
METHODS OF IMPROVING NATURAL SCIENCE COMPETENCES IN PRIMARY CLASS STUDENTS

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ABSTRACT: This article provides information on the advantages of using the methods of organizing natural science classes using interactive methods, case study method, brainstorming, and working in small groups.

The study included 125 patients aged 24 to 67 years (mean age 38.7 ± 9.2 years) with moderate to severe vertebrogenic lumbosacral radiculopathy (VCR), from 5 to 9 points on the visual analog scale (VAS).

KEYWORDS: STEAM education, natural sciences, small group method, Case study method, brainstorming, problem questions.

INTRODUCTION

Student's interest in learning science plays an important role in the effective organization of research activities. The importance of using didactic games in teaching natural sciences is incomparable. The effective use of didactic games during the lesson increases the interest of every student in science, the process of learning new knowledge by playing prevents the student from getting bored during the lesson. When working as a team, the student's communication culture, leadership ability to manage a group, self-management skills, and the ability to prove their own opinion increase in self-confidence.

The use of didactic games includes a live demonstration of the lesson, the teacher's speech technique and the behavior of children during the game, as a result of which unity is born in perception (sight, hearing, skin sensation signs). . In this case, the teacher strictly follows the rules of the game, which ensures orderliness and respect for others' opinions in the child. During the game, the teacher becomes a guiding facilitator. The child looks forward to such lessons, they act with interest during such lessons. The effective use of didactic games in the course of the lesson has a positive effect on the feelings of students and cultivates the desire to learn. Didactic games are organized according to the age of students. During the game, students are organized as a majority or as a team with the participation of the whole class. For example, all children participate in the game "Domino", through this game children's ability to think logically develops, students work on the given examples with interest, which automatically instills interest in science in students. stimulates motivation. In addition, even if not all children participate in the game, they participate in the game with some gestures, which requires an individual approach to

students. Properly organized didactic games lead students to success. One of such didactic games is games that develop research and logical thinking.

May make appropriate changes to the game structure.

The teacher should follow several didactic rules when organizing didactic game lessons in the educational process.

1. Lessons based on game technology must fulfill the educational, educational, developmental goals and tasks specified in the program.
2. It is necessary to set a problem and find a solution to this problem by the students during the game.
3. Being able to comply with the principles of educating a mature personality and the norms of Uzbek manners.
4. Continuation of the structure of the game on the basis of integrity.

It is possible to achieve high results from didactic games organized in accordance with the above-mentioned principles.

The game form of education has recently become widespread in the world pedagogy. In pedagogical literature, the use of games is often called "active learning" because it activates the learning process. The need to use them in primary school is obvious, because children's education begins at the age of six. The main activity of preschool children is play, so it is very difficult for a first grader to immediately switch to learning. The games and game exercises used in the lesson make this process more interesting, create a cheerful, hard-working mood in children, help overcome difficulties in mastering the educational material, and evoke positive emotions. V.A. Sukhomlinsky wrote: "Let's take a closer look at the role of play in a child's life." For him, the game is the most serious matter. The world opens up to children in the game, the creative abilities of the individual are revealed. Without them, complete mental development does not occur and cannot occur.

The form of transition from game to study in the educational process is a didactic game, which inextricably connects learning with the game form of organization. Didactic games are a type of games with rules specially created by a pedagogic school for teaching and educating children. They are aimed at solving certain problems in the education of children, but at the same time, the educational and developmental effects of game activities are manifested in them.

We know that the didactic game is a part of the whole pedagogical process, which is combined and interrelated with other forms of education and training. By organizing didactic games, we equip students with new knowledge, on the basis of which skills are formed, creative abilities of small group members are encouraged.

Games are divided into six types according to their purpose:

1. Games aimed at group work help group members to get to know each other, create enthusiasm for group work, and ensure that members feel free.
2. Games aimed at identifying common interests help to quickly restore the internal relationship of group members. It helps the new members of the group (students) to adapt to the conditions.

3. Games that support the unity of the group - help to establish mutual relations, strengthen unity and cohesion.
4. Connecting games - provide an easy, natural transition from one subject to another. It serves to connect different concepts.
5. Stimulating games - encourage group work, help to discuss complex topics.
1. Games that stimulate creativity help to use innovative methods in education, game participants discover new aspects of themselves, the ability to accept new things is formed.
6. Final games - finalize the study of topics that are highly complex in terms of volume, help to consolidate the acquired knowledge and improved skills, experimenting with innovative methods of teaching teaches to draw conclusions. At the end of each game used in the learning process, time is allocated for the teacher's comments. In this case, attention is paid to commenting on how this or that game was received by the group members, what ideas it gave birth to in the group.

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