



EDUCATION IN BIOLOGY CLASSES - THE IMPORTANCE OF USING ENERGY EFFECTS TO INCREASE THE EFFICIENCY OF EDUCATION

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Abstract

This article provides information about the types of energizer exercises used in biology lessons, how to use them and their importance in the effectiveness of teaching and upbringing.

Keywords: energizer, exercises, biology, training, education, game exercises, performance.

Introduction

We know that it is a difficult task to attract modern students to the lessons organized in the traditional way, to increase their enthusiasm for learning. Because students are aware of the achievements of modern science, as well as receive a lot of information through television, various magazines and the Internet. Therefore, the teacher may not be interested in lessons that are limited to the textbook and based on oral speech. Therefore, the organization of modern lessons in accordance with modern requirements, the realization of students' interest in science, independent work, creative and intellectual potential of thinking. From this point of view, the use of various energy exercises in the classroom is important in achieving the intended goal.

Literature Analysis and Methods

In secondary schools, students in grades 5-11 are introduced to biology. The methodical manual for teachers of 6th grade "Botany lessons", published in 2011 by "Mentality" by JO Tolipova, MT Umaraliyeva, provides information on the types of game exercises, methods of their use in the classroom. [1].

"Development of training skills" by Leslie Ray, published by Peter Publishing House in 2003 by Leslie Ray, focus on the use and types of games in the classroom.

In 2006 A. Churichkov V. Snegiryov's collection namely "Piggy bank for a trainer: A collection of warm-ups necessary in any training" includes exercises based on the beginning, middle, end and physical movements of the lessons, depending on the requirements and conditions of the exercises. can be used during. In school biology, methods such as observation, questionnaires, tests, and comparisons were used to determine the effectiveness of lessons using energy-intensive exercises, games, and assignments.



Discussion

Energizers are usually short exercises that do not have a function related to the content of training. They help to find a common starting or ending emotional point in a group, set a certain energy level, create a mood for the group, or synchronize students' attention. [3] Energetic exercises used in the classroom have a positive effect on the mental, physical and emotional well-being of students and play an important role in achieving new goals with new strength. Energizers used in the lessons are very diverse, depending on the conditions of the classroom, the number of participants, the duration of the lesson, the complexity and type of topic. Energizer game exercises are divided into intellectual, leader identification, mutual introduction, solidarity, role-playing, role-playing, environmental awareness, and community-based play. Biology lessons include the following exercises: "Rostlan", "General", "Acting", "Earthquake", "Evolution", "Give me what I don't know!", "The secret of names", "Do the opposite", "The animal we like", "You can use "Piano", "Our fingers", "Story", "Use of objects", "Remember the song", "Plane", "Like or dislike", "Seven", "Sections" and others. [2]

For example, in biology classes, the use of the "Acting Skills" game can be used to reinforce a topic. In this case, the teacher says a few words on the topic. In particular, in botany: "Algae are low plants." In zoology: "The largest spider dance." In the science of man and his health: "Man has 32 permanent teeth." In biology: "Proteins are made up of 20 different amino acids", etc. The words of the teacher are repeated by the participants of the game. Each participant must say the word in a new intonation. If the participant repeats the intonation of the speech, he leaves the game. Thus, the game will continue until 3-4 winners. The game section "Sections" is intellectual in nature and has a positive effect on the memory of students. It is useful to use this exercise in general lessons in biology. Students are given the name of a recurring chapter, section, class, or family. For example, in the general lesson in botany, the names of relatives, cousins, cousins, cousins and other families are given. The teacher says any letter he wants. Participants find and write the names of plant species belonging to families that begin with this letter. The student or group who writes the most is the winner. Motivational exercises play an important role in raising the mood of bored students, increasing their attention to the lesson. These exercises have a positive effect on the physical and mental state of students and help them to master the lesson. One of the movement exercises is the Do the Reverse exercise, in which the teacher announces a series of movements to the students. Students must do the opposite. For example: When the arms are said to be at the top, the body is bent and the arms are lowered. When the arms are at the waist, the two arms are joined and placed on the head. The hands are marked at the beginning. Commands are said in a mixed way, first slower then faster. Those who get lost in training will leave the game. In the main part of the lesson, the students who performed this exercise will be in a good mood, they will feel positive about the lesson, increase their ability to listen and memorize, and will continue to listen to the lesson in high spirits. The use of these types of games in explaining complex topics is very effective. Only these exercises should be used on their own and in accordance with the purpose.



Outcome

In order to determine the effectiveness of the lessons using energy-intensive exercises in the biological sciences, the lessons were conducted in two different ways in the "experimental" and "control" classes, separated from grades 6-9. In the experimental classes, lessons in biology were conducted energy-intensive exercises. Classes were conducted in each classroom using separate teaching methods.

Table 1:

	Control classes	Experience classes
Methods and techniques used in the lesson	Theoretical training based on traditional educational technology.	Theoretical training based on traditional educational technology. Energizer exercises game assignments.
Equipment used in the lesson	Textbook, computer, video projector, monitor connected to the Internet.	Textbook, computer, video projector, monitor connected to the Internet.
Forms of control in determining students' knowledge	I, II and III level test questions created in ISpring, Easy Quizzy programs	I, II and III level test questions created in ISpring, Easy Quizzy programs

At the end of the experimental classes, tests are conducted in the "control" and "experimental" classes. The same tests for both comparison groups are performed using I, II and III level test questions created in ISpring, Easy Quizzy programs. The number of questions asked to students was 25 and they were given 40 minutes to work. The test results in this program will be released at the specified time. The results obtained in the two selected experimental and control classes were as follows:

Table 2:

s/n	Experience	Control	Experience	Control	Experience	Control	Experience	Control
Isolated classes	6-A class	6-B class	7-A class	7-B class	8-A class	8-B class	9-A class	9-B class
Number of pupils	28	28	25	25	27	27	25	25
5 rating	15	10	11	8	13	10	9	6
4 rating	10	12	10	10	11	11	12	10
3 rating	3	6	4	7	3	6	3	7
2 rating	-	-	-	-	-	-	1	2
Overall results	4,4	4,1	4,3	4	4,4	4,1	4,2	3,8

Conclusion

The above table confirms that the use of energy-intensive exercises and assignments in experimental classes has a positive effect on the level of mastery and knowledge of students. Various game exercises, energy games 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 energizing 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 deep knowledge of biology.

References

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Internet resource:

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