THE USE OF THE TASKS OF DEVELOPING LOGICAL OUTLOOK IN FURTHER IMPROVEMENT OF TEACHING ORGANIC CHEMISTRY

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ABSTRACT

In this article, the ways to increase the effectiveness of teaching organic chemistry are discussed. This article enlightens the use of advanced pedagogical technologies in chemistry lessons, the use of didactic tasks that develop logical thinking in teaching organic chemistry.

Keywords: Education, task, didactic game, methodology, didactics, pedagogy, lesson, teaching, education, upbringing, assignment.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

It is no secret that the main task of today's teacher is to form a well-rounded and well-educated generation. A modern teacher not only conveys knowledge, skills and competencies, but also has a complex effect on the individual, by keep away the majority of students today from the factors that distract them from learning activities by attracting their attention to well organized classes not through rudeness and threatening but through making the process more productive. Chemistry is a complex, comprehensive, yet interesting science that combines theory with practice and concepts that must shaped both theoretically and in a well reasoned way. In our country, upbringing and education are inextricably linked, and the teacher must develop these qualities in his or her lessons as he or she gives education and upbringing to the students. When you start writing a lesson plan, you should be able to choose the right goals and objectives before planning the lesson, and be able to achieve these goals at the end of the lesson. Teachers should try to teach chemistry to students perfectly:
1. Students' achievements to master science consciously.
2. To be able to apply the knowledge and skills gained in chemistry to life.
3. To give an idea about different chemicals used in life, their properties, formulas.
4. To understand the main directions of chemicalization of the national economy on the basis of knowledge gained in chemistry, to give students instructions on the profession.
5. To develop the ability to conduct practical exercises and experiments on the basis of theoretical knowledge in chemistry, the ability to solve problems in the subject.

The use of didactic games in chemistry lessons is a method of creating a conducive environment in which all students can interact actively, modeling life processes in the classroom, analyzing processes and situations and identifying problem solutions. The use of didactic games in the classroom involves creating problems in chemistry that occur in our lives, and teaches us to find solutions to them. As students work in groups, they understand, protect, and work together for a common goal. According to S.A. Shmakov, most didactic games have four main features:
1. Free-flowing activities, the ones that are performed so that students can enjoy the activity as they wish.
2. Creative didactic games are thought to be in an improvised shape.

3. Emotional upliftment is an activity in the form of competition and rivalry.
4. Didactic games with rules of proper and reverse meaning.

The structure of the game activity is in the form of planning, implementation of the goal, the analysis of the results obtained, in which the person fully expresses himself as a subject. According to Professor S.A. Shmakov, no matter how knowledgeable a teacher is, no matter how clearly and comprehensibly he explains a topic, they try to acquire knowledge through various independent games. Taking into account the fact that the chemistry curriculum is becoming more complex from year to year, one of the main tasks facing teachers today is to maintain students' interest in science. Depending on the level of coverage of the participants in the didactic games used in the lessons of organic chemistry, it can be done in the following ways:
1. In individual order.
2. Work in pairs.
3. Work in groups.
4. As a team.
5. Individually
6. In public.

When choosing a didactic game on the topic, the teacher should also take into account the age categories of students. The more games you play, the harder it gets. Also when choosing a didactic game, the teacher should be based on the following criteria:
1. The game should be designed for one lesson at a time.
2. The game should not be so complicated that you do not understand its rules.
3. The game should not lose its significance over time.
4. The game should involve all students in the whole class.
5. Students should be assessed at the end of the game.
6. Games should involve action.

Contextual assignments are a set of textual assignments that include the main tasks in which students may be interested today. The steps for creating contextual text assignments are as follows:
1. By identifying the topic of the next lesson, we will be able to identify what students have encountered in life and what they know about it. It is possible that the subject was studied in small classes before.
2. To clearify the information which is for students.
3. Think of a real-life example that illustrates this point. Let the students fully understand the essence of the topic by solving this life puzzle.
4. Create a text, picture or video assignment that includes this process or use ready-made materials.

In this assignment, students will be asked to answer a problem question. The student must find the solution to this problem.

When Sobir and Adkham began to study organic chemistry, Sobir asked his friend Adkham questions to prove how interesting the science was:
Task 1. This substance is formed as a result of metabolism in humans and animals. Its synthesis from inorganic matter proved that the vitalist doctrine is wrong. The picture below shows the scientist who discovered it. Please, guess what substance it is.
Answer: Urea

Assignment 2. The sugar we eat every day is mostly made from sugar beets. But it can also be obtained artificially. All you need is to use formaldehyde and lime. This reaction was first carried out in 1861 by the scientist whose picture is given. Who is he? Please guess. Answer: Butlerov.

Assignment 3. Let's do two experiments. The first is only among inorganic substances and the second is only among organic substances. In this case, the result is the same, which means the experiment with organic substances is slower and with inorganic substances it is faster. What do you think is the reason for this? Answer: Because organic substances have a covalent connection.

Assignment 4. Anwar was approached by three unknown individuals who said they were brothers. The main difference between them is 2 hydrogen. In this case, the number of hydrogens in the siblings gradually becomes less than 2. All three names have the same root and differ in the suffix at the end. The largest does not have a coupling reaction, and the two smallest have a coupling reaction. At temperature and Ni catalyst, they can convert to each other. Guess the name of the sibling hydrocarbons. Answer: Ethane, ethene, ethylene.

Assignment 5. Sadriddin, a 10^{th}(A)grade student, went into the lab after class to help the lab technician pick up the reagents. The lab technician said the labels on the containers which have phenol and ethyl alcohol inside were unclear. Sadriddin said there is an easy way to find it. With the help of a single reagent, the laboratory assistant was able to identify the substances and update the labels. What reagent did he use? Answer: He determined the substance by using phenol reacting with NaOH and not reacting with ethanol.

Based on the research, we can say that the use of such interesting didactic games in chemistry lessons is very effective. Which didactic game to use depends on the creativity of the teacher. Because the scopes of people's minds differ from each other. Teachers can create new didactic games depending on their points of view.

In short, teaching chemistry in comprehensive secondary schools is concidered to be the general purpose of education which means that students must gain the knowledge which is necessary to continue their education and lead their social lives, to form and grow the sense of self-determination and also to improve their intellectual skills and scientific outlook.

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