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INNOVATION TECHNOLOGY AND METHODS IN TEACHING CHEMISTRY

Abstract: This article covers the problems and methods of teaching the subject of chemistry and impact of innovation methods.

Key words: chemistry, teaching methods of education, innovation.

In the Republic of Uzbekistan "On education" and "Training program", the adoption of laws of democratic countries that take into account economic changes in the system of training has become the beginning of a large-scale reform. The implementation of a successful reform of the personnel training system, primarily of higher education, in order to achieve stability and purposeful development of the education system has qualitatively changed the use of modern educational technologies. Pupils must have thorough and deep knowledge and skills, be qualified to be competitive, not only repeat the educational material and Mature, but also not be limited, regardless of their knowledge, improve and systematize them plays an important role.

Currently, teaching is one of the topical issues in the process of developing pupils' thinking, creative use of knowledge of their chosen field (specialty) and the formation of the ability to independently master new skills. For the development of pupils in creative activities, they must take an active part in the process of learning.

Training methods for effective use of each track for training purposes in accordance with the developed solution of problems at the preparatory stage of selection, as well as technological maps.

Problem situations conclusion on the following methods:

- the solution of the conflict situation and its independent solution were offered by the pupils themselves.;

- describes a different point of view to look at the question;

- to deal with the conflict;

- pupils are invited to compare the situation, summarize the facts, draw conclusions, and compare;

- specific questions (popular, basic, systematization, logical and artistic point of view);

- the problem of theoretical and practical problems;

- following the problem task (excessive or insufficient early information, questions or confrontations with uncertainty, awareness that mental slowness copes with mistakes in time).

Pupils of chemistry will be able to use this method in teaching the content and structure of science. As for the scientific questions related to the fundamental problems of science, they are divided.:

(for determining the structure of molecules, the structure of space, electronics);

their structure and properties of substances with a practical value of the properties dependence;

Various methods of obtaining mineral and natural raw materials.

Some classes of organic compounds and compounds in the learning process will be private, and the obvious problem with the above problems is related.

Part of the lesson, the following problem arises: the variety of organic substances and life is a very important reason for this? Organic chemistry is the main problem with this compromise, and the last training issues are resolved. "Theory of the chemical structure of organic matter tasks are clearer", study of the subject. In the audience, for the first time with the composition of substances, the introduction of their carbon valence from previous theoretical concepts leads to a confrontation of the theory of structure and thus to the search for solutions to the problems being studied. He explained to them that the teacher directs pupils to

solve this problem, and, summing up the problem, it is logical to conclude that then listening to the answers to them is the way to solve the problem-Notes. After pupils have mastered the basic rules of the theory of organic chemistry, the main task-due to their dependence on the composition and properties of substances throughout the course, the problem is solved. For example, unsaturated hydrocarbons have revealed a number of problems. the subject of the most important problem is how the new structure of substances and their properties are formed. The molecular mass determined by the formula for an ethylene molecule by a carbon atom and four carbon atoms consists of hydrogen and leads to a confrontation with the structural, spatial and electronic structure of the identified molecule. The teacher explains the solution to the problem.

All organic carbon compounds must have four valence and ethylene structures, so there is a problem. The calculation of the individual chemical bonds of the properties of substances raises the question: how can it? Before ethylene, ethylene is compared to previously studied saturated hydrocarbons: is the nature similar to methane or is there some homology? That was the question. some pupils are reminded of ethylene, ethane, because they have an equal amount of carbon and four valences. Other pupils according to the differences in the structure and spatial structure of ethylene saturated properties differs from the belief that the hydrocarbon. Because the carbon atoms that comment across the garden attached to one of them can break your jaw, and that's easy. Tetravalent carbon preserves the ethylene molecule and other carbon compounds. So two different points of view, he said: ethylene properties of ethane are similar, but different. How can there be truth? Pupils are also offered work experience with methane to ethylene. Reactions of bromine with water and potassium permanganate are shown as a result of experience, the properties of the saturated differ from the beliefs that the hydrocarbon. Ethylene, chemical properties and actions will be discussed with a view to completion. Then the pupils were asked: ethylene, where is it applicable? the substances used are related to the problem by their properties. Pupils use dichloroethane, polyethylene, ethylene ethyl chloride. The homologues of ethylene

halogen, hydrogen and water of the chemical reaction equation will consist of the conclusion of an ambiguous solution.

For ex.The method of "blits-request". In this method, pupils will be asked quick questions. All these questions are questions that require a clear answer.

1.Corrosive acid (formic acid).

2. Identify a substance that is both an acid and an aldehyde (formic acid).

3. Butane is another name for an acid (a fatty acid).

4.The yield of carbon dioxide used in the production of synthetic fibers?(Dimethylformamide).

5.Carbon dioxide to be used when taking aspirin? (Acetic acid).

6. Tirades of what color does carbon dioxide change the litmus test? (Red).

7. What is this factor that reduces the strength of acids? (The number of combination of radicals).

8. Why is the boiling point of carbon dioxide high? (Hydrogen).

9. Which substance is fed acetic acid, whether it is macular-metan or Bhutan? (Bhutan. It is expensive to take methane, it is multi-stage).

10.In which solvents do carboxylic acids dissolve? (Alcohol and ether).

The following question arises: which of the carbon and hydrogen atoms do you consider to be halogen? The distribution of electron density in the C molecule according to the Markovnikov rule is concluded. As a result, the course of organic chemistry, particular problems, before leading around the problem, due to observation. Gradually, slowly-pupils will be able to see the unique aspects of new problems, and then become active and grow. The problem and the level of involvement of pupils in solving problems are different. In the first class, pupils still do not have enough knowledge for independent work, the teacher shows the internal contradictions of the problem, assumptions, discussions, experience proves that it is based on the truth, on a topic that is completely problematic. Then the percentage of pupils in solving problems gradually increases: they put forward hypotheses that determine the style and suggest a way to solve them (creativity).

Some research methods are used in courses. In General chemistry classes, the key to improving the quality and effectiveness of problem solving is flexibility in the use of educational content, and pupils must rely on the preparation process to solve the problem.

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