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INTERACTIVE TEACHING METHODS AND THEIR ESSENCE AND THEIR APPLICATION IN CHEMISTRY EDUCATION

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Abstract

In the modern education system, improving teaching methods and ensuring students' active participation in the learning process are urgent issues. Interactive teaching methods play an important role in this regard. Through them, students not only acquire knowledge, but also develop skills such as independent thinking, problem solving, and teamwork.

KEYWORDS

interactive education, modern pedagogy, teaching methods, student activity, creativity, thinking.

Game technologies help to ensure the effectiveness of the educational process, to create a certain activity in students, as well as to reduce the time interval for the formation of knowledge, skills and competencies, and to accelerate education.

The use of game technologies also manifests a number of psychological features, as a result of which each student can demonstrate his personal capabilities, stabilize his place in social life, and develop self-management skills. Game technologies not only consolidate theoretical knowledge, ensure their transformation into practical skills and competencies, but also help to educate certain moral and volitional qualities in students.

Functions of game activities in teaching chemistry

Game activities used in teaching chemistry perform the following functions:

- The game always increases the student's interest in learning activities.
- During the game, students' communication helps to master the communicative - communicative culture.
- During the lesson, the student's talents, interests, knowledge and identity are created.
- The skills of overcoming various difficulties that arise in life and during the game are formed.
- During the game, students are given the opportunity to master the subject in accordance with social norms and eliminate shortcomings.
- Changes are made to the personal characteristics of students, that is, prepares the ground for the formation of positive qualities and qualities.
- Attention is paid to the study of the system of values that are important for humanity, especially natural, social, spiritual and cultural values.
- The game aims to develop a culture of collective communication among participants.

The teacher: forms general learning skills, formulates and analyzes new situations; determines possible strategies of one's actions, divides them into components, and identifies the most important ones;

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develops a step-by-step complex solution to a problem situation in an imitative manner; forms problem-solving skills in conditions as close to reality as possible (the method is effective as a means of practical development immediately after theoretical training);

developing: developing cognitive and creative abilities, logical thinking, speech, self-control, the ability to adapt to environmental conditions;

motivational: forming an interest in learning and motivating students to engage in educational activities (mainly effective at the initial stage of training), encouraging independent decision-making;

educational: forming responsibility, independence, initiative, etc. by reducing activity and communication, thinking to the norm;

control-analytical: assessing the level of preparation of students, their personal qualities (used for initial control at the initial stage of training), checking the quality of skills and qualifications in mastering educational information (for final control of the effectiveness of training at the final stage of training).

The game can be used at different stages of the curriculum and teaching tasks, and educational games can be divided into 3 categories according to the main characteristics of the category: organizational, business, role-playing and research games. The technology of designing and conducting educational games is presented, which shows that the implementation of an educational game consists of three stages.

Types of didactic game lessons in teaching chemistry

Didactic game technologies are used in the educational process in the form of didactic game lessons. In these lessons, the process of students' knowledge acquisition is combined through game activities. Therefore, lessons in which students' educational activities are combined with game activities are called didactic game lessons.

A chemistry teacher is required to prepare intensively for conducting didactic game classes and adhere to the following didactic order when conducting them:

1. Didactic game classes should be aimed at solving the educational, educational and developmental goals and objectives of the topics listed in the program;

2. They should be devoted to important problems in society and everyday life, and they should be solved during the game;

3. They should correspond to the principles of raising a well-rounded personality and oriental norms of morality;

4. The game should be logically sequential in terms of structure;

5. During the classes, didactic principles should be followed and the minimum time spent should be achieved.

When introducing didactic games into the educational process, they are selected depending on the purpose, task and nature of the subject. Didactic games can be in the following main directions:

a) the didactic goal is set in the form of a game task;

b) the educational activity is subject to the rules of the game;

c) educational material is used as a game tool;

d) elements of competition are introduced into the didactic task set in the educational process in the form of a game.

The successful implementation of this didactic task is associated with the results of the game.

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Thus, the model of didactic game activities should be focused on the acquisition of students' activity in the learning process. When conducting games, pedagogical situations are fully analyzed and methods for their implementation are fully discussed.

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