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THE IMPORTANCE OF USING GAME EXERCISES IN BIOLOGICAL SCIENCES IN THE FORMATION OF STUDENTS 'LEARNING SKILLS

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Abstract
This article provides information about the importance of using game exercises in biology to increase the cognitive interest of students, as well as the development of their skills of independent acquisition of knowledge.

Keywords: game exercises, training, upbringing, memory, skills, independent acquisition of knowledge, biology, botany, zoology

Introduction

It is a bit difficult to increase students ’interest in learning with simple lessons. The reason is that today's students are aware of modern technology and science. In order to increase their interest in learning, it is necessary to use special methods in the classroom.

Games-based lessons are designed to combine students' learning activities with play activities, they enhance students' ability to think freely, draw independent conclusions, solve problem situations, and interact. Conducting games in combination with other teaching methods increases the effectiveness of biology lessons, facilitates the assimilation of knowledge and develops students' skills of collaboration and independent learning.

Games are a great way to organize a group of people for joint activities, encourage a person to take certain actions, increase motivation and look at routine work from a new perspective. The famous example of Tom Sawyer, described by Mark Twain, shows that you can captivate others even with such a boring task as painting a fence - if you approach the matter with imagination.[4].

The main purpose of the month exercises is to increase the effectiveness of independent learning by increasing learners ’interest in learning the basics of science;

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Literature Review

In 2011, “Tafakkur” Publishing House published a book by J.O. Tolipova, M.T. The methodical manual for 6th grade teachers "Botany lessons" published by Umaraliyeva provides information on the types of game exercises, methods of their use in the classroom.

In 1996 Pidkasistyy P.I., Khaydarov J.S. The textbook "Technology of games in training and development", published by the author, provides information on the importance of the use of game exercises in the educational process in the effectiveness of students' learning.

Leslie Ray's 2003 handbook, “Developing Navigation Skills” discusses a number of game exercises and their use and types in the classroom. .[3].

In school biology, observation, questionnaires, tests, and comparisons were used to determine the effectiveness of lessons learned through games and assignments.

Discussion

During the game, students perform the assigned tasks not as an obligation but according to their desire and interest. Through play, students not only enrich their quest qualities through a sense of aspiration to win, but also increase their interest in learning science. According to the sphere of influence, games are divided into several groups: games that develop attention, imagination, memory, logical and independent thinking skills.

Games that develop imagination and memory, logical and independent thinking skills in biology classes include “Collect Cubes” , “Journey”, “Imageless” (based on facial expressions and gestures), “Weave a fairy tale”, “Remember and we write”, “'Who is more”, “Find the riddle”. .[1].

The use of the “Collect Cubes” game in the study of plant systematics develops students' independent learning skills.

For this game, students will be prepared 6 cubes with pictures of plants belonging to 6 families, cards with the names of 6 families. At the teacher's suggestion, one of the students goes to the board and chooses one of the cards with family names on it. Find pictures of plants belonging to the family on the card, collect the cubes and fill in the following table:

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Table 1:

Family name	**Name of plants**					
Rosaceae family						
Brassicaceae family						
Malvaceae family						
Solanaceae family						
Fabaceae family						
Chenopodiaceae family						

Then the next student comes out and continues the game in this way.

Most students may notice a lack of attention or sluggishness when working on an object. The child's attention depends on his mood and perception, and some play exercises are aimed at increasing the child's attention. Examples of such games are "Fictional Story", "Correct the Error", "Find the Error in the Table", "Find in 5 Attempts", "Reading Room".

At first glance, the games may seem light and carefree, but they require a lot of effort from the student, such as intelligence, patience, and independence.

The “find in 5 attempts” game can be used in biology lessons. In this case, cards with the names or pictures of several plants (animals) are placed on the study desk. A student walks out of the classroom. The rest of the students choose one plant (animal) name. When a student leaves the classroom, he or she begins asking his or her classmates questions about the selected plant (animal). The rest just answer “yes” or “no”. The questions should be related to the morphological features, specific features of the plant (animal) given in the textbook. The game participant is only allowed to ask 5 questions. For example, in zoology, on the topic of "Hoofed Mammals", a cow, a sheep, a goat, a bison, a saiga, a gazelle, a deer, a pig, a water horse, a horse, cards with pictures of animals such as donkey, rhinoceros, tapir, zebra, zebra are given. The student will have to find the selected animal type in 5 attempts. The questions asked and the answers to which the student has mastered the task.

At the end of each game, a conclusion must be made. The teacher should clarify the conditions of the game, manage the whole process, draw conclusions and determine the winners of the game. It is important to reward each participant at the end of the game. It is necessary to use such stimulating words as "the best", "the most agile", "sharp-witted", "smart", "wise".[2].

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Games have a special role not only in educating students, but also in having a positive impact on their upbringing.

Conducting biology lessons through games increases students' attention and interest in science, deepens their understanding of physiological processes in living organisms, long-term memory of information through games and the formation of high moral qualities, interest in independent learning. has a special significance.

Results

In order to determine the effectiveness of lessons in the biological sciences using game exercises, the lessons were conducted in two different ways in the "experimental" and "control" classes, which were separated from 6-8 grades of the school. Biology lessons in experimental classes were based on game exercises. In the control classes, the lessons were conducted as usual without game exercises.

At the end of the experimental classes, tests are conducted in the "control" and "experimental" classes. Both comparable classes were given test questions of the same content. The number of questions asked to students was 20, and 40 minutes were allotted for work.

The results obtained in the two selected experimental and control classes were as follows:

Table 2:

s/n	**Experience**	**Control**	**Experience**	**Control**	**Experience**	**Control**
Separated classes	6-A class	6-B class	7-A class	7-B class	8-A class	8-B class
Number of students	28	28	25	25	27	27
5 marks	15	10	9	6	13	10
4 marks	10	12	12	10	11	11
3 marks	3	6	3	7	3	6
2 marks	-	-	1	2	-	-
The general result	**4,4**	**4,1**	**4,2**	**3,8**	**4,4**	**4,1**

Conclusion

Conducting biology lessons through games increases students' attention and interest in science, deepens their understanding of physiological processes in living organisms, long-term memory of information through games and the formation of high moral qualities, interest in independent learning. has a special significance.

Various game exercises and assignments used in the experimental class increased the students' attention to the lesson and allowed them to deepen their understanding of

the topic. Although the control questions were included in a number of topics, they had a positive effect on the memory of the topic.

In conclusion, the use of game exercises in the lessons, paying attention to the content of the topic, the age, physiological characteristics and interests of students, has a positive effect on the acquisition of in-depth knowledge of biology.

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