

## TEACHING METHODS OF THE TOPIC “PRIMARY CLASSIFICATION OF ELEMENTS” IN 8TH GRADE

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**Abstract:** This article describes the methodological approach to the transition of the topic of the initial classification of elements to the 8th grade. There are also examples of pedagogical technologies that can be used to make the topic more understandable to students.

**Keywords:** classification of elements, metal, amphoteric, non-metallic, pedagogical technology.

An hour in the 8th grade school textbook for the topic of the initial classification of chemical elements, the topic comes after the theme genetic linkages between the main classes of inorganic compounds, Periodic Law and Periodic Table. Atomic structure is taught in Chapter II, § 4. The purpose of this topic is to explain to students how the chemical elements are initially classified, as well as provides a basis for a full understanding of topics: Natural families of chemical elements, Periodic law of chemical elements. The school textbook provides the following information to illustrate the topic of the initial classification of chemical elements. Information is given about the period of formation of chemistry as a separate science, the scientists who contributed to the development of this science and their first attempts to classify chemical elements[1.31].

The impossibility of distinguishing between metals and non-metals. When we classify an element into a group of metals or non-metals, we need to note which properties of the element are more strongly expressed - metallic or non-metallic. (For example, Iodine.) [3.142].

This information is explained using the following genetic link.

Metal	Amphoteric	Non-metal
Na	Zn	S
Basic oxide	Amphoteric oxide	Acid oxide
Na <sub>2</sub> O	Zn O	SO <sub>2</sub>
Basis		Acid
NaOH; Zn(OH) <sub>2</sub>		H <sub>2</sub> ZnO <sub>2</sub> ; H <sub>2</sub> SO <sub>2</sub>

The lower valence oxides of some chemical elements are basic, the higher valence oxides are acidic, and the intermediate valence oxides are amphoteric. [1.32.] For example: chromium (II) oxide is CrO-based, chromium (III) oxide is Cr<sub>2</sub>O<sub>3</sub>-amphoteric, chromium (VI) oxide is CrO<sub>3</sub>-acid oxides. Therefore, this classification of elements is not perfect [1.34].

Innovative technologies that can be used to teach the topic. "Blitz-questionnaire" method: This method allows students to organize the sequence correctly, to think logically, to choose from a variety of ideas, data based on the science being studied, as well as , to respect the opinions of others and to teach them to express their opinions and to plan their activities, their day.

The purpose of the method: to be able to independently determine the sequence of questions presented in the papers distributed to students through this method, to be able to communicate their ideas in small groups or to remain in their own opinion, to be able to share ideas with others forming skills such as.

Training schedule. - The teacher gives the students an idea of how to listen carefully to the information provided and how to conduct a specific test based on this information. Give students a clear time for the test, and warn them that they need to make the most of that time. - He then gives everyone a handout and asks them to study it carefully; - The teacher explains the content of the handout and the task to be performed, and asks them to fill in the "student's name and surname" and "class" sections. - Emphasizes that the task given in the handout will be performed individually; - Each student writes one of the 3 possible answers to the questions in the "Student Answer" section of the handout based on their personal opinion, the answers can be indicated by numbers or letters. - Handouts will be exchanged within the allotted time after the completion of individual work. (Switches can be arranged in different ways, for example, with the student

next to them, in small groups, or with the student in the back). - After the handouts are shared, the teacher starts reading the correct answers, the students start checking each other's work, and the "correct answer" section is given a "1" score, if incorrect. They put a score of "0". - The teacher explains the assessment criteria and asks for the handouts to be returned to their owners, allowing them to see their mistakes. - The teacher collects, evaluates and publishes handouts [2.142].

Resume technology. The technology focuses on complex, multidisciplinary, and challenging topics. The essence of the technology is that one child provides information on different areas of the subject. At the moment, each of them is discussed from separate points. For example, the pros and cons, advantages and disadvantages, advantages and disadvantages are identified.

The purpose of the technology: Encourage students to think freely, independently, critically, to work as a team, to research, to find a solution to a learning problem based on a topic using the method of summarizing and comparing ideas, and to make the necessary conclusions or decisions. to teach, to approve it, as well as to solve a given problem.

Application of technology: It can be used in lectures (if possible), seminars, practical and laboratory classes individually (or in small groups), as well as homework. Tools used in the exercise: Handouts, felt-tip pens or colored pencils on A-4 paper (depending on the number of groups).

Training schedule: The teacher divides into small groups of 3-5 people, depending on the number of students. The teacher introduces the students to the purpose of the lesson and the order of the lesson, and each small group is given a note at the top of the paper, that is, the main problem, the learning problems separated from it and how to solve them. Distributes leaflets marked with 1s and summarized in writing. Each group member identifies the advantages and disadvantages of the problems on the sheets received and expresses their views in writing using a felt-tip pen. Based on the ideas expressed in writing, they find a solution to this problem and draw a general conclusion as the most optimal option [4.106].

One of the members of the small group will present the prepared material on behalf of the team. The group's written comments will be read out, but the conclusion will not be presented. The teacher asks other subgroups for the group's conclusion, determines their opinion, and after the group's opinion, the presentation group presents its conclusion. The teacher comments on the ideas or conclusions given by the groups, evaluates them, and then concludes the lesson.

The teaching of the topic "Initial classification of elements" leads to the organization of the topics covered in chemistry in students and the integration of topics in the minds of students. Ensures full understanding of new topics.

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