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MODERN-INNOVATIVE MECHANISMS OF TEACHING CHEMISTRY IN HIGHER EDUCATION AND THE ESSENCE OF THEIR CONTENT

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ANNOTATION

This article focuses on the teaching of chemistry in higher education institutions of the country and develops developments to address the existing problems.

Key words: chemistry, scientific direction, higher education, methodology, psycho-methodical approach, educational needs, pedagogical technology.

INTRODUCTION

Chemistry as a separate scientific field has always had an impact on many technical, ecological, industrial and other fields. For this reason, special attention should be paid to the teaching of chemistry in higher education institutions. It is impossible to directly understand nature, use it, and achieve sustainable development of industry and production without in-depth study of chemistry. For this reason, it is necessary to teach chemistry in higher education through the widespread use of modern and innovative mechanisms. No industrial revolution has taken place without the achievements of chemistry, and university graduates will need to know a high level of chemistry. In a number of foreign scientific researches there are innovations in methods of teaching chemistry. The teacher organizes, manages, monitors, evaluates the learning activities of students in the educational process and lays the foundation for the full development of the individual through the implementation of educational, pedagogical and developmental goals of teaching.

MAIN PART

IM Titov on the methods of teaching chemistry through psycho-methodological approaches, PA Orzhekovsky on the problems of teaching chemistry, AK Akhlebinin, N .P.Bezrukovsky, A.A.Jurin, A.N.Levkin, A.A.Syromyatnik and others. S.A.Gerus, M.M.Shalashov carried out research work on modernization of teaching chemistry. Professional development of teachers is part of continuing pedagogical education, the purpose of which is to update and deepen previously acquired professional knowledge, improve pedagogical practice, meet educational needs related to the professional activity of teachers. Today, special attention is paid to the introduction of new pedagogical technologies . New pedagogical technology is a process of developing and designing rational ways of the higher education system, in which the teacher is the main responsible person. Because its main task is to deliver information to students quickly, accurately and clearly. Although students are receptive to news and have different tendencies and behaviors, the teacher should teach them to think independently, observe, and draw conclusions. In this case, the student is the main driving force, and his main task is to read. It should be noted that in the educational process, the teacher should help students to master the content of the subject. To do this, the teacher can also use non-traditional methods of teaching during the lesson. After all, chemistry has become a state educational standard and an indicator that determines the content and basis of the curriculum approved on this basis, as well as the norm of the level of knowledge and

practical activities of students. In today's era of rapid development of science, technology and industry, as well as the changing social and environmental situation, it is necessary and modern to teach chemistry in higher education in terms of content. In this case, first of all, the teacher must first determine the character of each person in the group of students he teaches, his interest in chemistry and his creative attitude to this science. Organizing the teaching of chemistry in a stratified manner - this will help students with low mastery and raise them to the ranks of masters.

RESULTS AND DISCUSSION

An analysis of the specialized literature, as well as the process of teaching chemistry in higher education, revealed contradictions between:

Decreased motivation to study chemistry among schoolchildren in the Republic of Uzbekistan against the background of increasing attention to chemistry in the world;

The role of the chemical industry and the changing attitude to chemistry in higher education institutions, as well as in the reduction of hours allocated for the study of chemistry in secondary schools and in ensuring the vital activities of society;

didactic possibilities of modern pedagogical technologies and consistency and expediency of their application in teaching chemistry in secondary school.

At this stage, the quality of education at the level of all education systems is seen as a competency-based approach - a necessary and predictable outcome of learning in terms of competencies. The revision of goals and priorities in setting learning outcomes allows basic education programs to form a universal learning movement that can be defined as a set of methods for the independent acquisition of new knowledge. and skills, ways of self-organizing this process. As a result of the analysis, based on the experience of developed European countries and countries in the development of state educational standards and curricula for continuing education in foreign languages, draft state educational standards and curricula for continuing education in general education based on a competency approach. These draft state educational standards and curricula have been developed on the basis of proposals from leading higher education institutions, regional institutes of advanced training, regional public education authorities and the general pedagogical community. Ensuring the scientific and methodological basis of the state educational standards and curricula of general secondary, secondary special, vocational and higher education in general education, the systematic organization of experimental work with the involvement of the general pedagogical community and specialists in this process. The purpose of the pilot work is to study the level of competence formation in students based on the implementation of DTS and curricula of continuing education in general education based on a competency-based approach, to improve DTS, curricula and textbooks based on experimental results.

CONCLUSIONS

In conclusion, we can make the following recommendations to improve the quality of the education system in Uzbekistan:

1. It is expedient to establish a single Ministry of Education on the basis of the Ministries of Primary Education, Public Education, Higher and Secondary Special Education. This restructuring can be a low-cost but effective means of improving the quality of education. As a result, educational institutions are managed in a single, vertical system, from raw materials (schoolchildren) to the final product (bachelors ..) in a single system of quality and quantity management.

2. Each educational institution must carry out the process of attestation of all employees in the categories developed by it. Depending on their scores, teachers may be forced to work on their own as a result of hiring, extension of contracts, salaries and bonuses, which may increase the quality of education.

3. Higher education institutions should develop external and internal certification mechanisms. Based on the results, it is possible to improve the quality of higher education institutions by financing them and making operational changes to future development plans.

4. It is necessary to emphasize once again the corporate cooperation of local businesses, manufacturers and universities, the integration of research centers and universities, the strengthening of real practical work will improve the quality of universities.

5. In the positive demographic process of our country, the previous quotas do not correspond to reality, so it is necessary to take measures to increase the number of university students by at least 10% annually, at least 40% of the population in a developing country must have higher education.

6. The government should pay attention to the compact construction of new higher education institutions, taking into account their future development. As a result, students are provided with a high level of security, they live on guarded campuses, it is easier to attract foreign students, educational buildings, laboratories, libraries, dormitories, sports fields, etc., all infrastructure is integrated into a single system. increase is achieved.

By applying the most optimal, best and most useful forms and directions of the highly developed Japanese education system in the world to our national education system, abandoning the stereotypes that are alien, alien and harmful to our spirituality and mentality, our country has developed its education system. joining the ranks should be the duty and responsibility of everyone.

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