed in students: communicative competence, information literacy, self-development competence, social and civic competence, national and general cultural competence, mathematical literacy, and the competence to be aware of and use scientific and technical innovations are developed in all forms of biology teaching (in class, in extracurricular and extracurricular activities, excursions, and homework). The types of these competencies that are developed directly during the lesson include communicative competence, information literacy, self-development competence, mathematical literacy, and the competence to be aware of and use scientific and technical innovations, while in extracurricular and extracurricular activities, they include communicative competence, self-development competence, social and civic competence, national and general cultural competence, mathematical literacy, scientific and technical The competences of being aware of and using innovations are developed. However, it is considered appropriate to determine the level of priority for the development of each basic competence in students based on the content and characteristics of the subjects taught in general secondary schools. In particular, communicative competence, information literacy, self-development competence, especially mathematical literacy, the competence to be aware of and use scientific and technical innovations are developed in the

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process of teaching the system of exact and natural sciences, including biology, communicative competence, information literacy, self-development competence, social and civic competence, national and general cultural competence, humanities, in particular history, national independence The idea and teaching of other subjects, in subjects specializing in languages, for example, communicative competence, information literacy, self-development competence are developed at the primary level, while social and civic competence, national and general cultural competence, mathematical literacy, and competences to be aware of and use scientific and technical innovations are developed at later levels. This is important because the basic competence in students has a developmental character at the primary and secondary levels depending on the characteristics of the subject.

It is also necessary to form competencies depending on the age of the students. For example, in grades 7-8, it was considered appropriate to develop them in lessons, in-class and extracurricular activities, in various events, biological evenings, science clubs, experiments in the living nature corner, landscaping, landscaping, and also in homework. In higher grades, development is mainly focused on lessons, in-class and extracurricular activities. It is worth noting that it is impossible to develop basic competencies separately from science-related competencies.

In general secondary schools, basic competencies are of great importance in the development of students as well-rounded and competitive individuals. Subject-specific competencies prepare the ground for students to master the fundamentals of a particular subject. These competencies are closely related to each other and are developed in an interconnected manner. The research revealed that biological competencies consist of a complex of structural and functional components related to the development of ecological culture, including scientific knowledge (recognizing biological objects, fully understanding and explaining the content of biological phenomena and processes), practice (phenological observation, conducting experiments, drawing conclusions).

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