



Soibnazarova Gulnora Bektemirovna
Teacher of Jizzakh Politechnical Institute

Abstract

Since 1917, throughout the twentieth century, general secondary education has been undergoing gradual reform. The need for reforms was due to changing socio-social and ideological factors, which at the first stage included the need to provide students with a certain amount of knowledge, skills and abilities laid down in the subject systematic courses and constituting the foundations of sciences.

Keywords: chemical, teaching, lessons, I,Butlerov, D.A. Epstein, S.A. Shurkhin, K.Ya. Parmenov and A.G. Dubov

The measure of the quality of the knowledge received was the admission of those who graduated from school to the university. However, already in the 50s of the last century it became clear that the school should prepare students not only for university admission, but also for life and productive work in general. In 1953, an article by S.G. was published in the journal "Soviet Pedagogy". Shapovalenko "On overcoming the backlog of methodology as a science", which designated the special role of pedagogical science and subject methods for "further improvement of the socialist 1 "Methodology of Chemistry" is a term adopted in the pedagogical literature designed to shorten the expression "methodology of teaching chemistry in secondary school". T.S. Nazarova of the educational significance of a comprehensive school and providing students graduating from secondary school with conditions for free choice of profession", as well as carrying out activities necessary for the transition to universal polytechnic education. Moreover, the article identified the reasons for the lag of methods, problems and ways of their implementation. In this regard, we have attempted to consider the evolution of the ideas of the national school of chemistry methodology to identify urgent problems and ways to solve them in modern chemical education. The strengthening of the polytechnic orientation of natural science subjects for the purpose of professional orientation and readiness to choose a profession, the inclusion of school graduates in labor production activity determined the main vector of the reform of 1956-1958. To this end, the initial development of the issue of the content of polytechnic education was carried out and the draft programs were improved. In programs in such subjects as physics, chemistry, mathematics, biology, attention was paid to familiarizing students with the application of scientific knowledge in the field of industry and agriculture, to forming a general idea of production based on the material of its main branches, to arming students with practical skills, ensuring the connection of training with socially useful work subordinate to educational and educational purposes. The program provided for an increase in the number of hours for practical classes



and allocated time for excursions. Special attention is paid to the development of educational equipment for the creation of models of chemical apparatuses and workshops (D.A. Epstein and S.A. Shurkhin); on standard equipment and the layout of the study room (K.Ya. Parmenov and A.G. Dubov), etc. A significant number of articles on the methodology and technique of the experiment have been published in methodological journals. For this purpose, a special heading "Chemical experiment and equipment Natural Science education: the vector of development of the 29th cabinet" was introduced in the journal "Chemistry at School", which represented a unique piggy bank of devices, accessories, instructional and methodological materials necessary in the practice of teaching for equipping the experimental component of existing programs. Unfortunately, in the 2000s, "cabinet equipment" disappeared from the title of the heading, and the number of articles reflecting modern methods and techniques of demonstration and student experiment decreased on the pages of the magazine. Despite the well-known successes in the development of methodological issues of teaching the basics of sciences, the article [1] revealed the reasons hindering the development of subject methods, noted the lack of deep theoretical and experimental development of the problems of methods, leaving out of the sphere of scientific research "vital issues" of teaching. The development of the theory of the content of education was recognized as a priority problem. Raising the scientific level of the content of education and bringing it in line with the level of modern science was the main task of the reform of 1964-1968. The vector of all transformations was aimed at mastering scientific and technical achievements, which determined the overall technocentric nature of education. For a long historical period, the education system followed the requirements of scientific and technological progress and a rapidly developing civilization, striving to take into account all innovations and breakthroughs in this direction. That is why the main changes concerned the content of education, which had to meet the pace of scientific and technological progress and the appropriate level of science. Consistency, depth, the ability to creatively apply knowledge at school and outside it, readiness for work were the main measure of the quality of education. We emphasize that in the Soviet period, the successful solution of the tasks set was greatly facilitated by the ideas and work of the national school of chemistry methodology with the Mendeleev-Butlerov direction of development of school chemical education adopted by it. This for many years determined the system of principles for selecting the content of chemistry courses, the features of the structure, methods, methods of presentation and transmission of educational material and was the source of the fundamental nature of chemical education in school. Let's briefly focus on ideas that, in our opinion, have not lost their fundamental importance even today. Let us first mention that the priority goal of teaching chemistry was to "acquaint students with the basic data and conclusions of chemistry in a publicly available presentation, to point out the significance of these conclusions for understanding both the nature of matter and phenomena occurring around us, and the applications that chemistry has received in agriculture, engineering and other applied knowledge" [2, p.1]. An important factor in the construction of chemistry courses was the systematic didactic coverage of learning problems, which gives an answer to the questions: what, how and how to teach, what ideological and educational, personal qualities should be achieved by students and teachers? From the very beginning of the formation of chemistry as



an academic subject, the content of chemical education was "nurtured" on the basis of the ideological heritage of D.I. Mendeleev and A.M. Butlerov, who laid the foundations of chemistry, i.e. the system of chemical concepts and its methods. The selection and structuring of the content of chemical education, methods of mastering chemical concepts were carried out on the basis of the following principles:

- the relationship of fact, law, theory (the principle of selection and structuring);
- following from the properties to the structure of matter (the principle of consistency and consistency);
- observation, hypotheses, introduction of experiment as a method of scientific cognition (the principle of priority of theoretical knowledge);
- solving scientific problems with the help of a historical approach (the principle of historicism);
- comprehensive study of substances and phenomena in motion, development, in the relationship that forms the chemical worldview (the principle of complexity, consistency);
- mastering the scientific foundations of modern production and readiness for work (the principle of polytechnic and labor training);
- formation of the skill of proper handling of nature (the principle of environmental friendliness, ecological imperative);
- possession of a scientific outlook and philosophical outlook (the principle of interdisciplinarity);
- orientation of teachers in related fields of science, familiarization with the methods of scientific cognition (the principle of communication skills).

Special attention was paid to the thorough pedagogical education of the teacher, who had to possess not only a deep knowledge of his subject, but also have a broad scientific outlook and philosophical training. "The ultimate evil, especially for secondary schools, which should be feared in teachers, is the narrowness of their pedagogical beliefs" [3, p. 22]. According to D.I. Mendeleev, "a teacher who does not have a general philosophical worldview", "philosophical foundations of science", will not be able to reveal to students the picture of the universe and show the role of chemistry in its understanding, to give students a "chemical worldview". An important task of the chemistry methodology was two significant aspects of the study of the subject: the selection of the content of scientific knowledge and familiarization of students with the methods and methods of their extraction and use. Particular importance was attached to the relationship of facts and theory in the process of scientific cognition. "It is only through theory that knowledge, being put together into a coherent whole, becomes scientific knowledge; a harmonious combination of actual knowledge with theories constitutes science [4, pp.21-22]. A.M. Butlerov argues that theory plays a certain didactic role, facilitating the assimilation of facts and 32 T.S. Nazarova creates "a solid foundation for real knowledge, in which facts, being connected by common ideas, easily fit into memory, each in its place, and become real links of the scientific system" [5, p.5]. These trends persisted throughout the development of the chemistry methodology. Questions of the selection of theoretical material, the search for its place in the general system of chemistry courses, the correlation of facts and theory, the sequence of studying chemical concepts, the disclosure of the essence of



phenomena based on experiment, the need to instill in schoolchildren research skills and the ability to generalize and see the patterns of the studied phenomena remained for many years a kind of engines for the development of the theory of chemistry methodology. The problem of the historical approach and the formation of a worldview, which certainly had to be scientific, was not ignored. Priority in the selection of ways to master the educational material belonged to observation, hypothesis, experiment, so that through these methods students could "learn, first of all, chemical prac . The system of chemical concepts being formed had not only scientific and ideological significance, it also laid the foundations of labor education with the priority of scientific and technical achievements, showing what is necessary "for the modern period of growth of the country, the people and the state" [3, p.15]. All the subsequent years of the development of the methodology of chemistry, the ideas of the national school were transformed in connection with the clarification of the question of what is the subject of the methodology of chemistry, how the selection of the content of chemical education and the formation of its structure is carried out. Special attention was required by another important component of the teaching methodology – the organization of the activities of the teacher and students. Already in the 50s of the last century, it was noted, "... that Natural Science Education falls out of methodological works: the vector of development is the study of teaching, i.e. the student's educational activity, the correlation of the content and teaching of academic subjects with the nature and results of the assimilation of educational material by students. Refusal to study the student's educationa. The necessity of involving psychologists and physiologists in the study of the foundations of the activity approach was recognized: in terms of studying the nature of the course of mental processes, revealing the physiological mechanisms of the formation of systems of temporary connections and dynamic stereotypes, their extinction and restructuring, identifying the content and patterns of their occurrence and development in the process of activity and influence on the results of assimilation. Since the 70s of the last century, the penetration of new technical means into the field of education, especially cinema and television, and in the 80s and 90s - video and computer technology, new information and communication technologies led to significant changes in the didactic landscape of all educational fields, including chemistry. However, the main transformations concerned not so much the content of education itself as the ways and forms of its translation, the development of technical and technological capabilities of new educational equipment and its use in the educational process, as well as the creation of adequate material and technical conditions for these purposes. In accordance with these tasks, special attention was paid to its instrumental and technical support and methodological support of various types of chemical experiments that form the basis of the study of chemistry, the transfer of some demonstration experiments to the rank of laboratory on the basis of new safe laboratory and practical tools, as well as the desire to raise the experiment from a qualitative to a quantitative level. The works of the famous methodologist-chemist L.A. are of great importance for the methodology of teaching chemistry. Tsvetkov, who revealed the fundamental contradictions of the educational process in the 80s of the last century. The most obvious contradictions were attributed to them: – insufficiency of modern scientific knowledge to prepare students for work, i.e. "insufficient didactic justification of the levels of general education and professionalism of secondary



school"; – replacement of "general education with profile", requiring the inclusion of increasingly complex theoretical knowledge in chemistry courses without increasing the scope of study time; – uncertainty in the structure of the educational subject of the relationship.

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