

SOME INNOVATIVE FEATURES OF THE TRAINING PROCESS

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НЕКОТОРЫЕ ИННОВАЦИОННЫЕ ОСОБЕННОСТИ УЧЕБНОГО ПРОЦЕССА

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Abstract

Factors affecting the performance of students, their logical perceptions and ability to master were applied in the pedagogical process.

Thus, a teacher should know and take into account the content of the subject, textbook and tutorials, methodological recommendations, character traits, and individual characteristics of the subject in order to define specific didactic tasks in preparing the course.

The main tool for determining the outcomes of the educational process and the quality of education should be monitoring and evaluating the learning activities. Accounting and evaluation of student learning activities are the most important indicators of teacher activity and its pedagogical competence.

Аннотация

В педагогическом процессе применялись факторы, влияющие на успеваемость студентов, их логическое восприятие и способность к овладению.

Таким образом, преподаватель должен знать и учитывать содержание предмета, учебника и учебных пособий, методические рекомендации, черты характера и индивидуальные особенности субъекта для определения конкретных дидактических задач при подготовке курса. Основным показателем определения результатов образовательного процесса и качества образования должен стать мониторинг и оценка результатов обучения и деятельность.

Учет и оценка учебной деятельности студента являются важнейшими показателями деятельности преподавателя и его педагогической компетентности.

Keywords: pedagogical process, professionalism, development of learning process, assessment

Ключевые слова: педагогический процесс, профессионализм, развитие процесса обучения, оценка.

Introduction: Increasing students' activity, interest, and assimilation in the course was done through the development of new interactive and innovative technologies.

Pedagogical activity is a process rich in historical events. The purpose of this activity is to fulfill a person's professional development throughout its life. This process has its own peculiarities. It includes the purpose and effort of teacher work. The structure of pedagogical activity includes the following aspects:

The motives, purpose, subject, conditions and results of pedagogical activity

Each of these is one of the key factors for the business process and promotes its development. There are different types of activities, depending on the

specific task. It can be teaching, training, self-education and so on.

An analysis of the pedagogical activities of different subject teachers reveals that the process consists of interconnected components. The implementation of these components provides for the upbringing of students and the formation of their personality. These components include constructive, communicative, organizational, and research.

Constructive components require the planning and training of pupils in the learning process. This includes current and perspective planning. A constructive component is also called constructive planning. This process involves planning and organizing training activities. A constructive component means that a

teacher can prepare a student's personality development project, respect his personality, and build training materials in accordance with the student's knowledge and age. In this way, each teacher is able to learn the individual quality of their students.

The communicative component is manifested in the teacher's sincere, loving relationships with students. Proper and creative use of this concept allows you to solve all your teaching and learning issues. The main form of training is a lesson. The other consists of educational excursions, extracurricular activities, additional lessons with weak students, and home-based activities given by the teacher.

The course is the main organizational form of training in secondary schools and is held in a separate room for all students within a specified time. In this time, various methods and tools are used to create an environment conducive to the development of cognitive functioning of students as well as to the development of a system of knowledge that all students will be learning in the learning process. At the lesson is taught not only the speeches, but also visuals, gait, tone of voice and so on. Lesson is a complex system which involves the acquisition of knowledge by students, the development of their mental activities and outlook, the development of high moral qualities, and the establishment of good relationships with their friends.

It is important to ensure that every student is active in the classroom. This means that the teacher should take an active and creative approach to the material being taught, focus on the student's thinking, and engage them in the search for questions and problems, and focus on the political direction of the lesson. In this case, the teacher should not be the only active himself, but also promote the development of the student's vision of logic, creative, inductive, deductive analysis, composition, and comparison.

There are some signs of the lesson.

a) concrete teaching and learning tasks are performed in the lesson.

b) each lesson is included in the schedule.

c) pupils acquire knowledge, skills and habits.

d) the lesson is compulsory for all students.

e) teacher guidance is provided in the lesson.

The preparation of a chemistry teacher's course is carried out in 3 ways.

1. The teacher should always try to improve his / her scientific, political, pedagogical, psychological and methodological knowledges.

2. The teacher should be thoroughly familiar with the state program of chemistry, textbooks, methodical literature and widely use them. The teacher should plan the teaching materials on the basis of the curriculum and prepare for laboratory experiments and practical exercises in a timely manner.

3. As a result of the curriculum, modern chemistry teachers are required to carry out a number of functions and tasks. The main advantage of these lessons is that they are more flexible. A teacher can make additions and changes in training planning.

For example:

Theme Carbon. Structure of the atom, allotropic images, finding in nature.

Standard 1.1.1., 1.2.1., 3.2.1., 4.1.1.

Purpose:

1. Recalls and strengthens the previous lessons about the structure of the carbon atom, the state of hybridization, and the case of allotropy.

2. Compares allotropic images of carbone on the basis of hybridization, their physical properties, differentiates and explains the reasons.

3. Presentations on allotropic shapes and natural compounds of Carbon.

Integrate: Physics-2.1.1, 2.2.1. Biology-2.1.1. Geography -2.1.7.

Job Form: Work with all classes and groups.

Training methods: Brainstorming, problem interpretation, discussion.

Resources: Diamond, graphite samples, charcoal, crystal lattice model, picture board, computer, projector, audio-visual disk with theme material.

Motivation-problem structure.

Students will be shown a table with the formulas of the substance containing the carbohydrate element and will be asked which chemical element they will produce.

The students closely look at the charcoal, diamond ring and graphics on the table, and give their views and comments on the items on the table and say that the element is carbon. The teacher asks: What could be the subject of our present lesson?

Students say that the topic of the lesson is carbon.

When organizing a chemistry teacher, consider using a state-of-the-art program, textbook, and methodological literature to provide teaching, educational, developmental, and supervisory functions with life, production, interdisciplinary skills, and the use of a lab.

Pedagogical proficiency is a broad concept. It includes teacher's deep knowledge, high authority, wisdom, creativity, scientific analysis, fantasy and so on.

Pedagogical proficiency is an individual characteristic and greatly depends on the character, age, health, anatomical and physiological characteristics of the educator.

Pedagogical communication is a normative form of teacher-student interaction. As this communication goes face to face, it becomes a personal dimension for the participants of the pedagogical process. This is a necessary manifestation of the life of a teacher and a student.

Effective organization of training in chemistry, high level of scientific and methodological training depends on the proper planning of teaching. The topics are divided at the lessons, and the program shows the amount of each course, which gives the direction to the teacher.

When preparing perspective planning, you should know the following:

1) Conducting clarifications on the teaching unit and topics in the textbook.

2) Correctly define the consistency of the curricula and topics.

For this purpose, the sequence is based on principle to go from simple to complex and from easy to difficult.

The structure of the sequence relates to: the logical sequence, the psychological sequence, the historical-geographical sequence, the thematic sequences (cause-and-effect relationships), and the time for the annual assessment.

Teacher preparation for each lesson is based on pre-planning. Drawing up a lesson plan is a tool for the effectiveness of the lesson and implementation of teacher's ideas. The lesson outlines the purpose of the lesson and prepares for the next lesson. Therefore, the teacher must learn and improve his knowledge every day.

There are different ways of doing this. He participates in scientific-practical conferences, in pedagogical lectures throughout the country, in the discussion of scientific and methodological, pedagogical and psychological manuscripts. The teacher is well aware that the quality of the lesson depends on how he/she can analyze their lesson and how creatively they use the experience of other teachers. If teacher use the school and the classrooms as a creative laboratory, his pedagogical skills are improving.

Thus, a teacher should know and take into account the content of the subject, textbook and tutorials, methodological recommendations, character traits, and individual characteristics of the subject in order to define specific didactic tasks in preparing the course.

The main tool for determining the outcomes of the educational process and the quality of education should be monitoring and evaluating the learning activities. In modern times, evaluation takes into account all aspects of student development in general. In this context, it is important to take into account the importance of

monitoring and evaluation of the learning process in 4 important ways.

1. The content of the training is consistent with the volume of curriculum provided in the in subject programs (what we teach the student, in which volume)

2. How do we teach our student the basics of learning techniques, learning technologies and didactic means;

3) How the learning environment implements teaching and learning tasks (under what conditions)

4) Compliance of all components of the monitoring and evaluation training process with the pedagogical legislation (the status of the learning process, its results and prognosis).

Thus, accounting and evaluation of students' knowledge is important and necessary in some respects. Each student sees how their work is evaluated, analyzes their mistakes and successes, and produces results.

Each teacher also analyzes teaching activities at the end of the year and examines what defects are allowed. Accounting and evaluation of student learning activities are the most important indicators of teacher activity and its pedagogical competence.

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