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SALT HYDROLYSIS TEACHING METHODOLOGY IN THE HIGHER EDUCATION SYSTEM

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Today, in the school chemistry course and in the higher education system , the teaching of the processes that go through the hydrolysis of salts leads to the study of the mechanism of any chemical reactions . This is formed by explaining the mechanism of hydrolysis of salts to students and students, after the substance is dissolved in the solvent . It is also possible to explain electrolysis, hydrolysis, amphotericity, electrical conductivity, electrode potentials, oxidation-reduction processes based on this theory [1].

The properties of atoms, which are very different from the properties of ionization formed from them, are explained to the students on the example of table salt ions. The reason is based on the above-mentioned difference between the electronic structure of atoms and ions .

As a result of problem-based learning, students acquire new knowledge, identify new connections between concepts and evidence known to them. Problem- based learning can also be used as a method to determine the intellectual capabilities of students . The disadvantage of this method of teaching is poor management of the thinking process. However, its advantage is that creative thinking requires independence and freedom. Study for a definite result , they arrive at different times . Therefore, this methodological method requires more work and greater responsibility from the teacher than other methods . Equalizing students' thinking speed in this case requires creativity from the teacher.

Is to create a problem situation in different ways. In problem-based teaching, the teacher's teaching method changes. In the process of teaching this topic, it is necessary to create a problem situation in teaching the hydrolysis of bases, acids and salts , for this, students should be asked what substances are hydrolyzed , It is done by asking the question of how we can prove it, explanations, in which the teacher gives direction in order to alleviate the problem situation, that is, when a substance is dissolved in a solvent, it breaks down into ions . If the precipitate is a product, they should explain that

such processes do not occur, that is, the precipitate does not dissolve in any solvent. After that, students remember the mechanisms of dissolution of substances in solvents, saying that water is the strongest solvent, and begin to solve the situation by thinking that inorganic substances do not dissolve in organic solvents.

Today, while instilling innovative components in the educational system, the scientific heritage and theories of foreign chemists and Methodists, especially the famous historians of chemistry B. Kedrov, chemical dialectic, V. Shtrube, the path of development of chemistry, M. D Jua, engaged in the general history of chemistry . O. Benfey, V. Karpenko, B. Newbold, M. Pennington , P. Phillips, L. Corte, Z. Selak, J. Keutgen , The Javorovas analyzed the issues of improving the scientific-theoretical foundations of chemistry [2] . R. Becker M. Galages directly conducted many studies on the methods of organizing and conducting chemical experiments . In accordance with these scientific theories , we recommend the implementation of the following in the formation of innovative ideas of the teacher in changing the quality of education today :

1. Organizer-social pedagogue: prepares students for independent life. 2. The class leader creates and influences a positive psychological environment in the class; 3. Helps and supports students in solving problems during Methodist education.; 4. Philosopher-analyzes knowledge and experiences, justifies his views; 5. An experienced close friend helps to overcome obstacles and problems faced by students; 6. Researcher-innovator-innovator-regularly works on himself, creates and implements new ideas; 7. The leader of the educational process and its motivational means of achieving the goal, considers the perspective, chooses teaching methods, teaches students to read, takes a creative approach; 8. Able to work as an interactive team and teach to work; 9. Counselor - teach your personal example. Educator helps students to develop physically, mentally and spiritually; 11. A psychologist knows and understands himself well; 12. Guide to change - helps students to improve their life skills; 13. Disseminator of information - conveys basic new information to students and teaches how to apply it.

Among the studies on the preparation of pedagogues for innovative activities, the work of MVKlarin occupies a special place. In his work, he connects innovative activities with the need for continuous education organized through the development and implementation of socio-cultural projects. This approach is based on the possibility of free choice of the person, in which the study activity takes one

of the leading places and can be an important, leading tool in the development of the person and a way to involve the person in the educational process.

The process of the teacher's preparation for innovative activity is as follows, including: predicting the overall success of the intended innovation and its individual stages, comparing the innovation with other innovations, selecting the most effective of them, determining their most significant and accurate level, checking the level of success of the innovation's implementation and the innovation to assess the ability of the implementing organization to accept the innovation.

A new approach to the professional training of chemistry and pedagogy education, which is continuously developing in line with modern development, is to direct future teachers to pedagogical, cultural-educational, scientific-research activities; it was shown that it is necessary to ensure the achievement of educational results by acquiring general cultural, general professional, scientific competences. It was shown that the integrative methodology of ensuring the quality of professional training of students on the basis of the basics of chemistry is implemented through theoretical and methodological integration of chemistry teaching. It was determined that the content of their professional-methodical training based on the basics of chemistry is the formation of chemical-methodical competence related to the acquisition of innovative educational paradigms, the development trends of the theory and practice of chemical education, scientific competences.

Chemical -methodical competence, the formation of the teacher's innovative abilities requires chemistry teachers to acquire not only general cultural and general professional, but also special (based on the specific characteristics of chemistry, related to science) competencies through the creation of innovative activities in students. guides the formation of chemical concepts.

Thus, the relationship between education and upbringing is not the same. A properly organized educational process will quickly pay off, that is, it will have an impact on students' learning . Cultivation of discipline, organization, activity and other similar qualities in students will cause active and successful acquisition of knowledge. The unity of education leads to comprehensive development of the student's personality in the educational process.

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