

THE USE OF NEW INFORMATION TECHNOLOGY IN TEACHING CHEMISTRY**Sodiqov Murodjon***Senior lecturer at Kokan State Pedagogical institute*

Annotation. This article analyzes the issues of the use of new information technologies in the teaching of chemistry.

Keywords: atomic electronic bounce, chemical bonding, dispersion systems, solvolysis and ion Exchange reactions, oxidation-reduction reactions, chemical kinetics.

Since the introduction of information technologies into the course process increases the students ' interest in the knowledge of the subject, the effectiveness of the lesson increases and the assimilation of knowledge by the students turns out to be high.

To know the history of the development of Chemical Science, the contributions of the great scientists of the East to it, the importance of chemistry and its fields in the development of society, the development of Chemical Science and the chemical industry in Uzbekistan, the role of chemistry in society;

- basic concepts and legislation of general chemistry and organic chemistry the placement of electrons in Atomic electronic circuits, types of chemical bonds, dispersion systems, gouliz and ion Exchange reactions, types of oxidation-reduction reactions, chemical kinetics, basic concepts and laws of organic chemistry, nomenclature of organic substances, properties, reaction of organic compounds, hydrocarbons and their classification, oxygen organic compounds, carbohydrates, nitrogen organic compounds, types combinations, knowledge of nucleic acids, high-molecular compounds, polymers, chemical processes, speed of chemical reactions, laws of thermodynamics, knowledge of basic chemical processes occurring in solutions, organic substances, their structure, properties, isomerization and high-molecular compounds and prospects and problems of chemical industry in Uzbekistan;

- practical training and laboratory work, which is recommended to be conducted in order to strengthen the knowledge gained in theoretical education;

- to be able to gain an understanding on the basis of chemical processes, phenomena and chemical laws;

- separation of substances into components and eating issues on the basis of shular;

- to be able to conduct experiments, to give detailed coverage, explanation and analysis of the results;

- chemical training-laboratory equipment, compliance with technical safety rules when working with chemicals .

At present, every lesson in the school is organized based on the concept of "Sacred Lesson" recommended by the Ministry of Public Education. Before starting the lesson, the teacher should plan the systematic application of new methods to each component of the lesson. In accordance with this, we believe that the delivery of the basic concepts and laws of chemistry to students will be effective when using the following methods of pedagogical technology in organizing and conducting chemistry lessons. Accordingly, it is not necessary to use the method in the organizational part of the lesson. "Venn diagram" and "Singuain" methods are used in the part of asking the previous topic, "Insert", "Pinboard" and "Staircase" technology elements in the part of explaining the new topic, "3□4 technology" in the part of strengthening the new topic of the lesson and The use of "Concept Analysis" methods, "Blitz-survey" and "Charkhpalak" methods in the assessment of a new topic, and "FSMU"

technology element and "Cluster" methods in the homework assignment section serve to increase the effectiveness of the lesson. helps to increase students' knowledge .

Pedagogical studies have revealed that students learning chemistry for the first time have difficulty mastering the subject of basic concepts and laws of chemistry. Therefore, we recommend using the following methods in teaching the subject of basic concepts and laws of chemistry. One of them is the "Auction" method. The advantage of this method is that the Auction method has a developmental and educational function. As a result of this, interest in chemistry arises among students and the culture of working in groups is formed. It is appropriate to use this method in the part of the lesson to strengthen a new topic. We will use this method in teaching the subject of simple and complex substances. For this purpose, students are divided into three groups and cards prepared by the teacher are distributed to each group (Appendix 1).

Appendix 1.

Diamond, graphite, fullerene, carbone	Water, table salt, sugar
Simple substances	Compounds
Red, white, black	Rhombic, plastic, crystalline, amorphous
Oxygen, ozone	Allatropy

After the cards are distributed to the group members, the questions related to the topic are read out in turn (Appendix 2). The students pick up the card with the correct answer in agreement with the group.

Appendix 2.

1.	Show the list of compounds?
2.	Show allotropic forms of sulfur.
3.	What is the phenomenon of the formation of different simple substances from atoms of the same element?
4.	Show allotropic forms of carbon.
5.	What are substances made up of atoms of different elements?
6.	Show allotropic forms of phosphorus.
7.	What are substances made up of atoms of one element?
8.	Show allotropic forms of oxygen.

Each correct answer is encouraged by cards marked Au, Ag, Cu (Appendix 3).

Appendix 3.



In addition, the "Who am I" method can also be used in teaching the subject. This method

allows students to actively participate in the learning process and work with inspiration. It is appropriate to use this method in the questioning part of the subject of the law of conservation of mass or Avogadro's law. The method of who I am is carried out in the following order. the student goes to the board. A paper cap with a name written on it (for example: A. Lavoisier) is put on their head. Papers with questions related to the discussed topic are distributed to the students who defend the group. They will read out the questions. There should not be more than 13 questions. Students in groups answer "Yes" or "No" and are evaluated based on their answers. We present the method of "I am who" in the following appendix (Appendix 4) [4].

Appendix 4.

Questions	Students' answer
Have I discovered the law of constancy of composition?	No
Did the Russian scientist Lomonosov try to explain the law I discovered in 1784?	Yes
The definition of the law I discovered is as follows: Any pure substance can have a permanent composition regardless of its place of manufacture.	No
Did I discover the law of conservation of mass?	Yes

The questions go on and on. Based on the correctness and completeness of the answers of students of each group, the total score of the group is determined and the winning group is determined [5,6].

In conclusion, it can be said that currently, like all other subjects, in the teaching of chemistry, the desired results are achieved by using pedagogical technologies to increase students' interest in science and strengthen their knowledge.

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