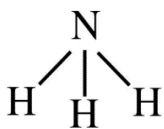
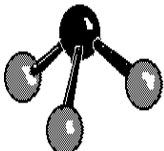

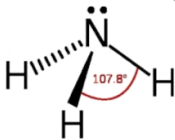


Table 1 – The way in which molecules are depicted

Molecular	Structural	Ball and socket	Hemispherical	Prospective (wedge-shaped)
NH ₃				

Thus, our analysis has confirmed the need to use visual modelling in teaching general chemistry. From our point of view, the selection of content and methods of teaching general chemistry should be based on the following requirements:

- the selection of the types of training models should be based on the objectives of the lesson, the programme and the training material.
- the structure of a general chemistry course from the perspective of visual modelling should be multi-level;
- a combination of traditional teaching methods and visual modelling should be predominantly used in the presentation of the selected content;
- the use of models should take into account existing achievements in this respect and the current level of information and communication technology development.

Conclusion. Thus, the specifics of the use of visual modeling is that it should be optimally combined with other methods of teaching to ensure the integrity of ideas about the studied chemical objects and phenomena, contributing to a better understanding and assimilation of the material on general chemistry.

1. Otvalko, E.A. Visual modeling as a means of teaching chemistry / E.A. Otvalko, E.Ya. Arshansky // Chemistry at school. – 2021. – № 3. – P. 11–20. – URL: <https://rep.vsu.by/handle/-123456789/26526> (date of access: 22.10.2022).

PHUBBING AS A MODERN PROBLEM

Irina Kalishuk, Anna Jurkevich

Vitebsk State Academy of Veterinary Medicine, Vitebsk, Belarus

Keywords: phubbing, phenomenon, informatisation, gadgets, questionnaire.

The XXI century is characterized by the dynamic informatization of society, the penetration of modern technologies into all spheres of life. Currently, an integral part of a person is a smartphone with access to the Internet. The invention of this gadget has a number of advantages, but we do not always deal with a positive effect.

Since the creation of the mobile device, new functions are constantly being introduced into it. However, the improvement of this invention's capabilities leads to the loss of certain skills, abilities and aspirations of a person. The process of socialization is especially strongly influenced by the smartphone and the World Wide Web. With

virtual communication, people forget about live communication, not understanding its significance and benefits for existence in society.

The purpose of our work is to identify how common this phenomenon is among the students of the Vitebsk State Academy of Veterinary Medicine, to analyze the dependence of young people on gadgets, to determine the degree of phubbing influence on the educational process and students' socialization.

Materials and methods. The research materials are Internet sources and already existing statistical data. The empirical study results carried out at the Educational Establishment "VSAVM" in the 2021–2022 academic year are presented. We have developed a questionnaire "Phubbing and its influence on a person" consisting of 15 questions. The study sample consisted of 226 1st-year students of full-time and 2^d-year students of extramural education in the specialties "Veterinary medicine" and "Zootechny". We used the methods of questioning and mathematical data processing in the study.

Findings and their discussion. A phenomenon of phubbing is widespread in modern society. Phubbing is a nonverbal reaction that occurs between talking people, which reveals itself in the constant distraction to their mobile phone. This leads to a loss of eye contact and interest in the interlocutor. The habit may seem quite harmless and can be explained as the desire to be always aware of current events. However, the danger of this phenomenon should not be underestimated. Phubbing negatively affects the process of interpersonal communication, the formation of social ties and, first of all, the psyche. This cannot but make us think about the negative impact of technology development, so this problem should not be left without attention.

Despite the fact that 61,06% of the respondents did not know about the existence of such a term as "phubbing", this phenomenon is part of the daily life of the students of the academy. 7,08% of students are quite often distracted by their gadget during interpersonal communication, 52,21% are practically not distracted, and 40,71% pick up a smartphone only if the conversation is not interesting to them.

While many prefer virtual communication, real communication turned out to be a priority for our respondents (62%), only in some situations 35% of students choose between real and virtual.

One of the reasons for the phubbing spread is the behavior of the interlocutor. As for the surveyed students of the veterinary academy, only 10,18% of them will do the same if the opponent is fascinated by his gadget during the conversation, 51,33% will try to distract a friend from the smartphone. The majority of young people (60,18%) feel annoyed when the interlocutor is more interested in the device than in their conversation. 11,06% of respondents indicated that they could not help but immediately look at the phone if a notification came to it.

When assessing the impact of phubbing on the educational process, 11,06% of students noted that they looked into their smartphone even while studying. 47,35% of respondents always take their phone with them wherever they go, 73,01% of respondents spend more than 3 hours in their smartphone every day, while 57,08% do not consider it is necessary to reduce the amount of time devoted to the gadget. 46,46% of academy students are more likely to devote their free time to being online. However, despite the fact that most of the respondents are strongly influenced by the smartphone, 62,39% still prefer real communication.

Conclusion. The study showed that in general students of the Vitebsk State Academy of Veterinary Medicine have a low level of phubbing. Only about 10% of young people have all the signs that make it possible to judge their susceptibility to this phenomenon. More than half of the respondents value and prioritize live communication. The development of technology and the process of society informatization have left its mark on the lifestyle of people in general, and especially of the younger generation. All this has led to the fact that the smartphone is a common and familiar attribute of everyday life.

1. Look at me: phubbing as a problem of modernity [Electronic resource]. – Access Mode: <https://theoryandpractice.ru/posts/18246-posmotri-na-menya-fabbing-kak-problema-sovremennosti>. – Date of access: 01.10.2022.

2. What is phubbing and how to get rid of it [Electronic resource]. – Access Mode: <https://lifehacker.ru/phubbing/>. – Date of access: 10.10.2022.

3. Scary word “phubbing” [Electronic resource]. – Access Mode: <https://www.kommersant.ru/amp/5099423/>. – Date of access: 10.10.2022.

CHEMICAL EXPERIMENT WITH THE USE OF PLANT OBJECTS IN THE LESSON AND EXTRA-COURSE ACTIVITIES

Anna Kovaleva

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: teaching chemistry, experiments with plants, school experiment, teaching methods.

The most important thing for a chemistry teacher and any chemist is to get interested in their subject. Many people are faced with the misconception that a chemistry lesson is conducted using only chemicals.

The chemical experiment at school is currently used in smaller quantities due to the reduction of the program and the features associated with the use of chemical reagents. Therefore, it is necessary to search for safe objects that can be used for chemical research by students. Plants are such objects [1].

The purpose of the work is to give a methodological justification and develop a school chemical experiment for extracurricular work using plant objects in a school chemical experiment.

Material and methods. Theoretical methods used in the research are analytical review of information sources, modeling; practical method is designing methodological materials for a school chemical experiment using a chemical experiment.

Findings and their discussion. The methodological aspects of teaching at school are the integration of all techniques, methods, means and forms of education for students to acquire knowledge of chemistry and the ability to apply them in practice. Accordingly, for the successful assimilation of new knowledge in the subject, teachers need to apply similar components of the methodology, as well as select special techniques and principles. One of the main elements of the methodological aspects of teaching chemistry at school is the principle of visibility.