

USE OF DIDACTIC GAME TECHNOLOGIES IN TEACHING ECOLOGICAL SCIENCE

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ABSTRACT

The use of didactic game technologies in the process of teaching ecology is important in teaching students to think freely, independently, and creatively, and in raising their intellectual potential. Didactic games are conducted in the form of competition, competition, mutual assistance, cooperation. Didactic game technologies, like other active methods, play an important role in making students interested in the profession, expanding the scope of knowledge, educating and activating their ability to think independently.

Keywords: competition, didactic, Ecological niche, ecological education, intellectual potential.

Currently, the educational system requires the use of the latest achievements of science and the application of its results in practice, and the wide use of active methods of imparting knowledge in the educational process, in order to increase the level of knowledge of students and young people, to expand their worldview, to guide them to free, active, creative thinking. According to the data, if the training is conducted in a traditional way, i.e. based only on listening, the students absorb at most 20% of the given information, when active methods are used, this indicator increases to 80-90%.

The use of didactic game technologies in the process of teaching ecology is important in teaching students to think freely, independently, and creatively, and in raising their intellectual potential. Didactic games are conducted in the form of competition, competition, mutual assistance, cooperation. For this, the teacher is required to determine the intended purpose of the didactic game, the ways of its implementation, the content of the game and the activities of the participants. Therefore, didactic game technologies are one of the high and effective methods of teaching that develop the cognitive activity of students.

Didactic game lessons are divided into staged role-playing games, creative business games, conference and game-exercise lessons according to their content.

Below is a methodical recommendation about the description of didactic games in the teaching of ecology, and the procedure for conducting them.

“Weakest link” game

Necessary equipment for work:

1. A set of questions on separate papers
2. Numbers for drawing according to the number of students in the group
3. Clean paper, pen

Work path:

1. The teacher works in cooperation with all groups.
2. Develops students' speech.
3. Teaches to defend one's opinion.
4. Teaches to analyze answers.

Procedure:

1. The teacher determines the correct answer of the students.
2. The "weakest link" - that is, the student - is determined.

Set of questions 1-8

1. What is the environment?
2. Explain the ways of adaptation of organisms to the environment
3. What are environmental factors?
4. Explain the limiting factor
5. What is ecological valency?
6. Explain the general validity of the effect of abiotic factors on a living organism
7. Explain the ecological groups of plants according to their adaptation to moisture conditions
8. The most important processes in plants and animals under the influence of light

"Round table" game

Necessary for work

1. A set of questions and situational problems on separate papers
2. Numbers for drawing according to the number of students in the group
3. Clean papers, pens

Work path:

1. Students will be divided into 3 groups by lot.
2. Each group sits at a separate table and prepares a clean paper and a pen.
3. Date, group number, name and surname of students are indicated on the paper.
4. The participant of each group receives a question from the envelope.
5. Pupils write their tasks on paper.
6. This paper is given in a circle.
7. Each student writes his answer and passes the paper to another.
8. 3 minutes are given for each student's answer.
9. When the time is up, the paper is handed over to the recipient.
10. The results of all students will be discussed and the maximum points will be given to the winning student.
11. 15 minutes will be given for discussion.
12. The work of students remains with the teacher.
13. Answers will be analyzed.

Questions 1-8

1. What is biocenosis?
2. What is phytocenosis?
3. What is zoocenosis?
4. V.N. According to Beklemeshev's classification, what are the relationships between organisms in biocenosis?
5. Explain the ecological role of predation and parasitism
6. What is amensalism?
7. How do you explain the relationship of mutualism?
8. What is an ecological niche?

“Domino” game.

The question and answer are written in the first half of the handouts consisting of two parts, and the answer is written in the second half, and the same question and answer are not related to each other, and the corresponding answer is found in another handout and sorted in a chain. The main condition is that two questions or answers should not fall next to each other. Questions are clipped before distribution to students.

In conclusion, didactic game technologies, like other active methods, play an important role in making students interested in the profession, expanding the scope of knowledge, educating them in their present-responsibility characteristics, activating and developing their independent thinking ability.

Didactic game classes serve to provide students with environmental education, increase their creative activity, guide them to the profession, deepen their communication and speech culture, and expand their worldview.

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