

The feature of scientific explanation in the teaching of chemistry in the environment of new information of school students' developmental education

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Abstract

© 2016 by iSER, International Society of Educational Research. The aim of this article is to disclose features of scientific explanation in teaching of chemistry in the environment of new information of school students' developmental education. The leading approach to the study of this problem is the information and environmental approach that comprehensively address the problem of scientific explanation in the teaching of chemistry, to identify its characteristics and its role in the didactic system of developing training. In the article the concept of "informational-educational environment" and "personal information culture", identified the main function as the primary explanation of the procedure of scientific thinking in the teaching of chemistry. The features of scientific explanation in teaching chemistry in the new educational environment due to six types of relationships induction and deduction in explaining chemical phenomena, theories and laws. The choice of the ratio of induction and deduction affect the chemical nature of the studied object, the problem of knowing the object, the logical links between the structure of the object and the structure used to explain knowledge. It was found that the role of scientific explanation in the didactic system of developing education in the new information environment is the development of students forming their scientific outlook, logical thinking and culture of information activities.

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Keywords

Chemical education, Informational and educational environment, Scientific explanation