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METHODOLOGY FOR TEACHING MEDICINAL PLANTS IN BOTANY LESSONS

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Abstract:*This article discusses the role of medicinal plants in increasing students' interest in biology. At the same time, it highlights the idea of cultivating qualities such as responsibility for nature conservation and a sense of responsibility for nature conservation in students through the cultivation of medicinal plants in an educational experimental plot.*

Keywords:*Education, upbringing, nature, educational experimental plot, biology, medicinal plants, cognitive activity.*

In accordance with the Convention on the Rights of the Child, education that meets the interests of the student as a free and self-determined individual, his aspirations and needs for knowledge is of particular importance in the rapid development of science and technology, the demand of society for knowledgeable and intelligent people, and the need for educated people who are quick-thinking, capable of managing and thinking independently in managing society. The role of school biology education in finding solutions to these problems is extremely important. At present, in the process of rapid development of science and technology, humanity is facing a natural conflict, which leads to the emergence of ecological crises in nature.

The direct reason for this is the lack of deep knowledge about nature, the lack of proper attitude to nature protection, people's indifference to nature, and in some cases, a barbaric attitude towards nature. It is clear from this that the need arises to form harmonious relations between man and nature. The correct approach to improving education is to organize the educational process based on the selection of methods and teaching aids formed on the basis of scientifically based views, and

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goal-oriented education is a process organized on the basis of mutual cooperation between the teacher and the learner. The educational process in this direction leads to the formation of knowledge and skills related to the scientific worldview of learners.

In pedagogical psychology, it is emphasized that the basic laws of learning are: perception-thinking-remembering-application-checking the results, and the knowledge and skills acquired on the basis of these stages are implemented by each student individually under the guidance of a teacher through the student's mental activity and work. The cognitive activity of schoolchildren is expressed in the pursuit of knowledge, overcoming the difficulties that arise during this process, and mobilizing their voluntary actions and available energy to the maximum extent during mental activity.

V. A. Sukhomilinsky noted: “Nature is a powerful tool for influencing the upbringing of a child, a wonderful way of learning, we only rarely use its beneficial effects, we must master it.” Nature is the most powerful tool for activating the cognitive activity of students. Not a single, even the most successful lesson, can replace direct communication with nature.

The biology of medicinal plants and their healing properties have long been of interest to everyone. Therefore, organizing biology lessons, extracurricular activities in biology, and activities related to medicinal plants in clubs play an important role in cultivating students' interest in science and attitudes such as a proper attitude towards nature. Medicinal plants have also been reflected in poems and stories. For example, the poem "Mena Odosi", written in the 10th century, describes the healing properties of more than 100 medicinal plants. Medicinal plant care in the experimental field provides schoolchildren with the opportunity to familiarize themselves with representatives of different families and ecological groups of plants, the conditions for growing medicinal plants, the beneficial properties of medicinal plants, and instills in students a sense of responsibility for nature conservation and the protection of nature, and helps to form nature conservation skills. Plant care also allows students to organize phenological

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observations of plant growth and development and understand what this process depends on, to have solid knowledge about which part of the plant has medicinal properties, and to gain knowledge about the life forms of some medicinal plants: burgun (red ribbon), chamomile, and yarrow, which are annual herbs, and yarrow, sage, mint, and yarrow, which are perennial herbs. The work carried out on the creation of “medicinal plant gardens” in the educational experimental plots allows students to better study the plants growing in the local area and gain better knowledge about phytocenoses. During the study of medicinal plants, students create a card file (computer database) of plants planted in the educational experimental plot and enter the following information about the species into this database: systematic position, morphological classification of the species with the addition of herbariums, as well as reproduction, indicating the distribution areas of the species (for this, an atlas of medicinal plants can be used): the number of medicinal plants in the student's area of residence (especially protected and rare species); the history of the use of this plant in medicine in different countries; which part of the plant is medicinal and at what time it should be collected; the use of the plant as a medicine in medicine and folk medicine; other uses (as an ornamental plant, as a food); myths and legends about this plant can be included. Based on the skills acquired as a result of mastering additional literature, students prepare abstracts on various sections of "Plants", including medicinal plants.Based on research conducted in the medicinal plants department of the school's experimental plot, it was determined what positive emotions are formed in students when they interact with nature, their observation skills, and their interest in studying nature.

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