

MOTIVATION TECHNIQUES IN ACTIVITY-ORIENTED CHEMISTRY LESSONS

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Today, there is a serious problem in the field of education, which is the lack of interest in learning among the majority of modern schoolchildren.

Year by year, students accumulate a large amount of information at school, and as a result of an overload of information, students get tired and lose interest in learning quickly. Curiosity decreases as you move from class to class.

Among the reasons for the reluctance of schoolchildren to learn is a lack of motivation.

This problem is relevant in our time. In this situation, the main task for every teacher is to raise interest in learning new material, in discovering new knowledge. Forming motivation, the teacher retains and multiplies the educational and cognitive motives in students' personality.

In the course of the educational process, one of the main tasks of each teacher is to ensure the emergence, preservation and predominance of an educational and cognitive motive in the students' souls.

The use of motivational techniques at each stage of the lesson strengthens students' desire to master knowledge.

Chemistry is a difficult subject to understand. For the effective use of knowledge and the development of students, competent and powerful motivation is needed, which will be used to develop interest and better master the material [1].

Applying motivation methods at all stages of the lesson, students develop interest and cognitive activity, which is the key to successful mastering of knowledge. Motivational techniques develop students' sustained interest in the subject.

Thus, the motivational aspect is very important at every stage of the lesson, it allows you to develop interest in learning new material, increases the activity of students, and presupposes a strong consolidation of knowledge and skills.

Inspirational motivation is an important aspect at the beginning of the lesson. From the first minutes of the lesson, students should be interested in studying a new topic, in this case, there will be a powerful impetus to interest in the material, which in turn will lead to the emergence of cognitive activity and interest.

Pupils' attention will be directed to gaining new knowledge. It is necessary to encourage activity in the first stages of the lesson.

At the beginning of a lesson, a strong incentive is needed for pupils to be interested in learning new

material, therefore it is very important to apply the method of stimulation to activity and mastering new knowledge [2].

One of techniques for increasing motivation is to draw students' attention to the topic studied with material containing unusual information that can grow interest. A problematic question is created, the answer to which the students, together with the teacher, are looking for throughout the lesson.

Summarizing what has been said, we can say that the stronger the motivation for learning new material at the beginning of the lesson is, and the more interested the students are, the better the students will assimilate the material, and the stronger their cognitive activity will be.

One of the most effective types of motivation is the motivation to achieve success. Indeed, the positive experience of past consolidated knowledge, new discoveries that students made, strongly affect the motivation to study chemistry further and gain new knowledge and skills.

Encouraging students to master new knowledge in the classroom, one of the main motivating techniques is the actualization of motives of previous achievements of success [3].

This is a fairly effective technique, it allows students to be more self-confident, clearly express their point of view, take part in discussions and strive for new discoveries.

Thus, the motivation for achieving success is effective for the development of cognitive activity of students and more deeply motivates students to master new knowledge and skills.

During our research, we examined the importance of motivation at each stage of a chemistry lesson for raising the interest and cognitive activity of students.

Every teacher should understand that no matter what knowledge he possesses, no matter what techniques he possesses, without positive motivation, without creating a situation of success in the lesson, such a lesson is doomed to failure, it will pass by the students' consciousness, leaving no trace in it.

Learning will only become joyful and attractive for children when they themselves learn: to design, construct, explore, discover, that is, to know the world in the true sense of the word.

Applying various forms of motivation in the lesson, it is necessary to strive to induce cognitive interest in each student, regardless the complexity of the material.

Timely motivation, as well as the correct choice of the training system, contributes to the successful assimilation of knowledge in chemistry. The thinking and creativity of students develop with better results, and independence and activity contribute to a deeper development of thinking processes.

Motivation should permeate the entire activity, manifesting itself in different ways. The learner, if properly motivated, should have a desire to learn, feel the need to learn or be aware of the need for it.

Motivation is prior to qualitative learning.

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