

PECULIARITIES OF THE USE OF DIDACTIC GAMES IN THE TEACHING OF NATURAL SCIENCES

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ANNOTATION

In this article we will talk about the peculiarities of the use of didactic games in the teaching of natural sciences, the fact that educational games are the decisive factors in making the student a subject of the educational process. Didactic games on chemistry are about the ability of the student to explore, to be creative, to defend their ideas, to complete the task with enthusiasm.

Keywords: didactics, chemistry, method, biology, technology, course.

INTRODUCTION

The role of chemistry and biology in general secondary education is invaluable. The main goal of chemistry and biology is to develop a person who is logical and free-thinking, has a broad outlook, creative and artistic thinking. As our scholars say, "All the virtues of the world permeate the human heart, first of all, with the unique charm of chemistry." Therefore, the ideas of eternal love for the motherland, patriotism, humanity are realized, first of all, in the process of teaching chemistry to students[15]. This is a testament to the responsibility of the chemistry and biology teacher in the development of the younger generation. After all, the lesson is sacred! So, the goal is the same, and that is to improve the quality of education provided to students, to form in them the communicative potential, to confidently continue the future of our country, which has its own opinion, its own word in independent life It consists of educating young people who strive for higher goals[17].

Effectiveness of teaching chemistry in primary school The correct choice of teaching methods, based on the practical direction of the subject "Chemistry" The use of homework, the use of forms of lessons that create the need for students to learn[28].

The positive qualities that need to be nurtured in each person: speed, sensitivity, resourcefulness, alertness, perseverance, knowledge, independence, entrepreneurship, creativity, etc. are often formed through educational games[26].

"Quick find" game. The teacher tells students examples from folk sayings. Students will continue with a series of such articles. They identify numbers from them and work on the meanings of these sentences. Students are encouraged by the teacher to be able to understand and explain the meaning of proverbs that contain numbers. Examples: "Seven neighborhood

parents for one child", "Don't count eight", "A person who sows mulberry for a year will reap a hundred years", "One head is a head, two heads are gold"[22].

Another non-traditional form of the lesson is the "Competition of the ingenious". To organize this lesson, students are first divided into two groups. "The lesson of" competition of ingenuity "can be held in different forms[30]."

The teacher will quickly adapt to the direction in which he works with primary school students. Involving students in science, the development of their abilities requires a small class teacher skills, originality, childhood. should use. Working on creative assignments gradually becomes more complex as children age and their level of knowledge increases. When a child first enters school, he or she comes with a certain vocabulary. Although he or she uses many words in the family and in kindergarten, he or she still does not fully understand their meaning. children with more than a year of experience, who will be able to draw independent conclusions in the classroom[33].

Renowned psychologist V.A. According to Krutesky, during this period they asked themselves "Why is this?" - "Why study this?" They will be able to ask the question: During this time, they asked, "Why do we need to know our chemistry?" can answer the question. They begin to realize that the study of chemistry expands the scope of their verbal communication, opens a wide way for the study of fiction and scientific literature. It is known that reading in primary school, first of all, creates favorable conditions for the development of mental processes. They contain a lot of individual mental features such as intuition, perception, memory, thinking[13].

Memory also has its own characteristics in primary school students. "Memory" means that a person retains his life experience and later remembers it. In the psychological literature there are two types of memory: 1) creative and practical work, such as composing sentences with the participation of words, explaining their meaning. The group that completed the task first was awarded the highest grade. 2) the presence of visual memory[12].

"Explain the signs" game. During the game, students are divided into three groups. Group 1 finds the color of the melon, group 2 finds the shape and size, group 3 finds the qualities that determine its taste. Group 1: blue, white-yellow, yellow Group 2: large, small, long, round. Group 3: Sweet, delicious, nutritious The teacher hangs a picture of a melon on the board and identifies the qualities from group 1 that represent taste, from group 2 that represent color, and from group 3 that represent shape and size. submits. The winner of the game is the student who writes down all the words in the box[10].

"What is good and what is bad" game. According to the requirements of this game, students are asked to identify the good and bad qualities of their peers, to tell which students are polite and which students are rude. Example: good qualities - smart, polite, intelligent, sweet, polite, knowledgeable, knowledgeable, wise, humble, discerning. Bad qualities: foolish, rude, deceitful, deceitful, lazy, lazy, greedy, cruel[36].

"Choose a pair" game. In this game, the teacher repeats the first part of the pair of adjectives, and the students write both parts in their notebooks. The winner of the game is the student who correctly writes a pair of given qualities. Example: small - small, good - bad, low - high, long - close, sweet - bitter, black and white, etc[21].

"Find the right answers to the questions" game. Which countries does Uzbekistan border on? Do you know the names of which cities in Uzbekistan ?, What products are produced in Uzbekistan ?, Which fruits of Uzbekistan will be the winners of the competition[23]. During the lesson, the teacher asks, "Can you comment on the name of your village?" You can work on the spelling of famous horses using the game-task. To do this, the teacher first assigns the topic to the students and asks them to collect information about the "History of your village" from your parents and grandparents. "In the woods and in the yard" game. The teacher explains the game to the students: Think about the wild animals that live in the forest and the pets that live in the yard, and write them separately in two columns. Students write: In the woods: In the yard: Wolf Sheep Fox Horse Lion Bear Goat Which student or group of students writes the names of many animals at a given time is the winner of the game.

"I'll start, you keep going" game. Students are divided into two groups, the first group is asked to say the first part of a word, and the second group is asked to find the second part of the word[6].

"When there is no, when there is not, when there is hunger, when there is satiety" game. In this game, the class is divided into two groups, and one student from each group is selected to write ten words to describe the action. The group that completes the task correctly at the appointed time will have the right to tell a story (or hear it from the teacher). A fairy tale is heard and words in the text are found and their meanings are explained[9].

Game "Two names from one word". Students are divided into three groups and asked to write the names of flowers, tools and animals, and the names of the people named after them. Students write: 1. rayhon - Rayhon, Chinigul - Chinigul, tulip - Lola, lily - Nilufar. 2. child - Boltaboy, tasha - Teshaboy sickle - Sickle 3. wolf - Boriboy, lamb - Koziboy almakhan - Olmakhan, fox – Tulkiboy[16].

Game "Twins". After explaining to students that words have double consonants, they are asked if they can be compared to twins. It can be a memorable game for children. If there is the same consonant (m, m, ll, cc), Hasan - Husan, if there are two consonant pairs (nsh, st, nd), there are figurative analogies such as Hasan-Zuhra. looking for words, the game will be fun. Example[37]: All, but, cocoon, gold, hot, stick. Ganch, friend, meat, sugar, time, happiness Place the twins. 1. ga ... (ganch) 2. ga ... ar (gavhar) ti ... (calm) se ... ar (magician) ga ... (gancha) ra ... (rahm) shu. .. (so) za ... (jeweler) Whichever student completes the task correctly is the winner of the game[32].

In the early stages of reading, children think concretely. Gradually, under the influence of education, the understanding of the essence of the information being analyzed or studied in them began with the reflection of important features and characteristics in thinking[19]. It is known that psychologists note that thinking manifests itself on two levels:

- 1) reproductive (imagining) thinking;
- 2) creative thinking.

Reproductive thinking is characterized by the fact that the student acquires ready-made knowledge and understands them and remembers them orally or in writing. In the process of creative thinking, the student does not receive knowledge ready, but acquires it independently, using the methods of mental activity. In an hour-long lesson, the teacher relies on reproductive

thinking when appropriate, and creative thinking when appropriate. The effectiveness of education also requires students to be able to make judgments and conclusions[27].

Making judgments and conclusions in chemistry lessons; comparison of vowels and consonants, words and affixes, sentence structures; identify their similarities and differences; compile a list of related words and affixes; grouping them according to certain characteristics is done on the basis of such. Therefore, it is important to teach elementary students to perform these mental activities. Teaching the methods of mental activity, first of all, requires the student to become a subject (active worker) of the educational process. Only when the student becomes an active participant in the educational process, he observes and compares the phenomena of language, identifies the similarities and differences between them, divides them into groups according to certain characteristics[11].

Understands how each group can proceed independently, is able to draw judgments and conclusions based on personal observations. The fact that the student becomes a subject of the educational process does not exclude the teacher from this process, but rather enhances its impact. In this complex process, the teacher becomes not only a supervisor, but also an organizer, a direct manager of student activities. Observation, comparison, grouping, generalization are such interrelated methods of mental activity that the educational process makes them all necessary. At the same time, if one of these methods is ignored, the other will not give the desired result[29].

Students' interest in knowledge is also important in the learning process. We know of two types of interest in the psychological literature. The first type of interest is the interest that is aroused at a particular time, in the process of a particular activity, and the second is the goal interest, which, as a result of external influences, sets a specific goal for the student and motivates him. Every teacher should have a stable, indirect interest in their subject[14].

It is important to organize interesting lessons on the subject of "Chemistry", to achieve a variety of tasks, the effective use of visual, audiovisual and technical means, to strengthen the practical direction of lessons, to make students the subject of the educational process is[25].

The game will continue in this order. Game "Make a list of words with the same vowel in both syllables". In this game, both in the first syllable and in the second syllable, find words with the same vowel (eg, smoke, nose, eagle, long, cat, for, fall, etc.) and so on. It is instructed to bring the list to a certain amount. The winner of the game is the student who can find the most words in the specified number[35].

If a child loves a chemistry teacher, he also likes the subject he teaches. A student who is tired of the teacher also decorates his subject. A young schoolboy perceives any knowledge through his teacher. Students should feel that the teacher is very generous, kind, compassionate, able to understand each of them, and the ability to rejoice in their growth and development, to be a highly educated teacher. Only in this way, the love of students for you will grow. You become their closest loving person [7].

The effectiveness of chemistry education is in many ways closely linked to the real learning opportunities of children. Determining the real learning opportunities of children, taking into account their level of mastery, the ability to complete learning tasks, the ability to overcome

learning difficulties. Because it is impossible to teach a child without knowing what he is capable of.

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