

# Formation Of Scientific And Methodological Support For Teaching Medicinal Plants In Educational Institutions

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**Annotation:** *The first part of the systematic biology course, which is studied by students of secondary schools, is the section "Plants". Its educational peculiarity consists of combining the most important elements of the branches of botanical science: morphology, anatomy, physiology, systematics, ecology, phytocenology, and plant geography. It is true that through teaching the pupils about medicinal plants, it is possible to evoke the interest into the plants that they have previously encountered in everyday life and engage them in science.*

**Keywords:** Teaching, Medicinal Plants, Educational Institutions

## INTRODUCTION.

In connection with the growth of allergic diseases of the world's population from the use of drugs of chemical origin, there is a need to expand the knowledge of the younger generation about medicinal plants, the use of which, as prescribed by a doctor, will help solve this problem.

For information about medicinal plants, see the "Plants" section in topics about the importance of plants in human life, about various families, about red book plant species, including medicinal plants. However, this information is insignificant, not isolated in biology programs and textbooks. Currently, more and more importance is attached to the project and research activities of students in biology lessons and in extracurricular activities. The study of medicinal plants in a school biology course has a powerful educational and educational resource. It is necessary to form a solid knowledge of the culture of rational thinking, nature management, protection of both individual biological objects and entire supra-organizational systems. In this regard, it becomes relevant to the question of finding out how to expand knowledge about medicinal plants when studying biology at school.

## LITERATURE REVIEW

In innovative pedagogical research, associated with the problems of improving the functioning of pedagogical systems, improving the efficiency of the educational process, one aspect is of the greatest interest. This interest is primarily related to the identification, justification and verification of the pedagogical conditions that ensure the success of the activities carried out. The solution to this problem often causes many scientists a little difficulty, because some researchers sometimes have the wrong idea, an idea of the essence of the concept of "pedagogical conditions".

The conditions discussed below are aimed at solving problems of a pedagogical nature that arise during the implementation of a unified educational process.

The problem of conditions acquires a "pedagogical" color in the works of many researchers, such as: V. I. Andreev, N. M. Yakovleva, N. V. Ippolitova, M. V. Zvereva and others. The term "pedagogical conditions" has several interpretations, but some scientists still hold common positions.

V. I. Andreev, N. M. Yakovleva believe that pedagogical conditions are a combination of any measures of pedagogical influence and the possibilities of the material and spatial environment, whether it is the content, techniques and organizational forms of training and education.

Others (N. V. Ippolitova and M. V. Zvereva) consider pedagogical conditions to be a component of the pedagogical system, reflecting a set of external factors that contribute to the implementation of the procedural aspect of the system, and internal factors that ensure the development of the personal side of the subjects of the educational process.

B. V. Kupriyanov and S. A. Dynina define the term "pedagogical conditions" as a systematic work to clarify the regularities as stable links of the educational process, providing the possibility of verifiability of the results of scientific and pedagogical research. Pedagogical conditions are a component of the pedagogical system, which reflects the totality of external, contributing to the implementation of the procedural aspect of the system, and internal, ensuring the development of the personal side of the subjects of the educational process, the parties. In other words, pedagogical conditions are the totality of the subjective attitude of the participants of the educational process to the activities carried out, the pedagogical impact on the participants of the educational process using methods, technologies and techniques, as well as resource provision the subject as a unit of the educational process. To achieve the maximum effect of education, the teacher must be able to select and implement the most optimal pedagogical conditions for this particular subject. For many centuries, scientists from around the world have been searching for and

improving medicines for various diseases. Through long and painstaking research, the properties of many medicinal plants have been studied. Recipes that were used by our ancestors to cure a particular disease have come down to our days.

At any time, questions about health and how to preserve it are relevant. Leading teachers of our time recommend to study the properties of medicinal herbs in the school course of biology, geography and ecology. Familiarization of students with biological features, properties and the use of medicinal plants in everyday life will help to educate a competent person who cares about their own health, and integration with information about the flora of their native region - patriotism and love for their homeland. Therefore, it is necessary to create all the conditions for the acquisition of this knowledge in the classroom.

### DISCUSSION.

The analysis of the literature on medicinal plants, their properties and practical application in biology lessons showed the importance of familiarizing students with this information. Medicinal plants can not only to cure, but also to keep our body in good shape, to increase efficiency, to release the resources that our body spent on

fighting diseases, to improve the quality of life. In addition, when studying the section "Plants", students will be more interested in information about plants that they encounter in everyday life. These plants include medicinal plants. The authors of various biology manuals and time-based developments recommend using information about medicinal plants in different ways when teaching biology. However, they all converge in There is a common opinion that it is necessary to create the necessary conditions for the study of medicinal plants, since ignorance and inept use of plants even by an adult for the treatment of various diseases can lead to irreparable consequences. Teachers recommend using a combination of methods to study biology, including medicinal plants in the "Botany" section, so that one method is complemented by another. However, you should not get carried away and use too much variety of methods, since their frequent change can lead to a weakening of students' interest, as well as provoke an overload of the educational process in the lesson. Of the verbal methods for studying medicinal plants, the methods of telling, talking and explaining are excellent for studying this or that topics. However, it is better to refrain from the lecture method due to the fact that the lecture requires prolonged attention, complex mental activity and covers a large amount of knowledge, i.e. it is designed for a prepared listener. Students of grades 5-7, due to age and psychological characteristics, are not able to concentrate for such a long time. Since the quality and effectiveness of the educational process is significantly increased if its educational and methodological support is carried out comprehensively, most modern authors try to modernize educational and methodological complexes, including in biology. A large amount of information and a rapid update of knowledge force biology teachers and students to switch to new thinking – creative, critical, and divergent.

When studying systematic groups of plants, you can regularly introduce students to medicinal representatives of a particular department using various verbal methods at each lesson. For example, when the study of families of the class Bipartite. Or when studying the families of the Monocotyledonous class, the teacher can tell about the extraordinary medicinal properties of the plants included in this class.

Some biology teachers actively use the conversation method in their lessons. Such an orderly conversation, directed by the teacher, as a result of which the students exchange thoughts and ideas. information that leads to the enrichment of the knowledge of all participants in the educational process can be used in any form of the lesson. The collective mental activity of students determines the main value of the conversation as a pedagogical method. High educational and educational effect.

The quality of the conversation is provided, first of all, by the content and nature of the questions: interrogative, suggestive, prompting, analyzing, generalizing. Therefore, the effectiveness of the conversation depends on the teacher's ability to correctly, variously and easily formulate questions. For a beginner the teacher needs to edit the questions that he is going to use in the conversation with the students in advance, determine their logical sequence and adapt them to the age of the students in the class. When studying medicinal plants, it is appropriate to use such

visual methods as the demonstration of visual aids and natural objects. Visual methods are used in close relationship with verbal and practical methods and are intended for visual and emotional familiarization of students with the phenomena, objects and processes occurring in nature, in their natural form. In modern schools, screen technology is widely used for this purpose. As visual aids, teachers who practice the study of medicinal herbs in biology lessons, it is recommended to use collections of postcards "Medicinal plants", tables, photos, electronic presentations

Microsoft Power Point [38]. Also, in modern conditions, a special place in the educational process is occupied by such a means of visualization as a personal computer. Everywhere in schools, special classrooms of electronic and computer technology are being created, where students will be able to observe the dynamics of many processes that were previously learned from the text of the textbook and the pictures and photos attached to it. With the help specially created programs, computers make it possible to simulate certain biological processes and situations that are not possible to understand just from the text of a textbook. In addition, according to many teachers, the use of ICT in biology lessons increases the level of

cognitive activity of students.

Herbariums, collections of seeds and fruits of the plants under consideration, as well as houseplants can serve as natural aids in the study of medicinal plants. As practice shows, the demonstration to students natural objects, encourages the acquisition of new knowledge, increases activity in the classroom and helps to foster a careful attitude to nature. However, when working with natural herbarium objects, you should be more careful, because among medicinal plants there are often poisonous ones. Therefore, it is necessary to specify in advance which plants will have to work with and exclude plants that pose a danger to the life and health of students.

When using visual teaching methods, a number of conditions must be met:

- The visual aid or natural object used must be match the age of the students;
- \* Visibility should be used in moderation and should be shown gradually and only at the appropriate time of the lesson;
- \* Observation should be organized in such a way that all students can clearly see the subject being demonstrated;
- It is necessary to clearly highlight the main, essential when showing visual objects;
- \* It is necessary to think in detail about the explanations given during the demonstration of the phenomena;
- The visual content displayed must be precisely aligned with the content of the material.;

The visual display should attract the students themselves to find the desired information in a visual aid or object. Of all the types of lessons, the lesson of learning new knowledge is considered by teachers to be the most optimal for studying medicinal plants. This choice is based on the fact that it is in this lesson that students are enriched with facts, concepts, and theoretical questions that students need to master for the first time. But at the same time, many teachers actively use non-traditional forms of lessons in their teaching activities.

The content of non-traditional lessons, most often, goes beyond the school curriculum and students have to work with additional literature, publish newspapers, make crosswords and puzzles. This contributes to the development of students ' creative abilities. Another important feature of non-traditional lessons is the positive emotions that the student experiences during preparation. He becomes a creative partner and enjoys the results of his work.

### **RESULTS**

The main task of a modern teacher is to motivate students to show initiative and independence in discovering new knowledge, finding optimal ways to solve various

theoretical and practical problems. The solution to this problem can be the introduction of innovative teaching methods into educational activities that will help to awaken students ' interest and creative thinking.

### **USED LITERATURE**

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