

CASE OF APPLY OF INTERACTIVE PRESENTATIONS IN GENERAL CHEMISTRY COURSE OF LOWER SECONDARY SCHOOL

Asgarova A. R., Abdullayeva A. M., Asadov Kh. A., Naghiyev Kh. J.

Baku State University, Baku, Azerbaijan

aytenasgarova@bsu.edu.az

Activation of cognitive thinking is one of the main problems of teaching chemistry. For solving this problem teachers choose implementation of interactive technologies to the education process [1]. ICT-bonded lessons and preparation of realistic presentations using digital resources evaluate the non-active teacher-centered teaching to modern learner-centered education process. Of course, one of the main focuses is skills of teachers in use digital educational resources and their ability to add interactive visualizations, multimedia files and other learning materials to topics presentations that support learner to understand language of chemistry and abstract chemistry concepts.

Another goal of involving of interactive presentations in educational process is improvement of social interaction between pupils, formation of intersubject connections and teacher-earner multilateral communications and self-evaluation skills.

Present investigation was carried out in parallel classes of 8th degree pupils of «Young Talents lyceum» of Baku State University.

The main target of study is to evaluate the effectivity of apply of interactive presentations at general chemistry course. The topic of “Atomic structure and periodic Law” was chosen for study. Study consisted of three stages:

1. Carrying out lessons of topic «Atomic structure and Periodic Law» using interactive presentations.

2. Carrying out the evaluation of knowledge and skills of pupils in topic of ‘atomic structure and Periodic Law using interactive presentations.

3. Discussion and summarizing of obtained results.

In experimental classes we observed decreasing of negative marks and positive noticeable differences of education results in comparison of control class. Obtained results confirms the hypothesis of study that apply of interactive presentations increase the effectivity of learning and activity of pupils at lessons. Also, we observed progress of formation of scientific worldview and activation of cognitive thinking.

The analysis of the answers to the questionnaire about the use of interactive presentations in the educational process showed that the majority of students (80 %) understand the abstracts concepts in atomic structure quite correctly and believe that their use in the lesson allows them to learn better and easier. Students claim that they like active mental activity more than completing template tasks. At the same time, 85 % of students answered the question "Which work do you like most in class?", they noted that it is more interesting for them to analyze, justify, discuss, and try to solve the problematic questions in the classes together with the teacher and classmates.

1. Timur Sadykov. Hana Ctrnactova Application interactive methods and technologies of teaching chemistry, Chemistry Teacher International 1,2, p. 1–7, DOI:10.1515/cti-2018-0031.