

The easiest of the above communication tasks are open-ended tasks with incomplete information and with an unknown subject or condition. Tasks with an unknown method of accomplishment are the most difficult. Tasks in which the problem is identified by the teacher tend to be easier than tasks in which students see the problem for themselves.

**Conclusion.** The communication tasks we have considered should be harmoniously integrated into the system of learning and speech situations. The use of textual communicative tasks demonstrated that they not only enhance the development of creative thinking in foreign language lessons, but also stimulate motivation for learning, which ultimately leads to a significant increase in the efficiency of learning to read.

1. Passov, E. I. Communicative method of teaching foreign language speaking / E. I. Passov. – Moscow: Enlightenment, 1991. – 226 p.

## **THE METHODOLOGICAL TRAINING OF FUTURE TEACHERS IN THE PROCESS OF STUDYING ORGANIC CHEMISTRY**

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The problem of training highly qualified specialists, future chemistry teachers, can't be solved without improving the teaching of fundamental academic disciplines, one of which is organic chemistry. The main significance of this university course is to form a system of students' knowledge in the field of modern ideas about the structure and transformation of organic substances on the basis of structural theory, principles of structure, functionality and transfer of this knowledge to the level of synthetic thinking [1].

From our point of view, the study of organic chemistry by future teachers should be organized in such a way that fundamental theoretical training in the subject contributes to the methodological training of a specialist.

The objective of the research is to assess the possibilities and prospects of using methodical assignments while studying organic chemistry by future teachers.

**Material and methods.** Carrying out the research, we analyzed the program of the subject «Chemistry» for institutions of general secondary education and the current university program in «Organic Chemistry» and various teacher's and student's books on the subject. While doing research, the following methods were used: comparative and complex analysis of normative documents and literature on the research issues, the study of the teaching experience in organic chemistry to future teachers.

**Findings and their discussion.** To realize the idea of methodical training of future teachers while studying organic chemistry we set significant links

between the university course «Organic Chemistry» and the school subject «Chemistry», we also developed methodological tests and situational tasks.

Doing methodical tests allows future teachers to compare the material given in the university with the one given in secondary schools. Here are some examples of such assignments on the topic «Hydrocarbons».

1. In both university and school courses practical work is carried out while studying «Hydrocarbons»:

- a) studying of chemical benzene properties;
- b) studying of chemical methane properties;
- c) obtaining ethylene and studying its properties;
- d) obtaining acetylene and studying its properties.

2. In the university course «Organic Chemistry» and the academic subject «Chemistry» the following chemical properties of alkanes are studied:

- a) halogenation, sulfochlorination, nitration;
- b) halogenation, oxidation, isomerization;
- c) nitration, oxidation, isomerization;
- d) sulfochlorination, nitration, oxidation.

Methodical techniques and skills can be formed by doing situational tasks based on the material in organic chemistry [2]. Here are the examples of some tasks on the topic «Oxygenated organic compounds».

1. One of the ways of individualization in teaching is the use of multilevel assignments for students. Make up multilevel assignments that you would use to master students' knowledge during the lesson on «Chemical properties of alcohols».

2. The most difficult assignments are the calculation tasks which are solved with the help of mathematical equations, inequalities, systems of equations and graphs. On the material of the topic «Aldehydes and carboxylic acids», compose three calculation problems, for the solution of which it is necessary to use a system of equations.

3. One of the generally recognized forms of work with gifted children is their participation in the Olympiads. During the third stage of the Republican Olympiad in Chemistry students are offered the tasks in the recognition of organic substances. Choose three tasks where it is necessary to find out oxygen-containing organic compounds experimentally.

**Conclusion.** Thus, the above examples show the possibilities of using methodical tasks in the study of organic chemistry to improve the professional training of future teachers.

1. Borisevich, I. S. On the implementation of contextual training in the preparation of future teachers / I. S. Borisevich, E. Ya. Arshansky // Chemistry at school. – 2020. – № 1. – P. 20–25.
2. Aharodnik, V. E. Chemistry teaching methodology : workshop : a textbook for students of higher education institutions in chemical specialties / V. E. Aharodnik, E. Ya. Arshansky; edited by E. Ya. Arshansky. – Minsk : Aversev, 2014. – 317 p.