

CHARACTERISTICS OF NATURAL TEACHING ETHODOLOGY

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ABSTRACT

The article describes the methods of teaching science, natural-scientific concepts, forms of educational work, teaching methods, teaching technologies and ensuring the integration of education in the teaching of natural sciences, the organization of the educational process.

Keywords: *profession, standard, method, science, pedagogue, natural sciences, science, observation, education, personality.*

АННОТАЦИЯ

В статье описаны методы преподавания естествознания, естественнонаучные концепции, формы воспитательной работы, методы обучения, технологии обучения и обеспечения интеграции образования в преподавание естествознания, организацию учебного процесса.

Ключевые слова: *профессия, стандарт, метод, наука, педагог, естественные науки, наука, наблюдение, образование, личность.*

INTRODUCTION

Today, it is important to improve the preparation of future primary school teachers for innovative professional activities in teaching science, to ensure the successful transition to the next stage of education, to improve the quality and effectiveness of teaching, to bring it into line with international standards.

The methodology of teaching science is closely related to many natural sciences. The methodology of teaching natural sciences is included in the list of synthetic sciences, in which the natural sciences collide with a number of scientific disciplines and derive their source from their problematic situations, the natural sciences adapt and absorb scientific research methods - observation, experiment and modeling. Describing the methodology of teaching science can be divided into the following groups:

- 1) scientific or general (system, communication and conditions);
- 2) philosophical (development, space, time);
- 3) pedagogical: general pedagogical (education, upbringing, development), didactic (content, methods and forms of education); private-didactic, respectively

general, ie (environmental education) and authorship (the principle of analogy to fairy tales);

4) interdisciplinary connections, especially with the natural sciences (physical, chemical, mathematical, geographical, phenological, astronomical, biological, ecological, etc.).

DISCUSSION AND RESULTS

As a result of the description of the above, the methodology of teaching science is divided into such systems as natural-scientific concepts, forms of teaching, teaching methods, teaching technologies and ensuring the integration of education in science teaching, organization of the educational process and material base of teaching. The main difficulties in achieving this goal are characterized by the lack of time for teaching methods in science and the lack of hours of pedagogical practice in teaching the course. The listed cases lead to a decrease in the professional skills of the primary school teacher.

The main ideas of the methodology of teaching science are:

pay attention to systematization in the study of course content; understanding the role of the teacher in the modern educational environment and ensuring that students receive sufficient scientific and theoretical knowledge; understanding of modern principles of education; understand the essence of the laws of nature; shifting natural phenomena from an anthropocentric approach to a biocentric approach;

to understand the contradictions in the methods of teaching science to students and to identify them at the required level;

fostering responsibility for the organization and effective development of the educational process;

understanding and implementation of the essence of environmental education in the integrated system of personal development;

promoting a healthy lifestyle and understanding environmental values.

In the context of the methodology of teaching science, three main factors were identified: the educational, pedagogical and developmental tasks of teaching science, the organizational process of teaching science, the consideration of generalized specific issues of teaching methods of science. The integrative nature of science teaching methodology is related to the secular importance of natural knowledge. Methods of teaching science also contribute to interdisciplinary methodological training. Methods of teaching science should focus on the regional factor in the curriculum, with a prediction of the area.

The main task in teacher training is to develop their methodological thinking. The main shortcoming in the training of modern science teachers is their partial renewal. The methodology that trains traditional science teachers should abandon ready-made templates. There is a need for radical changes in the methodology of teaching science. Students should have a method of transmitting scientific information, be able to use the opportunities of this subject in the educational process, and have a methodology that can use the forms and methods of education in different systems and forms of educational institutions.

CONCLUSION

Students should be able to independently perform creative tasks, analyze the accumulated pedagogical experience, generalize the source of literature. One of the main theoretical and methodological problems of science teaching methods is that students should be able to find the necessary solution in unusual and unexpected situations. The multimedia program developed on the subject "Methods of teaching science" uses the didactic support of the researcher in teaching this subject.

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