



IMPLEMENTATION OF ENVIRONMENTAL EDUCATION AND TRAINING IN TEACHING THE COURSE OF INORGANIC CHEMISTRY

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Received: June 6 th 2021	Inorganic chemistry, the science of chemistry. elements and the substances formed by them (with the exception of organic), the most important area of chemistry. Main tasks of modern N. kh.: the study of the structure, properties and chemical. transformations of substances, the relationship of their structure (for solids, in addition, particle size) with the properties and reactivity, the development of methods for the synthesis and purification of substances, general methods of obtaining inorganic, materials.
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The structure of science The most important sections of N. Kh.: theoretical, synthetic. and applied N. x. On the studied objects N. x. subdivided into chemistry department. chem. elements (chemistry of uranium, fluorine, etc.), chemistry of chemical groups. elements included in the periodic. system (chemistry of actinides, noble gases, halogens, lanthanides, chalcogenes, alkali metals, alkaline earth metals, etc.), the chemistry of historically formed groupsn chem. elements (chemistry of rare elements), chemistry of chemical groups. Elements with a related electronic structure (chemistry of transition elements), chemistry of chemical groups. elements and compounds with similar composition, structure, properties or fields of application (chemistry of noble metals, metal hydrides, intermetallic compounds, clusters, semiconductors, etc.), chemistry of compounds with a certain type of chemical. connections (chemistry of complex compounds, inorganic polymers), etc. In ser. 19th century the chemistry of graphite has become isolated, at the end. 20th century - chemistry of fullerenes and carbon nanotubes, with ser. 1st decade of the 21st century the formation of graphene chemistry is taking place.

Borders between N. x. and other chem. sciences are largely conventional, and in the case of chemistry, organometallic. and organoelement. connections not defined. N. x. closely related to physicalchemistry, analytical chemistry, electrochemistry, radiochemistry, solid state chemistry, crystal chemistry, crystallography, high energy chemistry, plasma chemistry, bioinorganic chemistry, quantum chemistry, chemical physics, stereochemistry,

structural chemistry, chemical thermodynamics, kinetics, chemical, thermochemistry N. x. in means. degree affects the development of disciplines related to the study of natural substances and processes (geochemistry, mineralogy, astrochemistry), as well as industries (chemical technology, metallurgy, halurgy, agrochemistry) and materials science. In N. x. methods and laws of physics and mathematics are applied.

The four main stages of the development of methods of teaching chemistry in accordance with the development of chemical knowledge, pedagogy and policy in the field of education are considered. The method of teaching chemistry is a pedagogical science that studies the content of a chemistry course and the patterns of its assimilation by students [1]. The methodology of teaching chemistry, like general didactics, solves three main problems: what to teach, how to teach and how to learn. "The first task is determined by the selection of material for ... the chemistry course ... The second task is related to teaching chemistry ... The third challenge arises from the principle of "teach to learn": how to most effectively help students to study. Chemistry teaching methodology is a relatively young branch of pedagogy. It is believed that the methodology of teaching chemistry has emerged as an independent branch of pedagogical science and began to develop in our country after the Great October Revolution, when chemistry was included as a subject in the curriculum of secondary schools. Core teaching methods of chemistry is the content of chemical education.



The change in the content of chemical education during the entire period of the existence of a systematic course in chemistry was and is influenced by three main factors: the level of development of chemical knowledge, the policy pursued in the field of education, and the achievements of pedagogical science. We distinguish four stages in the development of the content of chemical education, and, consequently, the very method of teaching chemistry, depending on influence of this or that factor. The first stage in the development of the methodology is primarily due to the achievements of chemical science. VI Kuznetsov notes that chemistry has always had two tasks: practical - to obtain substances with the necessary properties and theoretical - the problem of the genesis of the properties of substances. In the process of development of chemical knowledge, V.I. Kuznetsov singles out the formation of four conceptual systems of chemistry.

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