

Chemistry Classroom Active Teaching Methods

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ABSTRACT: The authors' work on active teaching approaches is discussed in this article along with comments and recommendations. It demonstrates what to focus on and how to employ active learning techniques.

KEYWORD: student, education, knowledge, ability, skill, qualification, active teaching method.

The shift from the development of students' knowledge, abilities, and skills to the development of students' competence is currently one of the key elements of educational standards in the construction of a new generation of Uzbekistan. It goes without saying that switching from teaching "knowledge, skills, and competence" to a competency-based approach necessitates modifying the educational process's content, assessment strategies, and teaching strategies. The employment of active teaching techniques in the educational process is one of the potential ways of modifying teaching methods throughout the transition to a competency-based approach.

When active learning strategies are used in the classroom, students' cognitive activity is stimulated, their interest and excitement are increased, and their capacity for autonomous learning is developed. Active learning strategies also maximize the amount of feedback between students and teachers.

Techniques for active learning:

1. A sketch of a fish skeleton. enables you to list and address a variety of issues.

The method's aim is to enhance analytical, structural, and systematic thinking abilities.

Implementation steps for the method:

- A. The guidelines for this system will be explained to the students.
- B. The main issue with the fish skeleton's head, the minor issue with the top bone, and the evidence supporting the existence of these minor issues are listed below during the course of the stipulated time period in distinct subgroups. The tail section contains the conclusion.
- C. They collaborate in small groups, exchange ideas, and finish their drawings. They add to the overall picture.
- D. Presentation of the work's outcomes.

The function of cations in human life, for instance.

The boomerang method. With the aid of this technology, students can interact with a variety of texts and literature during lessons, remember what they have learned outside of class, speak up and freely express their opinions, and learn a lot of information quickly. The teacher can also assess each student individually during lessons.

The technology is used to monitor and assess how well students individually and in groups are learning the material in the handouts during the educational process, as well as through conversation and other questions. is to provide the student with a chance to receive his grades.

During the lecture, the student will use handouts to read, understand, and master independently (short texts on a previous topic or a new topic, pictures, data).

"Cluster" approach. This approach is a particular type of instructional, didactic strategy that aids pupils in setting up favorable circumstances for unrestricted, open thinking and unrestrained voicing of opinions regarding optional problems (topics). This approach necessitates the discovery of a structure that enables considering the relationships between various concepts. The "cluster" approach is regarded as a way of thinking that is not focused on a particular thing. Its application is based on the idea of how the human brain functions. This approach helps to guarantee that thinking is in tune up until students have a full understanding of a particular subject.

Venn diagram technique To compare or contrast two or more aspects and what they share in common, a Venn diagram is utilized. enhances pupils' ability to compare, contrast, and analyze ideas systematically.

Chamomile method. "Daisy" has six petals, each of which has a certain kind of query. Six petals equal six inquiries.

Technique of the "basket of ideas, conceptions, and names." On the board, you can make the sign of a basket, in which all the information that each pupil collectively knows about the topic under study is conditionally gathered.

Reception "Diamant". Diamant, a literary form of seven lines in which the first and end lines express opposing ideas, is helpful for expressing ideas that have different meanings.

Students list what they know or believe they know about a particular subject under the heading "Know." Children use the phrase "I want to know" to express their desire to learn new things. Students fill out the third column of the What I Learned chart after talking about the text (or movie, etc.).

The "Insert" technique is applied in three steps: Students annotate the material as they read it using icons.

In the five-line poem "Sinkwine," the author conveys his viewpoint on the issue.

As a result, the learner is not automatically exposed to new information during the learning process. Since explanations and demonstrations on their own cannot provide anyone with true, practical knowledge, this needs the youngster to engage in intense mental activity and actively participate in the process. Active learning is the only method that will accomplish this. The teacher's job is to guide students, show them the route, without providing everything ready, summarize their autonomous work, and point out errors.

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