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METHOD OF DIRECTING STUDENTS TO ENTREPRENEURSHIP IN TEACHING THE SUBJECTS OF PLANTS

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ABSTRACT

This article, along with the methodological foundations of youth entrepreneurship, provides data on the direction of improving the elements of student entrepreneurship in biology lessons in conjunction with zoology. The article discusses the educational and upbringing significance of using information about entrepreneurship in biology lessons in the development of leaners' cognitive activity.

KEYWORDS

Young entrepreneur, education and training, additional income, entrepreneurial qualities and abilities, business, career guidance, cooperation, botany, economics.

INTRODUCTION

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Knowledge of entrepreneurship and entrepreneurial culture is one of the most important programs for developing skills and competencies in the economic, social and spiritual development of modern society.

Special attention is paid to the improvement of the quality of education, the formation of entrepreneurship and labor education in school, the further strengthening of connections between education and life, and the preparation of students for useful work and entrepreneurship [3].

Botany is considered the first stage of teaching subjects in the biology course system in secondary schools. Its uniqueness in the educational process is that it incorporates several branches of botanical science, such as morphology, anatomy, physiology, embryology, systematics.

The content of the botany course is inextricably linked with natural science, natural geography, technology and other academic subjects. This allows students to expand their knowledge about the variety of plants on earth, their adaptation to different habitats, as well as to develop practical skills related to the care of plants and their use in the field of business. [1.2].

In teaching the botany course, the main attention is focused on the knowledge of the structure of vegetative and generative organs of plants, the variety of species, their care and reproduction, and protection. Botany plays a key role in the formation of labor education, aesthetic, ethical, patriotic education and entrepreneurship skills in the students in the process of teaching [8].

Botany teaching methodology enriches students' knowledge about the world of plants and teaches by applying scientific methods of botany. Therefore, plant-related programs focus on improving students' skills and abilities to conduct experiments and observations on plants. These allow students to independently acquire new knowledge about the world of plants and to carry out practical training on knowledge, to implement plant science and nature protection and entrepreneurship based on it.

The teaching of botany in connection with natural geography allows to form in botany classes the reasons for the change of seasons in natural zones, the characteristics of air and water, the formation of soil, the introduction of plants and the use of introduced plants as an enterprise, etc.[4.5 .6].

It is important for the teacher to provide information about the high-yielding varieties of plants created by breeders and ways to care for them when guiding students to entrepreneurship and educating the elements of entrepreneurship.

In the process of teaching subjects related to botany in general education schools, special attention is paid to guiding students to professional activities and forming the culture of work and entrepreneurship in them.

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Students' entrepreneurial activities and vocational guidance are implemented in the process of botany education in different ways and are as follows:

1. Connecting theory and practice in botany classes (introducing students to entrepreneurship by introducing them to the agrobiological scientific principles of plant science, conveying to students the importance of plants in the national economy).

2. By conducting practical training at the educational experiment site, students will be introduced to the methods of vegetative propagation and grafting of plants, and the propagation of cultivated fruit trees by grafting methods will be explained to the students and the local explaining that most of the seedlings in the markets are grafted so that students develop their own business plans.

3. Organization of excursions to farms producing agricultural products (greenhouses, farm fields and gardens) and interviews with experienced entrepreneurs.

4. To ensure the participation of plant science students in useful work and business activities.

In the process of teaching subjects related to botany in general education schools, special attention is paid to guiding students to professional activities and forming work and entrepreneurship culture in them [7].

In the formation of students' knowledge and skills about plants, the laws of plant life in its structure in plant science and other areas of national economy, the use of plant resources, plant care and their reproduction special attention is paid to the development of practical skills [1].

The knowledge in the botany course is theoretically important for the practical work of students in plant care, because this knowledge is the scientific basis for applying the biological essence of plant care and agrotechnical methods and ways. The application of theoretical knowledge to practical activities is the basis for students to acquire deep knowledge of botany and to organize business activities related to plant breeding on a scientific basis.

In botany classes, it is important to familiarize students with the agrotechnics of plant care and the elements of business related to it. They are done as follows:

1) soil cultivation (creating favorable conditions for seed germination, further root development and ensuring air access to the soil, maintaining moisture in the soil, mineralizing with the help of microorganisms, loosening the soil in order to eliminate weeds);

2) application of fertilizers (organic, mineral fertilizers) in order to improve the soil structure, to enrich the soil with nutrients necessary for plants;

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3) preparing seeds for planting (cleaning and sorting seeds, paying attention to their germination, paying attention to their resistance to cold and drought, processing seeds);

4) selection of the best varieties, i.e. selection of varieties that respond to growth in local climatic conditions and meet market demand;

5) trying to obtain a high yield by timely providing moisture, food, light, air, and heat during plant care to ensure their growth and development;

6) to collect the crop in a timely manner without allowing it to spoil and rot, as well as spillage;

7) selection of high yielding seeds for planting;

8) creation of good varieties that will develop the agricultural industry meeting the current market demand, etc.

Introducing the students to the elements of entrepreneurship and professional activity and directing their activities to plant care must be carried out in a logical connection with the content of the academic subject.

All this complements each other and increases the student's interest in science and useful and beneficial plants.

During the conversation with entrepreneurial farmers, students will get information about the future prospects of farms, achievements and incomes of farm entrepreneurs. These meetings make students realize their desire to engage in entrepreneurial activities.

The learning experience area organized for the students builds work skills by working as a team and, in turn, helps their parents to support the family income by engaging in entrepreneurship in their homesteads. teaches, at the same time, they learn how to breed and care for some cultural plants under the guidance of a teacher at the educational experiment site.

In connection with the course of botany, the use of wild plants and their products in various spheres of human activity, including medicine and production, is important in guiding students to the profession and entrepreneurship [5].

The introduction of students to professional activities in botany classes is the initial stage in the educational process of forming knowledge and skills in entrepreneurship. During the teaching of different topics of biology, including zoology, breeding, students' knowledge, skills and abilities related to entrepreneurship are further developed.

Psychologists have shown that the most important aspect of comprehensive development of students is a comprehensive approach to education, which is realized by applying the principle of the unity of education and upbringing [9].

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The development of a person's intellectual ability requires a change in a complex dynamic system of mental activity, namely, the volume of progressive development of quality and the ability to master knowledge of its own aspects, as well as the rapid implementation of mastering, thinking about the solution to the difficulties and problems that have arisen. finding means to acquire knowledge independently, to know how to use the most convenient methods, to use the most perfect methods in order to achieve the goal set for oneself[8].

In the development of students' mental and entrepreneurial abilities, the transition from simple to complex observational processes, knowledge of the relationship between the structure and care of plants and entrepreneurship begins in botany classes. In the process of teaching botany, not only the intellectual development of students, but also the step-by-step formation of entrepreneurial skills are possible [6].

The organization of entrepreneurial activities among students depends on the teacher's deep mastery of his subject and, at the same time, the level of acquisition of economic knowledge. According to the conducted researches, three components of the teacher's management of students' entrepreneurial activities can be distinguished - informational, operational and practical components. The teacher's motivation in his activities, cognitive approach, and emotional processes in entrepreneurial activities are covered in the process of imparting knowledge in the field of entrepreneurship to students.

It is important to interest students in the literature on business issues, and to develop their skills in working with this literature. Students should be able to independently read and understand business manuals and be able to use these manuals in their practical work.

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