TEACHING OF CARBONIC ACIDS BY ACMEO-COMBINED METHOD

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ABSTRACT

The psychological and pedagogical foundations of developing education are one of the most studied issues in modern chemistry. The difficulty of learning the material taught should be at the level of the development of learners' abilities. Students' learning skills, interest in the subject and motivation should be taken into account when compiling the material. In the process of chemical education, secondary abilities are formed on the basis of abilities that include attention, imagination, memory, thinking and speech. If a chemistry teacher solves the problems of developing these and other skills of his students in a systematic and purposeful way, the average abilities can change significantly. Acmeo-combined method is one of the means of development. The development of students' acmeological thinking in the study of chemistry includes the formation of educational skills and professionalism: to put forward and formulate hypotheses of acmeo education; use existing chemical acmeology and laws to explain events; correctly formulate definitions of concepts; express your thoughts logically and consistently, get accurate results based on facts, and generalize acmeo thinking; make full use of analysis, synthesis, comparison, abstraction, concretization, generalization, systematization and integration.

Key words: acmeo-combined method, free thinking, acmeological view, acmeological methodology, professionalism, professionalism of a teacher, professional development, student activity, combined lessons, professionalism of teaching and learning

The use of acmeo-combined methods in the process of chemical education determines the psychological, intellectual and spiritual development of students. The development of professionalism helps the teacher to achieve the set goal. The use of both traditional and innovation in the learning process is one of the important factors in improving the quality of education.

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In order to develop skills, it is necessary to constantly involve students in various activities, to involve them in the learning process on a regular basis. This can be achieved through a combination of theoretical and practical knowledge. Participating in various forms of learning gives students the opportunity to gain new knowledge.

Acmeo-combined method is one of the means of development. The following methods and techniques are used to comprehensively develop students in the process of studying chemistry.

- Professional development is the easiest way to achieve a goal by increasing a teacher's professional activity.
- Systematic and consistent teaching of chemical concepts as part of the process related to chemical objects is the basis of personality-oriented education.
- Teaching students to perform multiple processes leads to the development of attention, especially the acquisition of new skills and habits.
- By developing their professionalism, the chemistry teacher should test the learning process, the conditions for the formation, distribution and development of attention in order to increase students' interest and enthusiasm for chemistry and their development among all students. [1]

Theoretical connections between scientific knowledge should be established by developing systematic repetition with acmeo-combined methods.

The chemistry teacher should try to make the students imagine and remember the chemical object they see as much as possible. In the process of chemistry education, the chemistry teacher should develop students' creative activities with chemical objects, information about them, signs, diagrams and appropriate schemes.

Thought is a mental process that reflects reality, the highest form of human creative activity.

It is possible to develop mental thinking in the following forms: effective (creative), reproductive (non-creative), theoretical, practical, visual and descriptive, visual and verbal, verbal and logical. [2]

The optimal development of thinking in the process of chemical education implies the improvement of the above forms and the use of appropriate methods. It should be noted that the development of students' thinking depends on the natural tendencies and social conditions of life.

The development of students' acmeological thinking in the study of chemistry includes the formation of educational skills and professionalism:

- to put forward and formulate hypotheses of acmeo education;
- use existing chemical acmeology and laws to explain events;
- correctly formulate definitions of concepts;
- Express your thoughts logically and consistently, get accurate results based on facts, and generalize acmeo thinking;
- Make full use of analysis, synthesis, comparison, abstraction, concretization, generalization, systematization and integration.

The development of acmeo thinking in the educational process is mainly associated with the solution of practical tasks by students, but also requires the logical operations of theoretical thinking. The essence of acmeo thinking is to increase students' mastery skills through the development of concepts, intellectual activities, and mental operations in the educational process.

The development of students' creative thinking can help them to come up with new, original educational hypotheses, prepare theoretical considerations, solve unusual educational problems, as well as solve non-traditional processes. [3]

The development of students' verbal and logical thinking in the process of chemistry education is associated with the formation of the ability to choose words, chemical terms, and names correctly, to express their thoughts accurately and concisely, and to master the chemical language.

The development of acmeo cognitive motives determines the success of educational activities in the educational process. The existence of acmeo cognitive motives depends on the development of students' motivation.

Motivation for learning is a dynamic process and is the result of the internal, psychological management of educational activities. The main methods of motivation formation in the study of chemistry are: directing perspectives to the development of learning motivation, engaging students in active activities, giving the right answer, focusing on the accuracy of the studied material, self and others, as a developed system of tasks submission. [4]

We propose to teach carbonic acids by the acmeo-combined method as follows. Students are asked the following questions to work independently:

- Explain the electronic structure of carbonic acids
- List the properties of the carboxyl group.
- Correct the homologous sequence of carbonic acids.

Which monounsaturated saturated carbonic acids do you know.

- What do you know about polybasic acids and aromatic acids?
- Read the homologous sequence by compiling the international nomenclature of acids.
- What explains the isomerism of carbonic acids?
- For carbonic acids with n-number carbon atoms in the molecule, write the types of bonds formed by acids.
References:

USE OF THE PROJECT METHOD IN TEACHING MONOLOGICAL EXPRESSION IN A FOREIGN LANGUAGE TO BACHELOR STUDENTS OF PHILOLOGY

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АБСТРАКТ

This article will focus on the use of the project method in teaching a monologue statement in a foreign language for bachelor students of philological specialities. Particular attention is paid to the problem of teaching monologue expression, taking into account modern teaching methods and technologies, for the successful formation of monologic expression skills and the development of skills. The article proves that innovative pedagogical technologies contribute to the effective teaching of a foreign language monologue statement of bachelor students of philological specialities.

Ключевые слова: monologическое высказывание; метод проектов; формирование навыков; развитие умений.