

THE UNITY OF SPIRITUAL AND PHYSICAL QUALITIES IN THE FORMATION OF PRACTICAL ACTIVITY

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During chemistry tuition students work paying more attention to the destination of their work. That is why their activity is formed according to the indicated process. It was observed that among all fields of chemistry this phenomenon occurs most often in the teaching of organic chemistry. The questions addressed to the stages of the progress of any chemical experiment performed in the laboratory rooms prove that students are already interested in scientific research.

It is considered psychological support to make students feel that they are the leading force in all the work done, to guide them towards this field. Currently, it is necessary for the teacher to build self-confidence in them. The professionalism of the teacher's scientific activity is manifested in guiding students to any applied field of chemistry, what achievements in this field and how they can achieve it. Most importantly, a pedagogically and psychologically fully prepared chemistry teacher will try to get the desired results during the laboratory experiments.

In the teaching process, sometimes we may encounter such a situation: a student or pupil is able to perform the experiment but does not get the required result. Since he knows the importance of his experience, he begins to use all his potential effectively to achieve the result. In this way, they are taught that if the path they know is the right one, they will follow that path and reach their goal stubbornly.

Among the researchers who focused their research on overcoming the difficulties encountered in teaching chemistry: Dwyer and Childs 2017, Filahun and Tiryu 2016, Chavan 2019, Masykuri and Widoretmo 2017, etc. we can mention. Based on the research, they came to the following conclusion: "In order to at least overcome the problems in the understanding of chemistry as a subject, the teacher should direct the learners to conduct chemical experiments".

Cultivating the trait of confidence in the learner takes the psychological stress out of it, and during the experiment, the proposed ideas often become true. The criteria necessary for the formation of a future specialist should be applied in a coherent manner.

Learners should be able to justify what scientific innovation is observed in the new substances acquired based on experience. Also, in determining the structures of those compounds, the students must be involved, otherwise the experiment will be considered incomplete by them. To develop practical skills in learners, the educator must first create a stimulus for the experiment they perform. The biggest reason for conducting the experiment without mistakes and getting the correct results is the result of the correct activity of the hands and brains of the learners.

We can say that because of scientific-research work, students demonstrate their existing activities, determine the significance of their achievements for society, create the experience of training the necessary personnel and, as a result, lay the foundation of a civilized generation. At the same time, the research work has an important role in the improvement of chemical thinking, chemical language, and spiritual qualities in students. With the presence of many such young people, the state they live in and the society they are surrounded by will be stronger and healthier.

Thus, the fact that students apply their creative potential at the appropriate level when carrying out scientific research helps them to develop as mature personalities.