

INSTRUCTING STUDENTS TO CREATIVE THINKING BASED ON EDUCATIONAL GAMES IN ELEMENTARY SCIENCE LESSONS

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“ The goal of modern education is not to memorize information , but to analyze and apply it in practice ,” Albert Einstein emphasized. In accordance with the above idea in primary schools, games are one of the main and convenient ways to increase learning efficiency. Because for children who have just come to school, game activities occupy the main, leading place. The child gets bored during a 40-45-minute lesson, his mind is more inclined to play. Therefore, active games increase the child's interest in the lesson and develop a conscious attitude.

Games have two types of significance: educational and nurturing.

The educational significance is that children acquire knowledge, skills, and competencies through play by the teacher, and through the knowledge, skills, and competencies imparted to children in play, they develop moral, cooperative, independent, and self-confident qualities. This is of significant educational importance.

Currently, creative, experienced teachers are achieving effective results by combining the educational process with didactic games in improving learning and cognitive activity. Didactic games used in the course of classes are actually designed to facilitate the process of mastering topics and provide effective knowledge through teaching, and they play a unique role in increasing student activity.

Below are examples of educational games related to natural sciences.

the topic "Seasons of the Year" through the exercise "Illustrate in a Picture".

Group members draw pictures based on the concepts they understood during the lesson.█



"Weather" game.

All the children stand up from their desks and take a step to the side. The children rub their palms together to imitate the howling of the wind. They pinch their fingers together to imitate raindrops. The children clap their hands on their shoulders to speed up the rain. It rains - in this process, the children clap their hands on their thighs. The final process is a thunderclap, the children clap their feet on the ground to create thunder.



"Fruit salad" game.

The students of the class are divided into groups based on the names of five types of fruits, namely "apple", "pear", "peach", "quince", "pomegranate". When the leader says which fruits he will make a salad from, the students change places according to the names of the specified fruits, the leader must quickly sit down in one of the empty places, the student who cannot sit down acts as the leader. The game lasts 1-2 minutes in this way. For example: if the leader says: "I want to make a salad from all fruits", all "fruits" change places, or if he says "I want to make a salad from apples and pears", they change places only for the fruits named by the leader.



Game "Find a common name for the pictures."





Answers: summer, Navruz.

"Word volleyball" game.

Students stand in a circle. The teacher stands in the middle of the circle, throws a ball to a student and says the name of an object, and the student who catches the ball says a characteristic or aspect of this object. For example: "Wolf" means a wild animal, "Onion" - a vegetable.....



In conclusion, in science classes, students have the opportunity to demonstrate their integration process, logical thinking, and competencies based on the topics studied through games that encourage creativity.

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