CONDUCT OF TRAINING ON FORMATION OF COMMUNICATION CULTURE IN FUTURE BIOLOGY TEACHERS

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Depending on the situation, the teacher's speech should be emotional and serious, the accuracy of diction, high-level communication culture, the ability to set learning goals and tasks, the skills of organizing and managing students' cognitive activities, behavior, facial expressions, emotional control, pedagogical humanism towards students attitude indicates that he has high pedagogical skills.

In order to improve his speech, the future biology teacher should constantly follow the following directions in the process of education and training:

- perfect knowledge of the laws and norms of the Uzbek literary language;
- regular self-control and speech activity;
- continuous development of his speech culture;
- creating conditions for mastering the rules of literary speech in all cases of speech communication.

In order to develop self-control and expressive speech skills, the teacher should observe his speech activity, find out whether it is lively, diverse, emotionally colorful or monotonous.

In the process of preparing and rehearsing the speech, it is necessary to independently find answers to the following questions:

What do I want the audience to think?

What kind of mood do I want to create a positive atmosphere in the audience? What intonation and rhythm are required by the content and context of the speech?

Before any educational activity, it is necessary to record your speech several times (audio disk, dictaphone), listen, try to correct your mistakes and practice your speech.

Interactive methods used for TRAINING on communication culture formation

"CASE-STUDY" method

"Case-study" is an English word ("case" - specific situation, event, " study " - to study, analyze) is a method aimed at carrying out teaching based on the study and analysis of specific situations. This method was first used in Harvard University in 1921 in order to use practical situations in the study of economic management sciences. In a case, open information or a specific event can be used as a situation for analysis. Case actions include: Who, When, Where, Why, How, What.

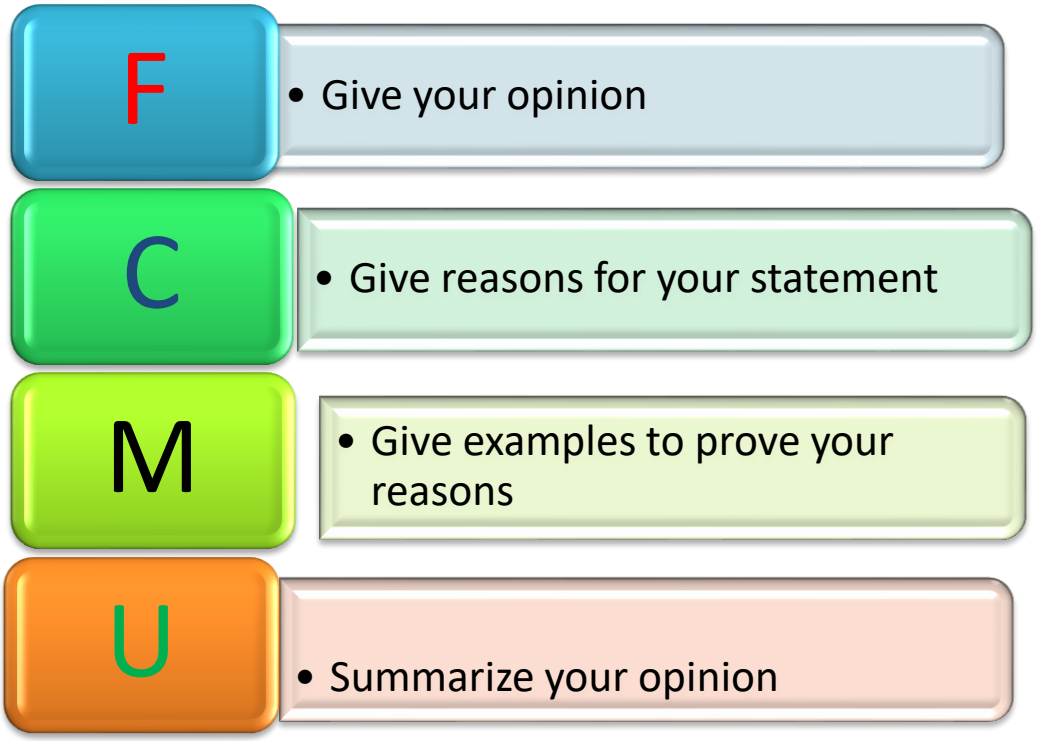
Case. In the library, there is a student who is talking loudly to the students who are reading books, he started to disturb the students who are reading books: he started to distract everyone with his words.

Steps to implement the Case Method

Work Steps	Form and content of activity
Step 1. Introduction to Case and its information support	✓ Individual audio-visual work ✓ Acquaintance with the case (in text, audio or media form ✓ Generalization of information ✓ Information analysis ✓ Identifying problems
Step 2: Clarifying the case and defining the educational task	✓ Individual and group work ✓ Determining the relevance of problems ✓ Determining the main problem situation
Step 3: searching for a solution to the educational task by analyzing the main problem in the case, developing ways to solve it	✓ Individual and group work ✓ Development of alternative solutions ✓ Analyzing the possibilities and obstacles of each solution ✓ Choosing alternative solutions
Step 4: Forming and justifying the Case solution, Presentation	✓ Individual and group work ✓ Implementation of alternative options and justification of opportunities ✓ Preparation of creative project presentation ✓ Covering the final conclusion and practical aspects

"FCMU" method

The purpose of the method: This method serves to draw specific conclusions from the general thoughts of the participants, assimilation and conclusion of information by comparing and contrasting, as well as forming independent creative thinking skills. It is recommended to use this method in lecture classes, reinforcement, when asking about the topic, giving homework and analyzing the results of practical training [4].



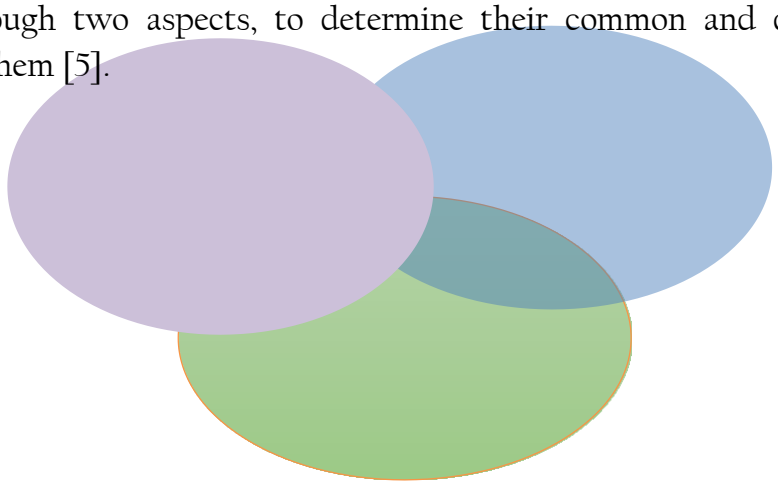
Procedure for implementing the method:

- participants are offered a final conclusion or idea related to the topic;
- each participant is distributed papers with the steps of the FSMU method:
- the relationships of participants are presented individually or in groups.

FCMU analysis is the basis for faster and successful assimilation of professional-theoretical knowledge by participants based on practical exercises and existing experiences.

"VENN DIAGRAM" method

The purpose of the method: This method is a form of organizing teaching through a graphic image, which is represented by the image of two intersecting circles. This method makes it possible to consider the analysis and synthesis of various concepts, foundations, ideas through two aspects, to determine their common and different aspects, and to compare them [5].



Procedure for implementing the method:

●participants are put into pairs of two and they are invited to write down in circles the specific, different aspects (or vice verse) of the considered concept or basis [6];

●at the next stage, the participants are divided into small groups of four, and each pair introduces its analysis to the group members;

●After listening to the analysis of the pairs, they get together, find the common aspects (or differences) of the considered problem or concepts, summarize and write in the intersecting part of the circles.

Steps to implement the method:

1. Initially, the participants are given a task prepared on the specified topic, that is, handouts, and they are required to study the material carefully. After that, it is explained to the participants that they should mark the correct answers in the "single mark" column on the handout. At this stage, the task is performed individually.

2. At the next stage, the trainer-teacher divides the participants into small groups of three people, and the members of the group present their ideas to their teammates, argue, influence each other, convince each other of their opinions, come to a consensus, and mark their answers with numbers in the "group evaluation" section. submits the output. 15 minutes will be given for this task.

3. When all the small groups have finished their work, the correct sequence of actions is read out by the trainer-teacher, and the students are asked to write these answers in the "correct answer" section.

4. The numbers given in the "correct answer" section are compared with the numbers given in the "individual assessment" section, and if there is a difference, "0" points are given, if they match, "1" points are asked. After that, the differences in the "single error" section are added from top to bottom and the total is calculated [7].

5. In the same way, the difference between the "correct answer" and the "group mark" is removed, and the points are written in the "group error" section, added from top to bottom, and the total is obtained.

6. The coach-teacher comments individual and group errors separately on the accumulated total.

7. Depending on the grades received by the participants, their level of mastery of the subject will be determined.

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