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.

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

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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.

The key to successful assimilation of the program by students is the use of a problematic approach, when a problem situation arises and students become aware. The problematic approach makes it possible to activate the student's mental activity. Nowadays students and teachers are facing the following problem situations:

1. The main problem of educational institutions is the material base. The lack of material base includes not only reagents, instruments and materials. Most educational institutions use "old stocks" of 20-40 years ago. In addition, there are ventilation and drainage problems. Solving these problems requires significant financial expenditures from educational institutions.

2. Problems of storage and accounting of reagents. In addition to strict conditions for the storage and use of reagents, the problem of using reagents for terrorist purposes has arisen and requires more attention from the teacher. In addition, another part of the reagents was included in the list of narcotic substances, which also requires special methods of their storage and accounting and sale respectively.

3. Utilization of reagents after a chemical experiment. Most of the waste after a chemical experiment is discharged into a centralized sewerage system. Disposal of this waste is minimally organized. Touching upon the issue of ecology, a chemistry teacher is obliged in every possible way to follow the rules and be an example for students.

4. Staff problems. In this case, many schools do not have a laboratory assistant, or these duties are performed by a chemistry teacher. It turns out that after each practical lesson, the chemistry teacher must clean up the materials and prepare for the classes, and often this is limited to changes between lessons.

5. Safety of practical work. Teachers often face the problem of dangerous and non-dangerous substances. We do not know and will never know about all the adverse effects of chemicals on humans. Often, students are very eager to put all the reagents into one tube and see what happens. And this is another problem. Thus, the huge responsibility of the teacher for the safety of the experiment, with the growing level of irresponsible behavior of students, leads to a reduction in practical work, too.

6. The next factor contributing to the reduction of practical activities is the low level of preparation for the experiment of chemistry teachers themselves. This is explained by the fact that the tendency to reduce practical work is observed not only in schools, but also in universities, including pedagogical ones. Many modern graduates of pedagogical universities themselves have a very poor command of the methodology for conducting an experiment. And as a result, they exclude experiments in the classroom in order to hide the gap in their knowledge.

7. Repeatability of chemical experiments. In most cases all the practical activity of students with reagents is reduced to the implementation of a strictly defined algorithm of actions according to a detailed method with a precisely specified result. At almost every practical lesson, the question arises among students: “What will happen if everything is merged together?” Children tend to experiment on their own, rather than follow a plan with a known result.

Traditionally, the specific teaching of chemistry is an experiment, which distinguishes the process of teaching chemistry from teaching other subjects of the natural science cycle. An essential feature of the educational chemical experiment is that it is used not only as a source of knowledge and ideas about the methods of chemical

science, but also has a positive impact on the formation of students' cognitive interest and learning motivation [2].

Plants in the educational process find the most versatile applications. They have many qualities necessary to work with them in a school setting. The most valuable of them are: the availability of growing on large areas, conducting experimental work throughout the year, the speed of obtaining the results of ongoing experiments, the possibility of demonstrating living plants in the classroom.

Conclusion. Thus, the use of plant objects is, first of all, accessible to all educational institutions, and is safe for students. In the process of experimenting with plant objects, children activate their thought processes, as it is constantly necessary to compare, classify and generalize the data obtained. In this activity, the moment of self-development is clearly represented: as a result of transformations, objects reveal new properties, which, in turn, allow the child to build new, more complex transformations. Experimentation stimulates the search for new actions and promotes courage and flexibility of thinking. Independent experimentation gives the child the opportunity to try out different methods of action, while removing both the fear of making a mistake and the constraint of thinking with ready-made schemes of action.

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INFOGRAPHICS: ADAPTING GEOMETRY MATERIAL FOR THE VISUAL-SPATIAL LEARNING

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Infographic is a graphic way of presenting information and knowledge, which contains small in volume, but meaningful and properly designed information. "Clip thinking" become more common among modern students. It is a phenomenon when students are not able to memorize large volumes of text, but can remember separate vivid objects that students see in textbooks or the Internet. Moreover, William G. Allyn Professor of Medical Optics pointed out "More than 50 percent of the cortex, the surface of the brain, is devoted to processing visual information". These facts confirm the need for devising, improving, and using infographics in school learning.

Basic principles of creating infographics include rational use of text, clear structure and logic, proper use of colors (amount number is not more than 4), and using the same style for all products in one series. One of the most important principles is using different elements. Each one must make sense. Otherwise, we should delete it. We also have to search for a balance between an oversaturated infographic and having full and correct information. Only a well-thought-out and structured infographic can help in the