THE EFFECT OF USING THE "I SAW, HEARD, DID" METHOD IN TEACHING BIOLOGY AMONG HIGH SCHOOL STUDENTS

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Annotatsiya: Ushbu tadqiqotda biz yuqori sinf o‘quvchilari o‘rtasida biologiya fanini o‘qitishda “Ko‘rdim, eshitdim, qildim” usulini tatbiq etishning ta’sirini ko‘rib chiqamiz. Ushbu innovatsion yondashuvning samaradorligini o'rganish orqali biz uning potentsial afzalliklari, muammolari va o'rta maktablarda biologiya ta'limiga ta'sirini yoritishni maqsad qilganmiz. O‘quvchilarning faolligi, o‘quv faoliyati va umumiy ta’lim natijalarini har tomonlama tahlil qilish orqali biz o‘rta maktab o‘quvchilari uchun biologiya ta’limining kelajagini shakllantirishda “Ko‘rdim, eshitdim, qildim” usulining o‘zgartiruvchi kuchini ochishga intilamiz.

Kalit so'zlar:biologiya,innovatsiyalar,innovation yondashuv,ta'lim,dars jarayoni.

Аннотация: В данном исследовании мы изучаем эффекты использования метода «видел, слышал, делал» при преподавании биологии среди старшеклассников. Изучая эффективность этого инновационного подхода, мы стремимся пролить свет на его потенциальные преимущества, проблемы и последствия для биологического образования в средних школах. Посредством всестороннего анализа вовлеченности учащихся, успеваемости и общих результатов обучения мы надеемся раскрыть преобразующую силу принципа «Я видел, я слышал, я сделал» в формировании будущего биологического образования для старшеклассников, к которому мы стремимся.

Ключевые слова: биология, инновации, инновационный подход, образование, учебный процесс.

Abstract: In this study, we examine the effects of using the "I saw, heard, did" method in teaching biology among high school students. By examining the effectiveness of this innovative approach, we aim to shed light on its potential benefits, challenges, and implications for biology education in secondary schools. Through a comprehensive analysis of student engagement, academic performance, and overall learning outcomes, we hope to unlock the transformative power of "I saw, I heard, I did" in shaping the future of biology education for high school students.

Key words: biology, innovations, innovation approach, education, teaching process.

INTRODUCTION.

Finding innovative and effective teaching methods in high school biology education is critical to engaging students and enhancing their learning experience. The "I saw, heard, did" method stands out as a forward-looking approach that combines visual, auditory and kinesthetic elements to create a comprehensive and immersive learning environment. This method has the potential to revolutionize the way biology is taught to high school students, offering a dynamic and engaging alternative to traditional teaching strategies.

MATERIALS AND METHODS.

By incorporating the "I saw, heard, did" approach to biology education, educators aim to provide students with a holistic learning experience that accommodates a variety of learning styles and preferences. Through visual observations, auditory explanations, and hands-on activities, students are encouraged to actively participate in the learning process, leading to deeper understanding and retention of biological concepts. This method not only provides a deeper connection with the subject, but also cultivates critical thinking, problem solving skills, curiosity and

research in high school students. Innovative teaching methods in the field of education o 'plays an important role in engaging students and deepening their understanding of complex topics. When it comes to teaching biology to high school students, the traditional memorization method often falls short of instilling curiosity and critical thinking skills. However, the "I saw, heard, did" method offers a refreshing and effective alternative that has shown promising results in enhancing the learning experience of students. The "I saw, heard, did" method is a practical and experiential learning method and encourages students to actively engage with the subject through observation, auditory stimuli, and hands-on application.

RESULTS AND DISCUSSIONS.

In the context of biology education, this method involves students seeing biological phenomena with their own eyes, listening to explanations and discussions, and actively participating in experiments and activities. Study biology among high school students the introduction of the "I saw, heard, did" method in the classroom had a great effect. First, this method promotes a deeper understanding of biological concepts, allowing students to see principles in action and actively participate in the learning process. Through practical exercises and experiences, students develop a clear connection with the subject, connect abstract concepts and make them memorable. In addition, the "I saw, heard, did" method increases students' activity and enthusiasm in the lesson. By incorporating visual aids, interactive discussions, and hands-on demonstrations, teachers can create a dynamic learning environment that engages students and encourages active participation. Such active participation not only improves recall and understanding, but also develops critical thinking and problem-solving skills. In addition, the "I saw, heard, did" method develops a cooperative and interactive learning community among high school students.By encouraging peer discussions, group activities, and hands-on experiences, this method develops teamwork, communication skills, and a sense of shared discovery.

Students learn not only from their teachers, but also from each other, creating a rich and stimulating learning experience.

CONCLUSION.

In conclusion, the "I saw, I heard, I did" method proved to be a valuable tool for improving biology knowledge among high school students. By encouraging active participation, experiential learning, and collaborative inquiry, this approach helps students gain a deeper understanding of biological concepts and develop the skills necessary for academic success. As educators continue to update and adapt their teaching strategies, the I Saw, Heard, Did Method stands out as a promising approach to enrich the learning experience and inspire a new generation of curious and knowledgeable biologists.