

## THE TENDENCE OF SHIFTING FROM TRADITIONAL TO CONTEMPORARY TEACHING IN THE FIELD OF CHEMISTRY

In the century we are living in, significant changes are present in relation with education, scientific discoveries, computerization, globalization, the development of astronautics, robotics, and artificial intelligence. This century has been called the era of digital technologies and knowledge.

The new century brought significant changes in didactics and teaching methods.

The twentieth century pedagogy differs from the one of twentieth century. Since the beginning of the XXI century, there have been many changes in the development of national and world education. The most obvious phenomenon is the introduction of Internet in society and the penetration of digital technologies in learning. The modern generation of pupils is now known as the “digital pupil” because it has gone from gaining knowledge through reading printed books and the teacher’s monologue to visual perception or classroom discussion.

The purpose of this paper is to present the trends of change in the teaching of chemistry, integration with modern methods, reasons and ways to use innovative methods of teaching chemistry and the impact of change on teachers and students. We consider the new approach of teaching this subject very important to increasing the quality of chemistry teaching.

This article aims to provide an overview of how research has been conducted in teaching chemistry from the very beginning, the idea of teaching chemistry, teacher guidance, and continuing with current research based on contemporary learning methods and improving teaching.

We have presented the theories and methods that have guided and accompanied the teaching of the subject of chemistry over the years, which try to show how the teaching of this subject is integrated in modern methods and research. It is seen as reasonable and important to present how it has already been shifted to advanced teaching methodologies, moving from traditional to contemporary teaching.

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