Ways To Implement An Active Approach To The Training Of Teachers Of Chemistry

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Abstract— Modernization of the education system of the country, the transition from a knowledge-based approach to a competent approach, in addition to the system of knowledge, skills and abilities in the study of chemical sciences, necessitated the introduction of practical skills in the system of professional activity of teachers.

Keywords— chemistry, teacher, active, contextual, approach, system, practice.

1. INTRODUCTION

Psychological and pedagogical aspects of preparing teachers for the educational process on the basis of an active approach have been studied by a number of scientists [1-4, 6].

Research on the methodology of teaching chemistry has been conducted with a focus on the theory of the gradual formation of mental movements [3, 6].

In particular, based on the activity approach, the manual "Methods of teaching chemistry based on the theory of active education" [7] suggests to pay more attention to methodological descriptions, as well as to strengthen them in the textbooks and in the process of studying general chemistry.

2. MAIN PART

It is known that P. Ya. Galperin identified five stages of the assimilation process: the first is to draw a diagram of the initial basis of the action; the second is the formation of motion in a material or materialized form (in the form of external underlying algorithms); the third is the formation of action as a generalized external speech, but extended and non-automated; the fourth is the external speech of actions for itself, in the mental form, which leads to a rapid reduction and automation of the formation of this action; the fifth is the formation of action in inner speech, the complete automation of action at the subconscious level, with the presence of consciousness only the result and the decisive stage being associated with the creation of a scheme of obtaining the purpose of the first action.

In the theory of step-by-step formation of mental movements, there are eight types of movements, four of which have been experimentally confirmed, and the basis of movement goals (types of training) has been determined. Experimental and self-operative theory became popular in the methodological research of chemistry in the seventies and eighties of the last century, on the basis of which a set of problems, textbooks for the organization of independent work of students were developed. However, by the beginning of the twenty-first century, interest in this theory began to wane. In recent years, P. Ya. Galperin considered it necessary to introduce another phase of motivation, whose task was to create the positive motivation necessary for successful teaching. P. Ya. Galperin's theory worked perfectly only when students had the motivation expressed in the study of chemistry, and the lack of motivation for learning in students gave almost no positive results. The problem is that the motivational potential of the activity itself, so this theory could not make sense to educate.

The situation changes radically when the contextual approach and the theory of character-contextual doctrine are applied. This theory is based on the activity theory of teaching developed in psychology; theoretical generalization of the experience of the use of forms and methods of active learning; is based on the influence of the subjective and social contexts of the student's future professional activity on the process and results of his educational activity, which form the meaning and content. A contextual approach is the development of an action-oriented approach. The basic premise of contextual teaching theory is that the learning process always has a spiritual context. In our opinion, based on many definitions of context, the most appropriate definition of the term "context" for solving pedagogical tasks is "environment, situations, conditions, etc., around which the phenomenon under study takes place". The context is analyzed in detail as the main category that distinguishes and defines the socio-cultural context of scientific knowledge, the content of the lesson (educational text), didactic (pedagogical interaction, learning environments), the context of personal importance, including the interaction of the didactic context with the lesson , constitutes the context of education [5, p. 37].

3. CONCLUSION

Contextual education is interpreted as "education that dynamically models the subject and social content of professional labor, providing the conditions for the transformation of a student's learning activities into the professional activities of a specialist" [2].

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