

## **APPROACHES TO THE STUDY OF CHEMISTRY OF FOREIGN STUDENTS**

**Vetsner Yu.<sup>1</sup>, Avina V.<sup>2</sup>**

*<sup>1</sup>National Technical University «Kharkiv Polytechnic Institute», Kharkiv*

*<sup>2</sup>State Higher Educational Institution «Kharkiv College of Textile and Design»*

The demand for Ukrainian higher education is growing. Satisfying technological demands of society in the field of energy, nanotechnology, and biotechnology requires fundamental knowledge. Since the system of interstate educational relations is developing, it is important to generalize the accumulated experience in teaching foreign students and formulate some conclusions based on it.

The study of chemistry by foreign students is fundamentally different from the study of Ukrainian students. Chemistry has its own specific terminology, which is quite possible to master if you find the right, methodically verified approaches, because for foreign students, first of all, it is necessary to emphasize the most significant words, phrases, expressions. In order to further enter the chosen specialty, foreign students have a clear idea of what is being discussed in the classes, what is required of them in the assigned tasks.

For a detailed study of chemistry, the training is structured in the following order: practical classes, followed by lectures and laboratory classes. Each type of work has its own characteristics. But in this work, I would like to highlight practical classes that are the most informative and interesting. Since the main theoretical material is supported by practical tasks, during the solution of which there is a complete understanding of the passed material.

It is during practical classes that such learning methods as passive, active and interactive can be applied. The last of the listed methods is the most interesting for students. This approach to learning gives foreign students the opportunity to work in groups. Often, such work leads to better learning of the material than during independent study. This is achieved due to the fact that students begin to actively interact with each other both in the same group and by discussing the problem between groups.