

Application of Biological Terms in English as A Way of Access to Modern World Knowledge of Sciences

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Annotation: *The article discusses the importance of using biological terms in biology lessons. As well as given methodological recommendations for using during the lessons.*

Key words: *Organoids, biomolecular, mitochondrions, plastids, biological membranes, phospholipids.*

Currently, many scientific articles in the world are published in English. Even information on the Internet is often provided in English. This means that teachers and faculty know English well, especially those related to science.

As each subject has its own specific terms, there are also terms in biology. Explanation of the terms in biology lessons, as well as explanation of their Latin, Russian and English

names, has great importance in careful research. Teaching the names of biological terms in English has great importance in studying the basics of the future science. A student, who knows the English name of the term in English, deeply enriches his or her world view and develops interest in independent study.

In biology lessons, we write and comment in English with the appropriate subject title in order to increase students' interest in learning the language and to keep the topic in their memory longer. It is advisable to use "Biological Synthesis" to refer to the English title of the permanent words. The Department of Anatomy and Morphology of Biology has a number of topics that are combined into sections such as cell, tuber, root, vaginal, leaf and vegetative reproduction.



When talking about section titles in English in a school biology course, the development of students' scientific knowledge plays an important role. Writing and explaining the English word combinations they have is very important for students to master the basics of science. After completing a course in plant anatomy and morphology, students learn the writing, pronunciation and meaning of English in each subject.

Biology lessons can be used to teach the English version of terminology in several exercises and tasks. For example, the subject may be a biological dictator. Here is the text; some terms in the text are omitted. Instead, students will write their name in English instead of missing words. In addition, thematic assignments are performed in such a way that the answers are generated by the initial letters of the word, and the term is given in English, and the explanation is given by the teacher.

Biology lessons can be given in English for all key words, terms, and phrases on topics that are used to summarize the lessons, as well as to independently form crossword puzzles. It is a good idea to create a class in small groups when performing tasks.

Biology, as a science that encompasses a vast system of sciences, is one of the fundamental sciences for teaching the younger generation. Today, there are a great number of issues and problems related to this science, many of which are discussed and solved internationally. Given the fact that English is one of the six international languages adopted in the United Nations, it would be necessary to introduce parallel terminology in English when teaching biology. Active forms of teaching, i.e. imitation methods aimed at increasing the cognitive activity of students, will help to make the subject easier to learn, even in two languages. The current majority of biology teaching

methods can be grouped as follows: deductive (word-for-word, illustrative, communicating type of lesson), inductive (problem-developing, exploratory type of lesson) and traductive (combination of less and more active approaches). We should not forget about the introduction of modern teaching methods that are relevant and more effective. Such as *debate on current issues by students from class, forums, photos, game and simulation, use of technology and instructional resources.*

For example, the topic of biology is "Organoids of cells of living organisms". The teacher uses the handout material, which is a glossary of the topic in two languages: English and native (in this case, Russian). At generalization all passed is fixed in the form of small interpretation. All students are divided into two groups and given a couple of minutes to familiarize themselves with terms in English. After the time has elapsed, the teacher only names the term, and

the students have to give a definition. The winner is the team whose members answered more. Not only the correctness of the answer is assessed in terms of importance, but also the effort to try to give a definition in English.

There may be concepts of the following type:

1. Organoids. Strictly specialized structures, which are always present in cytoplasm. –
2. Biological membranes.. - Biological membrane. Bimolecular layer of phospholipids with various protein molecules submerged on different sides.
3. Plastids. Organoids in which photosynthesis is carried out.
4. Mitochondrions - Cellular energy stations, where energy metabolism enzymes are arranged in an orderly manner on the inner membrane surface.

The second method that can be used is Debate, one of the most active and productive methods of learning what

has been learned. The teacher divides the students into three groups. Everyone is given the same task on the topic of "Gene Engineering Achievements". The first group should be neutral, i.e. the third group should convince that these achievements are very useful and promising and persuade together to support further use of genetic engineering methods in solving biological problems of mankind. The

second group should prove the opposite, and also try to persuade the third group to join them. The third group should justify their choice using English terms before announcing their decision. The teacher should take into account the degree of complexity of the proposed options and the use of keywords in the assessment. Discussions can be organized in the following order:

1 group	2 group	3 gr
The problem of food products is being solved.	It leads to the disruption of the genome of organisms	
Benefits in the treatment of hereditary diseases.	As a result, various kinds of mutations arise.	
Obtaining biologically active substances (hormones, vitamins, antibiotics)	Microorganisms become resistant to antibiotics.	

The use of active methods allows for a better understanding of the topic, as knowledge of foreign languages is now becoming an important feature, it is necessary to give the student the opportunity to expand the existing knowledge and explore new

boundaries on a larger scale. And the above methods will supplement the vocabulary of biological terms not only in the native language, but also in one of the international languages.