



WHO CONDUCTS OVIY EXPERIMENTS HNG PEDAGOGICAL FOUNDATIONS

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Annotation

This article mainly outlines the pedagogical basis for students' methods of experimenting with developing chemical concepts.

Keyword: method, experience, chemical concept, mode, mode properties, chemical reactions, educational innovative process.

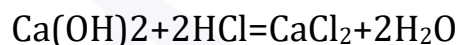
Purpose and science: Today, it is based on arouse students' interest in chemistry by showing and analyzing experiments in explaining the initial theories of chemistry. In the course of chemistry, students begin by teaching chemistry a system of actions, concepts, theories, and rules that reveal the essence of substances and changes that will take place in them. The process of developing chemical concepts is based on the consistent transition of students from living communication to abstract thinking and from it in practice and the creation of scientific theories. It is based on direct observation of substances and events in live mushrooms. At the same time, students will enrich their ability to perceive with the use of all sensory organs [1.].

Once students have knowledge of chemicals and compounds, knowledge is combined, showing students different types of substances and experimenting with what substances are produced in the process of burning the substance, establishing that the reader can burn in any mode in nature and result in the formation of oxides of different types. For example, calcium metal is taken and burned in a special spoon, resulting in the formation of a white small powder. In order to further develop this, it is said that this oxide is melted in water and forms the basis, and then the white powder is poured into prepared water, resulting in the melting of white powder through students' own eyes to form tasss on the melting and dissolving of oxides in water. According to the initial theories of chemistry, substances are said to produce complex substances by switching from simple to complex, and by writing reaction equations into a file, they are directed

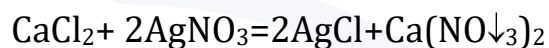


to develop insights into substances in students. Thereafter, by further developing this process, a methodologist needs to base the mechanism of melting oxides in water through the theory of indicators. The resulting embryo was allowed to develop in nutrients and then inserted into her womb, where it implanted. The resulting embryo was allowed to develop in nutrients and then inserted into her womb, where it implanted. The resulting embryo was allowed to develop in nutrients and then inserted into her wowoe, where it foresced. This is recommended to illustrate the following experiences [2,3,4].

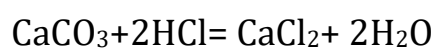
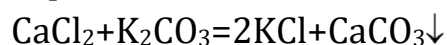
1. Experience: If the pan has a dent in it or the pan has a dent in it, the pan has a dent in it, and the pan has a dent in it, and the pan has a dent in it. Gradually, when they see that calcium chloride is being produced in the solution, they begin to understand that the chemical phenomenon taking place inside the solution, in which case the chemical equations of the formation of calcium chloride salt in the new substance based on it. This experiment is based on the solubility of salts, the formation of new substances, and the experience of chemical events.



2. Experience: If a glass is poured into a small amount of calcium chloride and it is filled with a silver nitrate solution, the white-colored sink is shown to have produced silver chloride, and the chow produced After the sink is based on the fact that it is silver chloride, the sink is filtered and based on the sinking because it is not dissolved in water by bringing in the reaction equations and bringing the formula for the sink. Students develop the concept of the formation of a new substance. But the sediment in this experiment should be based on the methodological teacher dissolving the ammo in hydroxide and bringing out their chemical equations.

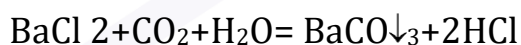


3. Experience: If a glass is poured into a mixture of calcium chloride and it is filled with a mixture of calcium carbonate, a white sink produces calcium carbonate, and this sink is filled with a solution of chloride, The resulting embryo was allowed to develop in nutrients and then inserted into her womb, where it implanted. After showing these experiences, the Methodist teacher proves the theory by bringing these experiments to their chemical equations. Through this experience, students develop knowledge of the sink.





5. Experience: If the gas is heated slowly by putting calcium carbonate salt into the gas cylinder, the gas is produced. However, students cannot see the resulting carbon dioxide, for which a circular white sink is formed if it is lowered into a solution of barium chloride or calcium chloride through a gas transmitter spear. The resulting embryo was allowed to develop in nutrients and then inserted into her womb, where it implanted. Through this experience, the methodologist will show students how to produce gas. The resulting gas is shown to produce fresh salt by melting in the eitma.



By analyzing these experiments, students cannot imagine the processes that go in ions because the reactions that go in a substance melt or in a solution are a colorless solution. To do this, you need to fully understand the theory of indicators in explaining the theories of melting and electrolytic dissolution. Example: If a calcium hydroxide solution is given, the reader may see that the solution is colorless, but by pouring the indicator solution of what ions are contained in the solution, experimentally showing that the color of the solution is heated by accounting for hydroxyl ions, forming indicator concepts in the students. [3,4,5].

This analysis is done as follows:

- 1) Substances obtained for reaction (their characteristic properties);
- 2) Reaction conditions (heating, catalyst exposure, cooling, re-crystallizing);
- 3) Observable changes (changes in color, separation of gas, output of light, etc.);
- 4) The nature of the observed event (explanation, drawing of pictures, writing equations of chemical reactions);
- 5) Studying the methodology of conducting experiments;
- 6) Formation of skills for the conclusion of general conclusions;

In the formation of chemical concepts in students, the methodologist performs the teacher by using interactive methods from classical methods and pedagogical technologies. Which methodologist should be based on the theory of lessons in conducting classes as much as possible.



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