

A QUALITATIVE PRACTICAL METHOD IN MASTERING CHEMICAL NOMENCLATURE

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Considering scientific knowledge developing in the same direction-parallel way as language, it's seen that there are widely disputed agreements about the fact that language is the central part of the ability of a person to think consciously. Thus, language, which turns into one of the essential elements of education, has become a tool that allows us to understand the events and processes that occur naturally in the world, to express our thoughts, and to develop scientific knowledge. We combine the spoken or written words used in our daily life with pictures, gestures, schemes, tables, diagrams, graphs, mathematical, chemical, and practical works as well as scientific language. Chemistry is not a memorization-based subject, it is a progressive learning subject that is consciously accepted by the learners and based on logic. For many students, chemistry is perceived as a difficult, complex, and abstract subject that requires special intellectual talent and extreme effort to perceive. There can be many reasons of students having difficulty mastering chemistry: it is considered complicated by most of the researchers, teachers and learners due to the abstract nature of many chemical concepts, the teaching styles used in the classroom, the lack of teaching aids and the difficulty of chemical language. Students are not involved in chemistry due to limited demonstration experience, laboratory practice, or practical and mental experiences. During tuition, some chemical reactions are abstractly expressed by the teacher only verbally, which leads to formalism, but the chemistry teacher can conduct them in a visual way in interaction with demonstration training.

One of the critical issues that students have intricacy is ignorance the rules of naming chemical compounds. Naming compounds in accordance with the rules requires proper mastery of chemical language. Common strategies used to improve students' understanding of chemical nomenclature include tutorials and games. The research shows that games also stimulate students to inquire into other challenging subjects. A common design feature of educational games used in teaching is an emphasis on knowledge acquisition.

Chemists communicate among themselves in a symbolic language, a single, unique system for combining and conveying multiple meanings. Part of being a chemist is mastering this language and understanding its multiple meanings.

In addition to the use of non-theoretical terms, scientific language is also characterized by the creation and transmission of logical connections with the help of discursive connectors. Indeed, scientific language is considered necessary in the context of learning, teaching, and evaluating the knowledge, skills and habits taught to students by the teacher in the school-classroom, that configure the register where information obtained about the academic language enriching science with new knowledge is recorded, incorporating the discursive and common language in linguistic resources.

From this point of view, during our scientific research, we witnessed the superior qualities of the method we applied in teaching for the purpose of qualitative assimilation of chemical nomenclature. The essence of the method was to offer students to create various configurations of organic compounds in the design of letters of human names in practical exercises during the teaching of chemical nomenclature and to name them according to the relevant rules. As a result, it was observed that most students showed more involvement in the subject and better mastery of the subject.