



Theoretical Analysis of the Performance of a Transparent Form of the Composition of Chemistry Education of Students in Higher Education

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ABSTRACT

In this paper, the theoretical analysis of the performance of students in chemistry education in a transparent form is presented. In addition, the adoption of audiovisual information is based on the relationship between the external and internal activities of the teacher and the student, the audiovisual description of the teaching material presentation and their effectiveness theoretically.

Keywords:

Chemistry, transparent, audiovisual information, audiovisual description of educational material, programmed education, semantic communication, synthesis, etc.

Introduction. Continuing to disclose the features of educational and cognitive activity in this article, the main didactic principle laid down in them immanently is an indicator of the naturalness of implementation. This is facilitated by the basis of the psychosocial perception of knowledge: perception, perception, attention, information processing, memorization, expression, etc.

In education, it is important to perceive through sight and hearing. By listening to a person, the human gooseberry recalls the accepted words. The resulting visual image is given, and the perceived speech is visualized. This interaction is one of the conscious perception. The meaning and comprehensiveness of perception is not only related to how the material is presented by the teacher, but also to what verbal perceptions are formed in the perception of the so-called explanation by which visual images come out and see. In this way, it becomes clear that the

methodically correct application of teaching aids can have a significant impact on the quality of mastering the program material.

Literature view. Studies of I.P.Pavlov and his shogird show that in the application of efeksex, a weak component is masked with a lot of strength. This is due to the fact that special attention is paid to their separation.

To fully understand the studied objects on the side, it is necessary to provide and understand things and services analysis-synthesis method. The first plan is to look at the content of the material, either synthesized, or analyzed.

For the study of instructional materials by the teacher, even though reading instruments are used, the quality of performance of the student with concepts at the semantic level of the activities will continue. At the level of concepts of retirement, in order to apply to the appropriate educational means for the implementation of the information function

of the teacher, maybe at the Touch level, it will be so. In this case, the role of screen-guided form perception for the study of information, leads to an increase in the acquisition of emotional knowledge for the study and, at the same time, to an increase in the activity of the students in the acquisition of knowledge. This is because the image and sound (the main users) of the word predominance describe the object of special thinking, working with the concepts of the YA; comparison, including the study of emotional changes; repetition, analysis and testing, and the management of the helpdescription and understanding. At this stage of cognitive activity, students enrich themselves with imaginative materials of the style of thought, develop the presentation, observe it, review the information received and quickly execute it.

Research methodology. The reception of audiovisual information is carried out successfully on the basis of the relationship between the external and internal activities of the teacher and the student. External activity consists in the organization of the workplace for viewing, writing questions, preparation of additional materials. Internal activity is the accumulation of memory, the designation of commands for conscious perception of incoming information.

In the audiovisual form of presentation of instructional material by the teacher, vision usually plays a leading role. According to psychologists, 80 percent of the information about the object takes a person by sight. This is a system of self-regulating and self-adjusting, the parameters of which vary reflexively under the influence of the characteristics of the subject, the level of concentration of attention of the pupils (the level of concentration of attention, the choice of information on the basis of motives) and external (luminosity, distance from the object, contrast) indications. The regulation of the pupil of the eye, accommodation, eye convergence and adaptation, the magnification feature of the bag, changes in the size of the operating area occur. It should be borne in mind that frequent changes in instructions lead to severe fatigue of the

readers, a decrease in the speed and reliability of information processing. This should also be taken into account when creating and using audiovisual tools. It is necessary to consider the essence of the process of perception at all levels to show the Real methods of implementation of this requirement.

Analysis and results. The reaction to changing the setting from the background to the Touch level, in which a global assessment of its properties takes place, is particularly strong, which leads to the need to coordinate the screen-shaped form of the message with the information, spatial and temporal boundaries of perception. Compliance with these conditions creates a favorable situation for the next level of perceptive perception, to which the developed forms of analysis and synthesis are inherent. Here the form, the relationship of which does not have an internal meaning, the separation of the integral properties of the objects occurs, the formation of the image and its integral properties is carried out through parallel channels. It is important to understand the essence of the audiovisual information presented here, the ability to analyze it, transfer it to the presentation.

The creation of the image does not end in this, but develops to the next level - the operator's level, where a general assessment of the importance and practical value of the information provided there is carried out based on the social experience and needs of the subject. As a result, a concept, an idea arises, which determines the logical-semantic properties of the subject, the semantic attitude towards it. At the same time, the level of emotionality of the material to be mastered and the instructions of the teacher play a big role. The educational message recorded in the materials is delivered to the audience through audiovisual educational media, which is included in the group of mass media communications.

The relevance of different educational media to Mass Media Communications is determined by their creation, centralized distribution by the collective communicator, and not by one person, by their acceptance by

many listeners and orientation to socially significant values.

Popular scientific, informational and artistic programs are aimed at an aspect that is not sufficiently determined by the psychological characteristics of the viewer. The curriculum is aimed at a certain age group that has a certain range of knowledge previously known to the communicator (educational tool developer) and receives the message in accordance with the instruction set up by the teacher from the beginning. This feature of educational tools allows you to use knowledge in the field of general, age and pedagogical psychology to create the message with more clearly defined parameters of influence.

All the objects and phenomena of the surrounding world have many signs, and, as a consequence, the Komplex manifests itself as insurgents. When getting acquainted with the appearance of the obyekт during the observation, it occurs that the parts, the properties of which are arranged in a fictitious way (analysis) and the separated parts, the properties are combined into a single whole. This is how the perception of the Buddha obyekт occurs, first of all, with the help of vision, the most vivid signs, features and attributes are remembered, and then these signs, features and qualities are considered in their interaction. In this way, moving from the button to a section, a step-by-step analysis of the image, a separate review of each of its characteristics takes place.

A dialectical-materialistic approach to the study of those that affect the perception of information is based on the tendency of a person to reflect subjectively, objectively, along with his desire for a worthy knowledge. In this regard, television and cinema provide the merit of perception, create images that correspond to real world subjects, phenomena and events in students. The reader will see on the screen a model that reflects not only the obyekт itself, but also its reflection, the most necessary characteristics of this obyekт, which is very important for acquiring knowledge and forming concepts. One of the important problems associated with the perception of audiovisual information is the identification of information psychology and pedagogical experiments.

Studies on the determination of the staff size of a training program in a programmed education can be taken as a basis.

In the transition of concepts from direct memory to short-term memory, their information content is significantly reduced (up to 50 bits instead of 15 bits). In this way, only 6 pieces of consciousness can be transferred to long-term memory for 30 minutes. The mandatory requirement in solving the possible number of concepts that can be presented in a single staff is to come from the existence between single holistic semantic concepts. Experiments have shown that for the establishment of a semantic connection, any guide staff can have no more than 3-5 concepts, of which only one will be new. It is known that knowledge can consist not only of concepts, but also of various communication systems between concepts. Therefore, two concepts, in which interaction is formed, form a new concept.

Any experienced teacher knows that the methods of education that determine the method of learning from the point of view of organizing the cognitive activity of the students should be different. Different and identical activities of students-this is not a question of whether reading is "interesting or not", but some kind of deeper reality that determines the whole mode of the brain. In particular, the uniformity of the content of the training activity carried out, the similarity of the material with which it is remembered, leads to a retroactive braking of memory. A simple example of retroactive braking, which occurs when incorrectly organizing the training process, can be cited. For example, an aperture will be needed to explain the new material. Students are offered to remember the yigirmata cadre from a single presentation. In the process of control, most of the students correctly reflect the content of the first four personnel and the last two, three personnel. The remaining shots are forgotten. It is clear why the first staffing is remembered: a new type of activity is of particular interest. But soon the interest will disappear, fatigue will arise from the uniformity of the actions performed, as a result of which the

content of subsequent personnel will not be mastered.

Conclusion / Recommendations. Thus, the excess of visual aids also reduces the effectiveness of mastering .tiradi Their application is determined by the level of attention of the merori readers. If students hear the speaker without distractions, he or she gives full attention with this training toollasa, in this case we can assume that retroactive braking did not occur.

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