

HUMANITARIZATION OF THE LEARNING PROCESS BIOLOGY AS A PEDAGOGICAL PROBLEM

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ANNOTATION

The article reveals the organization of students' independent work on the methodology of teaching biology. The organization of independent work of students on the basis of a modular system is characterized.

Key words: humanization, computerization, schools, pedagogical, demographic, global, psychology.

INTRODUCTION

In the modern world of global informatization and computerization of creation, the problem of improving the professional training of future teachers is of particular importance. The issue of training highly qualified national personnel required reforming and higher education. The problem of humanitarization of natural biological education is an important pedagogical problem of our time, because it is associated with the upbringing of a comprehensively developed personality in the learning process [1, 515].

Professional readiness of a specialist is a subjective state of a person who considers himself capable and prepared to perform the corresponding professional activity and strives to perform it. The task of preserving, developing, transmitting the cultural and spiritual values of previous generations, as well as preparing students for cultural, professional and personal communication with representatives of countries with a different social system, other social traditions, linguistic and general culture, is especially acute in the field of pedagogical education. Humanitarization of modern education is a worldwide phenomenon, which is explained by the following reasons: firstly, humanitarization is designed to ensure the civilized and reasonable use of scientific and technical potential, environmental resources and social aspects; secondly, to familiarize society with the cultural values of its people; third, to provide a social order for new knowledge and science [2,77].

Great hopes are pinned on the science of our days associated with solving the global problems of the modern world - the problem of hunger, environmental, energy, demographic crises, etc. The future of mankind depends on the ways of applying scientific achievements in life. In this regard, it is important to know what are the goals of science, how it solves "human" problems, and, consequently, what role morality and ideas about good and evil play in science, ie. whether it becomes more humane.

It is known that in connection with the change in the social orientation of science, the strengthening of its impact on the social world and man, its internal orientations also change. Science is increasingly addressing human problems; it is forced to take into account the human factor.

The global problems of our planet usually include a population explosion and the need for a balance between the dynamics of population growth and productive forces; energy crisis, the threat of nuclear war and the use of other dangerous types of weapons of mass destruction.

Unfortunately, many humanitarization of education is usually seen in the increase in the relative "weight" of the humanities at the expense of subjects of the natural-biological cycle. Let us consider humanitarization within the framework of the subjects of the natural science cycle only, since natural academic subjects in educational spheres are not only a source of fundamental knowledge, but also an effective means of developing and educating students. This tool is clearly not being implemented enough, so it is necessary to restructure the teaching in such a way as to use the enormous humanitarian potential of these academic

disciplines.

There is probably no need to prove that the modern world attitude is a necessary component of human culture. Everyone, though, had to imagine in general terms how the world in which he lives works. This is necessary both for expanding the general outlook of a person, and for the development of love for nature.

The primary task of biology is the correct orientation of students in understanding the global problems facing humanity and those that will face him tomorrow. In fact, here we are talking about one important aspect of the humanization of education - the development of a new planetary style of thinking among students.

As noted above, for the successful implementation of the humanization of a single subject, first of all, it is necessary to determine its humanitarian content, which determines its humanitarian "weight" (the humanitarian potential that this academic subject carries). The humanitarian potential of biology is the humanitarian content of biology, which is associated with the development of thinking, the formation of a worldview, the education of students' feelings. Biology will help you more subtly and deeper to feel the beauty of the world around us.

Scientific knowledge never automatically turns into either the worldview of an individual person, or the worldview as a phenomenon of spiritual culture.

Scientific knowledge, which has become an element of a person's worldview, should play the role of a certain reference point for this person in his relationship with the surrounding reality, i.e. it must certainly participate in the formation of the life position of the individual, its relationship to reality.

Natural science knowledge in the worldview functions as an organic and not as a mechanical component, i.e. they do not just enter the system, but undergo a certain processing, enter into close interaction with other components - ideology, philosophy, moral consciousness, value systems, with aesthetic and environmental views, everyday consciousness.

The transformation of scientific knowledge when it is included in the worldview system is accompanied by two important points. First of all, interpreted worldview knowledge begins to carry not only a specifically meaningful load, but also something connected with various ways of applying knowledge, with the forms of its "life" in society. At the same time, this ideological function sets its own special scale for assessing knowledge, which may not coincide with the system of assessing the same knowledge in science itself.

For example, in physics, astronomy, biology, chemistry, the results of fundamental research are more significant: quantum theory, general relativity, the genetic theory of heredity, etc. , global problems that have arisen in the age of scientific and technological revolution, the fate of discoveries, the moral aspects of science.

Humanitarianization of education in the context of globalization and competition, successfully implemented - in a contextual approach, will contribute to the formation of high moral and ethical guidelines among young people, as well as the successful solution of social and social problems. The solution to this problem of education in the context of increasing competitiveness requires the integration and coordination of efforts of specialists from different branches of scientific knowledge about a person, such as philosophy, psychology, pedagogy, cultural studies, valeology, ethics, etc.

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