

REFLECTIONS ON CERTAIN CONDITIONS FOR SUCCESSFULLY CONDUCTING SOME EXPERIMENTS IN CHEMISTRY

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ANNOTATION

Consequently, attention is paid to the tasks that must be performed from the bottom of the education system to the training of scientific personnel.

Keyword: independent activity, iron flakes, electrochemical voltage series of metals, periodic system of chemical elements

Rapid changes in the socio-economic, political and cultural spheres of our country require a fundamental reform of the education system, because through an excellent education system, young people who determine the future intellectual potential of our republic and its flourishing and development will be created in all ways. , plays a decisive role in educating them to be independent. Therefore, the most important strategic direction in education is the innovative activity of educational institutions.

This is an urgent issue of today's implementation of intellectual property and intellectual property system in the form of innovative activities in all educational institutions, especially higher education that prepares creative, high-potential specialist pedagogues.

If the teacher pays attention to his work, all the experiments shown in the chemistry program will be successful, but they will not be successful in the case of teachers who do not know the necessary conditions for conducting these experiments. [1, c.153]

For example, the formation of iron (II)-sulfide seems to be a very easy task at first glance. But this experiment is not successful in most cases. The success of this experiment depends on the quality of the iron used: for the experiment, often, they use iron shavings, not recycled iron; and iron shavings are often not clean, their surface is usually somewhat oxidized. It is necessary to thoroughly clean the iron shavings in advance: put them in a solution of hydrochloric acid for a few minutes, then remove them from the hydrochloric acid and wash them with water and dry them. The size of the iron shavings is also important - for the experiment, you should use small shavings.

The experiment of decolorizing litmus with concentrated nitric acid often fails. This is because only concentrated nitric acid decolorizes litmus; and for experiments, they often use diluted acid instead of concentrated acid.

The success of all other experiments depends on specific conditions. The teacher himself must know these conditions and follow them. If a teacher has doubts about the experience that is intended to be

presented as a teacher and does not believe that it will turn out well, he should definitely check this experience first.

The experiments performed should be clear, simple and understandable to students. The teacher shows substances and the changes that occur with them, often in test tubes. However, an in-depth examination of the effectiveness of the means of performing various experiments shows that most of the students in the class cannot perceive the experiments performed in small-sized devices, for example, in a test tube. These statements also apply to most tables, charts, and other instructional aids used in teaching chemistry.

A chemistry teacher has an extremely important task, that is, to fundamentally improve the technique of demonstration - to bring the objects of the experiment as close as possible to the students.

According to Snoon, the display of large objects and the use of distributed collection material are of great importance.

In the process of demonstration, the teacher shows the objects that are not well visible from a distance around the whole class (in a hurry), and in some cases (for example, when showing the double oxide of nitrogen, chlorine, combustion of sulfur, etc.) The so-called "screen" should be used - the method of holding white paper or (for example, when showing the burning process of sulfur) black paper behind the object being shown. [3, c.165]

When demonstrating chemical processes, one should try to simplify (but not oversimplify) the tools and not show details that make it difficult to understand the essence of the process being demonstrated.

It is not appropriate to occupy the teacher's experiment table with unnecessary chemical equipment for the experiment - this situation only distracts the attention of students.

As in laboratory work, students should record the experiments performed in their notebooks.

It is necessary to teach students to use science indicators, special references, tables (solubility of substances in water, electrochemical voltage series of metals, periodic system of chemical elements, etc.). [2, c.65]

The laboratory exercises to be performed in the 7th grade are much simpler than the laboratory exercises in the upper grades. But if the student is taught to perform laboratory exercises safely from the lower grade, it will meet the purpose.

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