

## GAME-BASED LEARNING APPROACH ON STUDENTS' MOTIVATION AND UNDERSTANDING OF CHEMISTRY CONCEPTS

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The problem of the effectiveness of education is closely related to the activity, the independence of the students, the conscious desire to learn the basics of the studied science, prompted by the cognitive motives of their educational activity. The didactic game is an effective tool that stimulates the learning process of chemistry. The didactic game (the training game) is a kind of activity, in which children learn. Inclusion in the learning of the elements of the game makes the process more interesting and emotional, facilitates the assimilation and consolidation of the studied material. However, the didactic game can not be regarded as entertainment or rest at the lesson. Didactic game – this is an effective methodical method, allowing you to involuntarily include the student in an active creative educational activity. Playing in school is not an end in itself, but a means of teaching, the application of which, in combination with other methods, should make a definite contribution to the solution of the educational and educational tasks of the chemistry course of the secondary school. Consequently, the didactic game through entertaining, teaching, nurturing and developing functions contributes to the solution of the didactic tasks of the learning process – educational, educating and developing. Didactic game – is an active activity in modeling the studied systems, phenomena, processes. The main difference between the game and other activities is that its subject is human activity itself. In the didactic game, the main type of activity is the learning activity, which is intertwined in the gaming and acquires the features of the joint-play learning activity. Active participation in the game contributes to the development of the creative potential of the trainees, their attention, memory, imagination and thinking, and this in turn affects the degree of development of learning activities and the results of learning in general. In the didactic game, students are brought up, since the game is a collective form of work. In the process of its preparation and conduct, children learn the culture of communication, the ability to work in a team, to overcome psychological barriers, i.e. there is work on themselves, over their habits and properties of character. The didactic game at the lesson helps to change the emotional atmosphere, which becomes more animated, relieves tension, fatigue and allows students to adjust to the assimilation of new information. For the better, the relationship between the teacher and the students changes. Didactic game also performs a developmental function. In general, the process of learning knowledge of chemistry for students is a hard and stressful work, constantly requiring attention, well-developed memory, intense efforts, maximum intellectual work. Therefore, for the successful teaching of chemistry, it is necessary to train these psychic properties. Didactic games can be divided into teaching, developing, educating and combining, allowing to solve simultaneously several didactic tasks. Games of a learning nature can be used by the teacher in the classroom while studying a new topic for mastering concepts, in generalizing and systematizing the knowledge acquired, as well as in monitoring and recording students' knowledge.

Educational games often find a place in the control of homework, fixing the studied material, as well as in practical and laboratory studies, but a special result with their help is achieved in the preparation and conduct of lessons, seminars, studies, in conducting extra-curricular activities on the subject. Among the games of this kind can be distinguished: games that educate the worldview; games that bring up personal qualities; games that promote polytechnical training. A broader use in the learning process is played by combined games that help to solve simultaneously several didactic tasks of the lesson. Didactic games also, in our opinion, are useful for classroom teachers to classify, taking as a basis the form of their conduct: verbal, or verbal; with the use of game attributes; story-role; computer.

The proposed classifications make it possible to draw a parallel between the goals, the forms of the didactic games and the didactic goals, the methods of the lesson, and see their identity, which once again proves how the game method is close to the learning process and therefore can have some impact on it, and this, in its turn, helps to increase the effectiveness of teaching chemistry.