



## OPPORTUNITIES TO IMPLEMENT A MODERN APPROACH TO ECOLOGICAL EXCURSIONS

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### ABSTRACT

The article discusses the possibilities of implementing modern approaches in the process of conducting biological excursions, the methodology of conducting biological excursions.

**KEYWORDS:** Biology, excursion, approach, methodology, experience of creative activity, problem situation, project.

### INTRODUCTION

Biology teachers have long used biology excursions as one of the main forms of studying wildlife. Unfortunately, their effectiveness remains insignificant. Teachers with many years of experience in school education, as well as students, conduct excursions with schoolchildren, study the practice of organizing excursions, various methods of statistical processing of the obtained results have allowed us to identify some reasons for the low effectiveness of biological excursions.

The system of biological excursions has not yet been developed (their number is constantly changing and has decreased by 70% since the 1970s), therefore, in the experience of biology teaching methods, they are used fragmentarily [1].

In the course of our research aimed at improving the methodology of conducting excursions, we relied on the ideas of humanization of biological education. In training, the main attention should be focused on the personality of the student. Personality-oriented biological tours are a system of knowledge; development of a person's value attitude to living nature; - this is the process of arming with experience in solving biological and environmental (medical) problems observed in nature, and most importantly - arming students with experience in creative activity.

In a rapidly changing modern society and state, it is necessary to develop skills in solving problems of social and personal significance, making quick decisions and being able to see different ways to solve problems. This is especially easy if they have developed creative experience. All this ensures students success in life, professional activity and, ultimately, in the development of the state.

Thus, the main goal of the excursion is the development of the student's personality. Therefore, the methodology of this most important form of studying wildlife means that it must be modernized based on cultural, functional, and value approaches. He must develop experience in creative activities in studying wildlife [2]. For example, wildlife has great educational value when implementing a cultural approach in excursions. This development environment covers

the biological culture of the graduate: biological knowledge, cognition of nature, experience of an emotional-value attitude towards it, and the student's creative activity. Biological excursions into this universal wildlife as a form of cognition: students observe the wonders of wildlife, gain experience in practical activities based on the study of living objects and life processes.

This approach to studying plants, wildlife, biocenoses and ecosystems provides students with fundamentally new high-quality knowledge. They allow them to master general biological laws and thereby solve the problem of personality development [3]. The ecological-evolutionary approach is implemented not only in the name of biological excursions - it causes extensive research on the content of the topics "Natural ecosystems (forests, meadows, aquatic ecosystems)", "Ecological groups of mammals". They are reflected in the system of tasks and projects. It helps students better master the functional capabilities, helps to acquire knowledge and skills important for life and professional activity. Strengthening the ecological-evolutionary content is a condition and opportunity to organize problem-based learning on excursions. Objectively, ecological and evolutionary problems of biological systems include problems that students observe and solve in the process of studying wildlife. In the process of problem-based learning, knowledge is acquired in the process of independent solving by students of biological problems, tasks, questions, projects. In each excursion, problem situations are created with the aim of updating, assimilating, consolidating and generalizing biological knowledge and serve to develop competencies for solving biological problems and tasks.

It is worth noting that for maximum activity of independent knowledge of students on biological excursions it is necessary to implement an active approach. The essence of this principle is that the educational activity of students on biological excursions is the main condition and result of personality development. Therefore, before the excursion, students study certain material, and after it they actively repeat the results and prepare a report on the work done.

The opportunity to develop biological excursions is that they combine the educational process, wildlife and student activities. The teacher is well aware that their interaction creates better conditions for the development of personality than classes in the classroom. Biological excursions have a positive effect not only on the qualitative development of biological knowledge, but also on the comprehensive development of a person.

The student develops relationships with living nature in accordance with its laws, self-awareness and the system of values of the individual with living nature. He gains creative experience, mastering the methods of cognizing nature. In excursions, an active approach is implemented not only through traditional reproductive methods - a story, description, report, written report, but also various problem, research and project teaching methods are used. This allows for the systematic implementation of students' educational activities in various areas - problem, research, project (design based on landscape and phytodesign), educational and creative tasks and environmental activities to protect the social and natural environment.

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