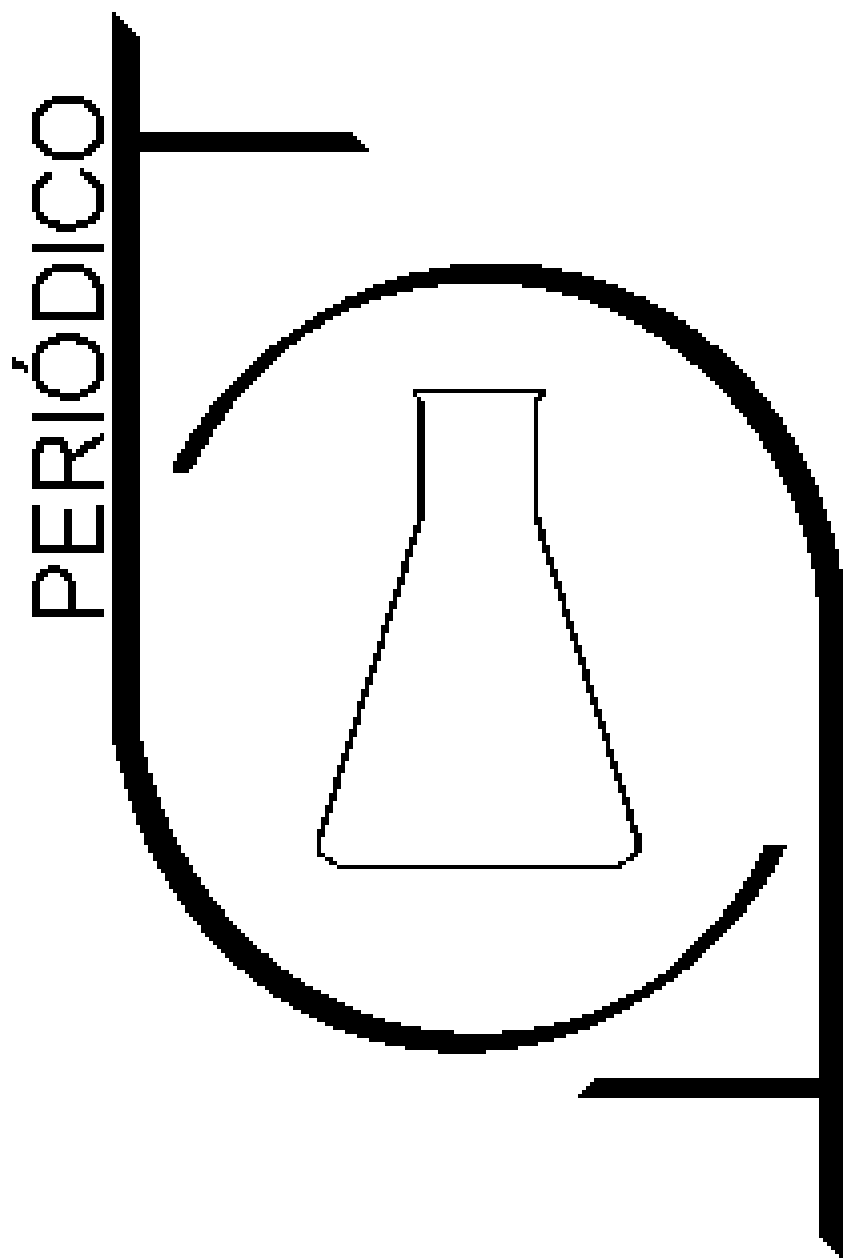


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Índice

Words from the Editors I

1- Artigo / Article

DORSKAIA, E. V.; PESTOV, S. M.; LEYKIN, Y. A.

RÚSSIA

**ESTUDO DA PLASMASORÇÃO DE LIPOPROTEÍNA IN VITRO
POR SORBENTE POLIMÉRICO COM GRUPOS
MONOETANOLAMINA**

*STUDY OF THE IN VITRO LIPOPROTEIN PLASMASORPTION BY
POLYMERIC SORBENT WITH MONOETHANOLAMINE GROUPS*

Página – 1

3- Artigo / Article

DE MENEZES, J. C.; GOMES, F. DE C. O.; MACHADO, A. M. R.

BRASIL

**ANÁLISE DE COMPOSTOS VOLÁTEIS E CONTROLE DE
QUALIDADE EM ESMALTES DE UNHA**

*ANALYSIS OF VOLATILE AND QUALITY CONTROL IN NAIL
POLISH*

Página – 18

5- Artigo / Article

SCHMIDT, G. R.

BRASIL

**PRODUÇÃO LABORATORIAL DA ERVA-MATE (ILEX
PARAGUARIENSIS) PARA CHIMARRÃO – UMA COMPARAÇÃO
COM AS CARACTERÍSTICAS DE PRODUTOS
DISPONÍVEIS NO MERCADO**

*LABORATORY PRODUCTION OF HERB-MATE (ILEX
PARAGUARIENSIS) FOR HOT MATE – A PARALLEL WITH THE
CHARACTERISTICS OF PRODUCTS AVAILABLE ON
THE MARKET.*

Página – 34

2- Artigo / Article

RUCHIN, A. B.

RÚSSIA

**EFEITO DA ILUMINAÇÃO NO CRESCIMENTO E
COMPORTAMENTO DE DUAS ESPÉCIES DE PEIXE CARPA
(CARASSIUS GIBELIO E C. CARASSIUS)**

*EFFECT OF ILLUMINATION ON GROWTH AND BEHAVIOR OF
TWO CARP FISH SPECIES (CARASSIUS GIBELIO AND C.
CARASSIUS)*

Página – 8

4- Artigo / Article

ANDREYCHEV, A.

RÚSSIA

**NOVOS MÉTODOS PARA ESTUDAR A ATIVIDADE DE
MAMÍFEROS SEMIAQUÁTICOS**

*NEW METHODS FOR STUDYING THE ACTIVITY OF
SEMIAQUATIC MAMMALS*

Página – 38

6- Artigo / Article

MANTASHLOU, M. J.; PIRI, K. and DELJU, A.

IRÃ

**INVESTIGANDO OS EFEITOS DO EXTRATO AQUOSO DE
CASCA DE SALGUEIRO (SALICACEAE) EM PARÂMETROS
URINÁRIOS, PESO RELATIVO, FÍGADO E ÍNDICES DE FUNÇÃO
RENAL EM RATOS**

*INVESTIGATING THE EFFECTS OF AQUEOUS EXTRACT OF
WILLOW BARK (SALICACEAE) ON URINARY PARAMETERS,
RELATIVE WEIGHT, LIVER AND RENAL FUNCTION INDICES IN
RAT*

Página – 42

7- Artigo / Article

ZAKHAROV, V. L.; ZUBKOVA, T. V.

RÚSSIA.**CONTEÚDO DE SUBSTÂNCIAS BIOLÓGICAMENTE ATIVAS E METAIS PESADOS NAS MAÇÃS DE UMA CADEIA DE VAREJO NA REGIÃO DE LIPETSK (RUSSIA), DEPENDENDO DAS VARIEDADES DE MAÇÃS***THE CONTENT OF BIOLOGICALLY ACTIVE SUBSTANCES AND HEAVY METALS IN THE APPLES OF A RETAIL CHAIN IN THE LIPETSK REGION DEPENDING ON THE APPLE TREES VARIETIES***Página - 51****9- Artigo / Article**

HORA, P. H. A.; SOUSA, A. C.; SERRA, R. B. G.; RODRIGUES, K. K. P.; FIGUÊIREDO, G. J. A.

BRASIL.**OTIMIZAÇÃO DE PROCESSO DE ADSORÇÃO DE METAIS TÓXICOS EM EFLUENTES GERADOS EM LABORATÓRIO ATRAVÉS DE CAULINITA E DERIVADOS***OPTIMIZATION OF PROCESS OF ADSORPTION OF TOXIC METALS IN LABORATORY GENERATED EFFLUENTS THROUGH CAULINITE AND DERIVATIVES***Página – 69****11- Artigo / Article**

PASSOS, M. M. da S.; FERNANDES, E. P.; GUALBERTO, S. A., SILVA, S. L. da C. e DA SILVA, D. C.

BRASIL**DETERMINAÇÃO DE FENÓLICOS E FLAVONOÍDES TOTAIS E AVALIAÇÃO DA CAPACIDADE ANTIOXIDANTE DE EXTRATOS DE POINCIANELLA BRACTEOSA (FABACEAE)***TOTAL PHENOLICS AND FLAVONOIDS DETERMINATION AND ANTIOXIDANT CAPACITY EVALUATION OF POINCIANELLA BRACTEOSA (FABACEAE) EXTRACTS***Página – 87****13- Artigo / Article**

KLUNK, M. A.; DASGUPTA, S.; DAS, M.; WANDER, P. R.

ÍNDIA / BRASIL.**CÓDIGOS COMPUTACIONAIS DE MODELAGEM GEOQUÍMICA UTILIZADOS PARA INTERAÇÃO ÁGUA-ROCHA EM SISTEMAS SIMPLES E COMPLEXOS***COMPUTER CODES OF GEOCHEMICAL MODELING USED TO WATER-ROCK INTERACTION SIMPLE AND COMPLEX SYSTEMS***Página – 108****8- Artigo / Article**

TELES, A. C.; FREITAS, A. C. de P.; RODRIGUES, A. C.

BRASIL.**COMPARAÇÃO DE MÉTODOS DE DETECÇÃO DE FALHAS EM PROCESSOS QUÍMICOS UTILIZANDO INTELIGÊNCIA ARTIFICIAL***FAILURES DETECTION METHODS IN CHEMICAL PROCESS USING ARTIFICIAL INTELLIGENCE***Página – 61****10- Artigo / Article**

ALMEIDA, M. V. de A.; SILVA, E. M. da; GOMES, N. Â.; NUNES, L. A. O.; CURTI, W. F.

BRASIL**QUALIDADE AMBIENTAL DO ATERRO SANITÁRIO DE CAMPINA GRANDE COM BASE EM ASPECTOS TÉCNICOS E OPERACIONAIS***ENVIRONMENTAL QUALITY OF CAMPINA GRANDE LANDFILL BASED ON TECHNICAL AND OPERATIONAL ASPECTS***Página – 77****12- Artigo / Article**

SUVOROVA, Galina N.; VOLOGDINA, Natalia N.; AVVAKUMOV, Nadezhda P.; KRIVOPALOVA, Maria Y.

RÚSSIA.**RESPOSTA DA REGENERAÇÃO PÓS-TRAUMÁTICA DO MÚSCULO ESQUELÉTICO À MEDICAMENTAÇÃO DE PELÓIDE HÚMICA***SKELETAL MUSCLE POSTTRAUMATIC REGENERATION RESPONSE TO HUMIC PELOID MEDICATION***Página – 96****14- Artigo / Article**

KLUNK, M. A.; DASGUPTA, S.; DAS, M.; WANDER, P. R.

MALEKI HASAN ABADI, H.; DASHTI, H.

IRÃ**LOCALIZAÇÃO IDEAL DE UM SISTEMA FOTOVOLTAICO PARA MELHORAR O PERFIL DE VOLTAGEM, CONSIDERANDO AS LIMITAÇÕES DE POTÊNCIA ATIVA E REATIVA***OPTIMAL LOCATION OF A PHOTOVOLTAIC SYSTEM TO IMPROVE THE VOLTAGE PROFILE CONSIDERING THE ACTIVE AND REACTIVE POWER LIMITATIONS***Página – 119**

15- Artigo / Article

BATALINI, C.; DE GIOVANI, W. F.;

BRASIL**SÍNTESE E CARACTERIZAÇÃO DE UM NOVO
AQUACOMPLEXO DIARSÍNICO DE RUTÊNIO (II)***SYNTHESIS AND CHARACTERIZATION OF A NEW RUTHENIUM
(II) DIARSINIC AQUACOMPLEX***Página – 130****17- Artigo / Article**LELKOV, K. S.; KURIS, E. D.; STOLYAROV, Y. V.; NIKITENKO, I
A.; KRAPIVIN, S. V.;**RÚSSIA****PEQUENO ROBÔ UNIAXIAL DE DUAS RODAS PARA
LABORATÓRIO EDUCACIONAL***SMALL-SIZED UNIAXIAL TWO-WHEEL ROBOT FOR
EDUCATIONAL LABORATORY***Página – 147****19- Artigo / Article**

Almahy, H. A.; Abdel-Razik, H. H.; El-Badry, Y. A.

ARÁBIA SAUDITA, SUDÃO, EGITO.**ULTRASONICAÇÃO DE CUCUMIS MELO VERSUS
PERCOLAÇÃO: POLIFENÓIS, FLAVONÓIDES TOTAIS E
EXTRATO DE BETA-CAROTENO COMO CORANTES NATURAIS***ULTRASONICATION OF CUCUMIS MELO VERSUS
PERCOLATION: POLY PHENOL, TOTAL FLAVONOID, AND
BETA-CAROTENE EXTRACT AS NATURAL DYES***Página – 186****21- Artigo / Article**

FADIAWATI, N.; DIAWATI, C.; SYAMSURI, M. M. F.

INDONÉSIA**CONSTRUINDO UM APARELHO DE DESTILAÇÃO SIMPLES
ATRAVÉS DE MATERIAIS USADOS USANDO APRENDIZAGEM
BASEADA EM PROJETOS***CONSTRUCTING A SIMPLE DISTILLATION APPARATUS FROM
USED GOODS BY USING PROJECT-BASED LEARNING***Página – 207****16- Artigo / Article**ZAKHAROV, V. P.; KHUSNULLIN, A. G.; ZAKHAROVA, E. M.;
SHURSHINA, A. S.; KULISH, E. I.;**RÚSSIA****PREPARAÇÃO DE COMPOSIÇÕES DE MISTURAS BASEADAS
EM POLIPROPILENO SECUNDÁRIO COM PROPRIEDADES
FÍSICO-MECÂNICAS CONTROLADAS***PREPARATION OF BLENDING COMPOSITIONS BASED ON
SECONDARY POLYPROPYLENE WITH CONTROLLED
PHYSICO-MECHANICAL PROPERTIES***Página – 139****18 - Artigo / Article**

MASLENNIKOVA, N. N.; GIBADULINA, I. I.

RÚSSIA**A POSIÇÃO DA COMPETÊNCIA AMBIENTAL NA ESTRUTURA
DA PREPARAÇÃO ORIENTADA POR PRÁTICA DE
ESTUDANTES DE ENGENHARIA***THE POSITION OF ENVIRONMENTAL COMPETENCE IN THE
STRUCTURE OF THE PRACTICE-ORIENTED PREPARATION OF
ENGINEERING STUDENTS***Página – 168****20- Artigo / Article**DE SOUZA, E. F.; SANTOS, M. do S. M.; SILVA, C. A. de A.;
FIORUCCI, A. R.; BATISTOTE, M.**BRASIL****CAPACIDADE DEGRADATIVA DE OLEOS VEGETAIS POR
BACILLUS SUBTILIS E CARACTERIZAÇÃO FÍSICO-QUÍMICA
DE ÓLEOS RESIDUAIS DE FRITURA***VEGETABLE OILS DEGRADING CAPACITY BY BACILLUS
SUBTILIS AND PHYSICO-CHEMICAL CHARACTERIZATION OF
WASTE FRYING OILS***Página – 196****22- Revisão / Review**CAPARICA, R.; ROZISCA, E. A.; MACENA, J. C.; CAMPOS, L. de
A.; GRIGOLETTO, D. F.**BRASIL****APLICAÇÕES FARMACOLÓGICAS DA MELATONINA***PHARMACOLOGICAL APPLICATIONS OF MELATONIN***Página – 214**

23- Artigo / Article

ORDOUEE, B.; HASHEMINEZHAD, H.

MEDIÇÃO E ADSORÇÃO DE IONS DE METAIS PESADOS A PARTIR DE ÁGUA COM NANO-ADSORBENTES POROSOS POR MÉTODO DE ABSORÇÃO ATÔMICA*MEASUREMENT AND ADSORPTION OF HEAVY METALS ION FROM WATER USING POROUS NANO-ADSORBENTS BY ATOMIC ABSORPTION METHOD*

Página - 228

25- Artigo / Article

SYAMSURI, M. M. F.; FADIAWATI, N.

REVELANDO AS CONCEPÇÕES DOS PROFESSORES DE QUÍMICA PRÉ-SERVIÇOS SOBRE ORBITAL ATÔMICO DE HIDROGÊNIO USANDO TESTES ABERTOS: UM ESTUDO DE CASO NA INDONÉSIA*REVEALING PRE-SERVICE CHEMISTRY TEACHERS' CONCEPTIONS OF HYDROGEN ATOMIC ORBITALS USING OPEN-ENDED TESTS: A CASE STUDY IN INDONESIA*

Página - 250

27- Artigo / Article

RAMOS, V. M. B.; RÖHNELT, M. G.; BRAMBILLA, R.

BRASIL**COMPÓSITOS DE PEAD/SÍLICA -PARTE I: PREPARAÇÃO E CARACTERIZAÇÃO DE SÍLICAS ORGANOFUNCIONALIZADAS COM GRUPOS METILSILANO E OCTILSILANO***HDPE/SILICA COMPOSITES- PART I: PREPARATION AND CHARACTERIZATION OF METHYLSILANE AND OCTYLSILANE-MODIFIED SILICAS*

Página - 263

29- Artigo / Article

RAMOS, V. M. B.; RÖHNELT, M. G.; BRAMBILLA, R.

BRASIL**COMPÓSITOS DE PEAD/SÍLICA-PARTE II: EFEITO DO TAMANHO DE PARTÍCULA E DA MODIFICAÇÃO DA SÍLICA SOBRE AS PROPRIEDADES TÉRMICAS E MECÂNICAS***HDPE/SILICA COMPOSITES-PART II: EFFECT OF SILICA PARTICLE SIZE AND SILICA MODIFICATION ON THE THERMAL AND MECHANICAL PROPERTIES*

Página - 287

24- Artigo / Article

ARAÚJO, S. G.; AMADO, P. A.; PINTO, M. E. A.; CASTRO, A. H. F.; LIMA, L. A. R. dos S.

IRÃ**FENÓLICOS TOTAIS E POTENCIAL ANTIOXIDANTE DE CINCO ESPÉCIES DA FAMÍLIA LAMIACEAE***TOTAL PHENOL AND ANTIOXIDANT POTENTIAL OF FIVE SPECIES OF LAMIACEAE FAMILY***BRASIL**

Página - 239

26- Artigo / Article

GONÇALVES, T. P. R.; LIMA, W. G.; SILVA, I. C. A.; PARREIRA, A. G.; LIMA, L. A. R. dos S.

ATIVIDADE ANTIBACTERIANA DO EXTRATO ETANÓLICO DE *Eugenia dysenterica* DC (MYRTACEAE)*ANTIBACTERIAL ACTIVITY OF THE ETHANOL EXTRACT OF *Eugenia dysenterica* DC (MYRTACEAE)***BRASIL**

Página - 257

28- Artigo / Article

KLUNK, M. A.; SHAH, Z.; WANDER, P. R.

BRASIL**UTILIZAÇÃO DA ARGILA MONTMORILONITA PARA ADSORÇÃO DO CORANTE VERDE MALAQUITA***USE OF MONTMORILLONITE CLAY FOR ADSORPTION MALACHITE GREEN DYE*

Página - 279

30- Artigo / Article

SKOROBOGATOVA, Olga N.1; YUMAGULOVA, E. R.; STORCHAK, T. V.; IVANOVA, N. A.

RÚSSIA.**FITOPLÂNCTON DE ÁGUAS DE SUPERFÍCIE SOB A POLUIÇÃO DE ÓLEO (CAMPO DE SAMOTLOR, SIBÉRIA OCIDENTAL)***PHYTOPLANKTON OF SURFACE WATERS UNDER OIL POLLUTION (SAMOTLOR FIELD, WESTERN SIBERIA)*

Página - 306

31- Artigo / Article

CASTRO, Douglas A.; PEREIRA, Douglas H.; LEAL, Paulo V. B.

QUIRGUISTÃO

ALGUNS PARÂMETROS DO SISTEMA IMUNE EM LESÕES EM CONDIÇÕES MONTANHOSAS*SOME PARAMETERS OF THE IMMUNE SYSTEM AT INJURIES IN HIGHLAND CONDITIONS*

Página – 321

33- Artigo / Article

BULYCHEV, N. A.; RABINSKIY, Lev N.

RÚSSIA

MODIFICAÇÃO DE SUPERFÍCIES DE NANOPARTICULAS DE DIÓXIDO DE TITÂNIO COM COPOLÍMERO DE ÁCIDO ACRÍLICO / ISOBUTILENO SOB TRATAMENTO ULTRASÔNICO*SURFACE MODIFICATION OF TITANIUM DIOXIDE NANOPARTICLES WITH ACRYLIC ACID/ISOBUTYLENE COPOLYMER UNDER ULTRASONIC TREATMENT*

Página - 338

35- Artigo / Article

PETROV, S. A.; MAMAEVA, N. L.; NARUSHKO, M. V.

RÚSSIA

TECNOLOGIA PROBLEMA-DIÁLOGO DE FORTALECER COMPETÊNCIA AMBIENTAL ENTRE ESPECIALISTAS PARA O TRABALHO NAS CONDIÇÕES ÁRTICAS E SUBÁRTICAS DA FEDERAÇÃO DA RÚSSIA*PROBLEM-DIALOGUE TECHNOLOGY OF FORMING ENVIRONMENTAL COMPETENCE AMONG SPECIALISTS FOR WORK IN THE ARCTIC AND SUBARCTIC CONDITIONS OF THE RUSSIAN FEDERATION*

Página - 362

37- Artigo / Article

NIKOLAEVA L. P.

RÚSSIA

pH DA MEDULA ÓSSEA*pH OF BONE MARROW*

Página - 388

32- Artigo / Article

RABINSKIY, L. N.

RÚSSIA

PROBLEMA NÃO ESTACIONÁRIO DO PLANO DE DIFRAÇÃO DE ONDA DE PRESSÃO OBLÍQUA EM CONCHA FINA NA FORMA DE CILINDRO PARABÓLICO*NON-STATIONARY PROBLEM OF THE PLANE OBLIQUE PRESSURE WAVE DIFFRACTION ON THIN SHELL IN THE SHAPE OF PARABOLIC CYLINDER*

Página – 328

34- Artigo / Article

UNASPEKOV, B. A.; ZHUMADILOVA, Z. O.; AUELBEKOV, S. S.; TAUBALDIEVA, A. S.; ALDABERGENOVA, Gaziza B.

CAZAQUISTÃO

INVESTIGAÇÃO DOS PROCESSOS DE DISTRIBUIÇÃO DO CALOR NA SUPERFÍCIE INTERNA DA ESTRUTURA DE ENTREGA, TENDO EM CONTA O MOVIMENTO DO AR NA ZONA DE LIMITE ENTRE O DISPOSITIVO E A VEDAÇÃO*INVESTIGATION OF HEAT DISTRIBUTION PROCESSES ON THE INNER SURFACE OF THE ENCLOSING STRUCTURE, TAKING INTO ACCOUNT THE MOVEMENT OF AIR IN THE BOUNDARY AREA BETWEEN THE DEVICE AND FENCING*

Página - 345

36- Artigo / Article

ISAKULOV B. R.; JUMABAYEV M. D.; ABDULLAEV H. T.; AKISHEV U. K.; AYMAGANBETOV M. N.

CAZAQUISTÃO

PROPRIEDADES DOS LIGANTES DE ESCÓRIA ALCALINA BASEADOS EM RESÍDUOS INDUSTRIAIS*PROPERTIES OF SLAG-ALKALI BINDERS BASED ON INDUSTRIAL WASTE*

Página – 375

38- Artigo / Article

ALVES, G. de B.; BEVERARI, S. F.; FLORENTINO, L. C.; GUERRERO, A. S.; SILVA, M. A. de A.

BRASIL

BIOSSÍNTESE E CARACTERIZAÇÃO DE CELULOSE BACTERIANA PROVENIENTE DO CHÁ DE KOMBUCHA*BIOSYNTHESIS AND CHARACTERIZATION OF BACTERIAL CELLULOSE FROM THE KOMBUCHA TEA*

Página – 395

39- Artigo / Article

GRIDINA, V. V.; CHEKANUSHKINA, E. N.; KISMETOV, K. L.;
AKHTARIEVA, R. F.; SHAPIROVA, R.R.

RÚSSIA

**PREPARAÇÃO PROFISSIONAL DE PROFESSORES NOS EUA
NA PERSPECTIVA DO PROFISSIONALISMO E DA
COMPETÊNCIA**

*PROFESSIONAL PREPARATION OF TEACHERS IN THE USA
FROM THE PERSPECTIVE OF PROFESSIONALISM AND
COMPETENCE*

Página - 406

41- Artigo / Article

FEDOROVA T. A.; TAZINA S. I.; SEMENENKO N. A.; MAMONOV
A. V.; SOTNIKOVA T. I.

RÚSSIA

**O PAPEL DOS MARCADORES INFLAMATÓRIOS NA
AVALIAÇÃO DE ALTERAÇÕES DO MIOCÁRDIO,
DIAGNÓSTICOS E PROGNÓSTICOS EM PACIENTES COM
ENDOCARDITE INFECCIOSA**

*THE ROLE OF INFLAMMATORY MARKERS IN THE
EVALUATION OF MYOCARDIUM ALTERATIONS, DIAGNOSTICS
AND PROGNOSIS IN PATIENTS WITH INFECTIVE
ENDOCARDITIS*

Página - 437

43- Artigo / Article

ARYSTAN, Leila I.; MULDAEVA, Gulmira M.; HAYDARGALIEVA,
Leila S.; PAKHOMOVA, Damira K.; ISKAKOV, Yernar B.

CAZAQUISTÃO

**O ESTADO DA MEMBRANA DE CÉLULAS VERMELHAS EM
ANEMIA DE DEFICIÊNCIA DE FERRO EM MULHERES DE
IDADE REPRODUTIVA**

*THE STATE OF THE RED BLOOD CELL MEMBRANE IN IRON
DEFICIENCY ANAEMIA IN WOMEN OF REPRODUCTIVE AGE*

Página - 471

45- Artigo / Article

ASHARI, Sahar

IRÃ

**INVESTIGAÇÃO COMPARATIVA DE TÉCNICAS DE
MODELAGEM PARA PREDIÇÃO DO COEFICIENTE DE ATRITO
ESTÁTICO DE ALGUMAS SEMENTES DE PLANTAS
MEDICINAIS**

*COMPARATIVE INVESTIGATION OF MODELING TECHNIQUES
FOR PREDICTION OF STATIC FRICTION COEFFICIENT OF
SOME MEDICINAL PLANT SEEDS*

Página - 485

40- Artigo / Article

SEVERINA, Natalia S.

RÚSSIA

**COMPLEXO DE SOFTWARE PARA RESOLVER AS
DIFERENTES TAREFAS DA DINÂMICA DE GÁS FÍSICO**

*SOFTWARE COMPLEX FOR SOLVING THE DIFFERENT TASKS
OF PHYSICAL GAS DYNAMICS*

Página - 424

42- Artigo / Article

UMIRBEKOVA, A. K.; TOKSONBAEV, R. N.2; ABITAYEVA, R.
Sh.; AKHMETKARIMOVA, K. S.

REPÚBLICA DO QUIRGUIZISTÃO

**PREPARAÇÃO DE PROFESSORES FUTUROS PARA A
IMPLEMENTAÇÃO DE NOVAS ABORDAGENS PEDAGÓGICAS
NAS CONDIÇÕES DO CONTEÚDO RENOVADO DE EDUCAÇÃO
ESCOLAR**

*PREPARATION OF FUTURE TEACHERS TO THE
IMPLEMENTATION OF NEW PEDAGOGICAL APPROACHES IN
THE CONDITIONS OF THE RENEWED CONTENTS OF SCHOOL
EDUCATION*

Página - 455

44- Artigo / Article

SAVINOVA, M. S.; PROTODYAKONOVA, G. P.; POPOVA, N. V.;
TATARINOVA, Z. G.; PAVLOVA, A. I.

RUSSIA

**MÉTODO PARA OBTENÇÃO DE UM CONCENTRADO DE
PROTEÍNA-VITAMINA PARA PREVENÇÃO DE DOENÇAS EM
ANIMAIS DE FAZENDA**

*METHOD FOR OBTAINING A PROTEIN-VITAMIN
CONCENTRATE FOR DISEASE PREVENTION IN FARM
ANIMALS*

Página - 478

46- Artigo / Article

AGEEVA Natalia M.; BIRYUKOV Aleksandr P.; AWANESIANZ
Rafail W.;

RUSSIA.

**BIOSSÍNTESE DE PROTEINASES E PECTINASES POR
LEVEDURAS DE VINHO**

*BIOSYNTHESIS OF PROTEINASES AND PECTINASES BY WINE
YEASTS*

Página - 497

47- Artigo / Article

MAKSIMKINA, E. A.; VASKOVA, L. B.; MUSINA, N. Z.; TIAPKINA, M. V.

RÚSSIA

ANÁLISE DO IMPACTO ORÇAMENTÁRIO DE MEDICAMENTOS ANTIPSICÓTICOS NO TRATAMENTO HOSPITALAR DA ESQUIZOFRENIA

BUDGET IMPACT ANALYSIS OF ANTIPSYCHOTIC DRUGS IN THE HOSPITAL TREATMENT OF SCHIZOPHRENIA

Página - 509

49- Artigo / Article

KUZNETSOVA, E. L.; MAKARENKO, A. V.

RÚSSIA

MODELO MATEMÁTICO DA EFICIÊNCIA ENERGÉTICA DE MÓDULOS MECATRÔNICOS E FONTES DE ENERGIA PARA OBJETOS MÓVEIS PROSPECTIVOS

MATHEMATICAL MODEL OF ENERGY EFFICIENCY OF MECHATRONIC MODULES AND POWER SOURCES FOR PROSPECTIVE MOBILE OBJECTS

Página – 529

51- Artigo / Article

BULYCHEV, N. A.; BODRYSHEV, V. V.; RABINSKIY, L. N.;

RÚSSIA

ANÁLISE DAS CARACTERÍSTICAS GEOMÉTRICAS DO SISTEMA DE SOLVENTE POLIMÉRICO DE DUAS FASES DURANTE A SEPARAÇÃO DE SOLUÇÕES DE ACORDO COM A INTENSIDADE DA IMAGEM DE MICROGRAFIAS

ANALYSIS OF GEOMETRIC CHARACTERISTICS OF TWO-PHASE POLYMER-SOLVENT SYSTEMS DURING THE SEPARATION OF SOLUTIONS ACCORDING TO THE INTENSITY OF THE IMAGE OF MICROGRAPHS

Página – 551

53- Artigo / Article

FORMALEV, V. F.; KOLESNIK, S. A.; KUZNETSOVA, E. L.;

RÚSSIA

SOLUÇÃO ANALÍTICA APROXIMADA DO PROBLEMA DE TRANSFERÊNCIA CONJUGADA DE CALOR ENTRE A CAMADA DE LIMITE E A TIRA ANISOTRÓPICA

APPROXIMATE ANALYTICAL SOLUTION OF THE PROBLEM OF CONJUGATE HEAT TRANSFER BETWEEN THE BOUNDARY LAYER AND THE ANISOTROPIC STRIP

Página – 572

48- Artigo / Article

SHAROV A. V.; PLOTNIKOVA O. M.; EVSEEV V. V.; RYKOVA A. I.

RÚSSIA

PROPRIEDADES TOXICOLÓGICAS DE METAIS PESADOS ADSORVIDOS NA SUPERFÍCIE DE CARVÃO ATIVADO

TOXICOLOGICAL PROPERTIES OF HEAVY METALS ADSORBED ON THE SURFACE OF ACTIVATED CARBON

Página – 516

50- Artigo / Article

ANAMOVA, R. R.; NARTOVA, Lidiya G.;

RÚSSIA

HABILIDADE ESPACIAL GEOMÉTRICA COMO ELEMENTO DO PROCESSO COGNITIVO DE APRENDIZAGEM

GEOMETRIC SPATIAL ABILITY AS AN ELEMENT OF COGNITIVE LEARNING PROCESS

Página – 542

52- Artigo / Article

RUOSO, A. C.; BITENCOURT, L. C.; SUDATI, L. U.; KLUNK, M. A.; CAETANO, N. R.

BRASIL

NOVOS PARAMETROS PARA OTIMIZAR O PROCESSO DE FABRICAÇÃO DE LENHA ECOLÓGICA A PARTIR DE REJEITOS DE BIOMASSA FLORESTAL

NEW PARAMETERS FOR THE FOREST BIOMASS WASTE ECOFIREFWOOD MANUFACTURING PROCESS OPTIMIZATION

Página – 560

54- Artigo / Article

NAZAROVA, L. Sh.; DANILKO, K. V.; MALIEVSKY, V. A.; VIKTOROVA, T. V.; RAKHMATULLINA, I. R.;

RÚSSIA

PERFIL DA CITOCINA (TNFA, IL1B, IL6, IL10) E SUA ASSOCIAÇÃO COM CARACTERÍSTICAS CLÍNICAS NA ARTRITE IDIOPÁTICA JUVENIL

CYTOKINE PROFILE (TNFA, IL1B, IL6, IL10) AND ITS ASSOCIATION WITH CLINICAL FEATURES IN JUVENILE IDIOPATHIC ARTHRITIS

Página – 583

55- Artigo / Article

FORMALEV, V. F.; KOLESNIK, S. A.; KUZNETSOVA, E. L.

RÚSSIA

MODELAGEM MATEMÁTICA DO UM NOVO MÉTODO DE PROTEÇÃO TÉRMICA BASEADA NA INJEÇÃO DE REFRIGERANTES ESPECIAIS*MATHEMATICAL MODELING OF A NEW METHOD OF THERMAL PROTECTION BASED ON THE INJECTION OF SPECIAL COOLANTS*

Página – 598

57- Artigo / Article

BUKHTOYAROV, V. V.; TYNCHENKO, V. S.; PETROVSKIY, E. A.; Buryukin, F. A.

RÚSSIA

ANÁLISE COMPARATIVA DOS MÉTODOS PARA SIMULAÇÃO DA OPERAÇÃO DE POÇOS COM INSTALAÇÕES DE BOMBA SUBMERSÍVEL ELÉTRICA*COMPARATIVE ANALYSIS OF METHODS FOR SIMULATING THE WELL OPERATION WITH ELECTRIC SUBMERSIBLE PUMP INSTALLATIONS*

Página – 621

59- Artigo / Article

MAMEDOV, A.; MOROZOVA, N.; YUMASHEV, A.; DYBOV, A.; NIKOLENKO, D.

RÚSSIA

CRITÉRIOS PARA RESTAURAÇÕES PROVISÓRIAS UTILIZADAS NA PREPARAÇÃO PARA A REABILITAÇÃO ABRANGENTE ORTODÔNTICA E ORTOPÉDICA*CRITERIA FOR PROVISIONAL RESTORATIONS USED IN PREPARATION FOR COMPREHENSIVE ORTHODONTIC AND ORTHOPEDIC REHABILITATION*

Página – 647

61- Artigo / Article

IGNATOVICH, L. S.; GINTER, E. V. 2; LYKOV, A. S. 3; KUZMINA, I. Y.; KUSTOVA, S. B.

RÚSSIA

O USO DE ALIMENTOS SUPLEMENTARES NÃO CONVENCIONAIS PARA ALIMENTAÇÃO DE BOVINOS E GALINHAS POEDEIRAS*THE USE OF NON-CONVENTIONAL SUPPLEMENTARY FEEDS IN CATTLE AND LAYER DIET*

Página – 668

56- Artigo / Article

MOSKALEVA N. E.; MESONZHNIK N. V.; KUZNETSOV R. M.; MARKIN P. A.; APPOLONOVA S. A.

RÚSSIA

DETERMINAÇÃO DA TERIFLUNOMIDA ATRAVÉS DE UMA AMPLA GAMA DE CONCENTRAÇÕES DINÂMICAS EM PLASMA HUMANO POR LC-MS/MS*DETERMINATION OF TERIFLUNOMIDE ACROSS A WIDE DYNAMIC CONCENTRATION RANGE IN HUMAN PLASMA BY LC-MS/MS*

Página – 608

58- Artigo / Article

MOSKALEVA N. E.; KUZNETSOV R. M.; MARKIN P. A.; APPOLONOVA S. A.

RÚSSIA

CARACTERIZAÇÃO POR ESPECTROMETRIA DE MASSA DE METABÓLITOS DE MEBEVERINA PLASMÁTICA E SUA SÍNTESE*MASS SPECTROMETRIC CHARACTERIZATION OF PLASMA MEBEVERINE METABOLITES AND ITS SYNTHESIS*

Página – 633

60- Artigo / Article

OMELCHUK, M. V.; KOROTKOVA, Y. S.; VORONTSOVA, E. A.

RÚSSIA

ESTIMATIVA DO TAMANHO DAS ZONAS DE ESTAGNAÇÃO NO TERRITÓRIO DA FAZENDA TANQUE DE PROPANO-BUTANO VISANDO AUMENTAR A SEGURANÇA DA INSTALAÇÃO*ESTIMATION OF THE SIZE OF STAGNATION ZONES ON THE TERRITORY OF THE PROPANE-BUTANE TANK FARM AIMED AT INCREASING THE SAFETY OF THE FACILITY*

Página – 656

62- Artigo / Article

ALIBEKOV, R. S.; KAIYPOVA, A. B.; URAZBAYEVA, K. A.; ORTAYEV, A. E.; AZIMOV, A. M.

CAZAQUISTÃO

EFEITO DA SUBSTITUIÇÃO DO AÇÚCAR POR XAROPE DE MILHO ALTA DE FRUTOSE NA GELEIA DE FÍSALIS*EFFECT OF SUBSTITUTION OF SUGAR BY HIGH FRUCTOSE CORN SYRUP OF THE CONFITURE ON THE BASE OF PHYSALIS*

Página – 688

63- Artigo / Article

RYNDIN, Vladimir V.

CAZAQUISTÃO**DECLARAÇÃO DA SEGUNDA LEI DA TERMODINÂMICA COM
BASE NO POSTULADO DE NÃO-EQUILÍBRIO***STATEMENT OF THE SECOND LAW OF THERMODYNAMICS
ON THE BASIS OF THE POSTULATE OF NONEQUILIBRIUM***Página – 698****65- Artigo / Article**SALIKHOVA T. R., OMAROV N. S-M.; CHERKESOVA A. U.;
GADJIMURADOVA S. M.; ASKERKHANOVA E. R.**RÚSSIA****ASPECTOS CLÍNICO-MORFOLÓGICOS E
IMUNOHISTOQUÍMICOS DA PATOGENIA DO POLIPO
ENDOMETRIAL NA PÓS-MENOPAUSA***CLINICO-MORPHOLOGICAL AND IMMUNOHISTOCHEMICAL
ASPECTS OF ENDOMETRIAL POLYP PATHOGENESIS IN
POSTMENOPAUSE***Página – 724****67- Artigo / Article**BALDAEV, L. K.; KHAMITSEV, B. G.; BALDAEV, S. L.;
PROKOFIEV, M. V.**RÚSSIA****AS CARACTERÍSTICAS DA TECNOLOGIA DE PULVERIZAÇÃO
DE DETONAÇÃO PARA REVESTIMENTOS À BASE DE
CARBONETO DE TUNGSTÊNIO***THE FEATURES OF DETONATION SPRAYING TECHNOLOGY
FOR TUNGSTEN CARBIDE BASED COATINGS***Página – 739****69- Artigo / Article**TANIA, L.; DIAWATI, C.; SETYARINI, M.; KADARITNA, N.;
SAPUTRA, A.**INDONÉSIA****UTILIZANDO UMA TITULAÇÃO POTENTIOMÉTRICA DE
ÁCIDO-BASE PARA DETERMINAR O pKA A PARTIR DO
ESTRATO DO PERICARPO DO MANGOSTÃO***USING POTENTIOMETRIC ACID-BASE TITRATION TO
DETERMINE pKA FROM MANGOSTEEN PERICARPS EXTRACT***Página – 768****64- Artigo / Article**

DÍEZ, C. M.; SOLANO, C. J.

PERU**LINEARIZAÇÃO DAS TEMPERATURAS DO AR NO OCEANO
PACÍFICO NA LINHA EQUATORIAL***LINEARIZATION OF AIR TEMPERATURES ON THE PACIFIC
OCEAN ON THE EQUATORIAL LINE***Página – 713****66- Artigo / Article**

BULYCHEV, N. A.; RABINSKIY, L. N.; TUSHAVINA, O. V.

RÚSSIA**INVESTIGAÇÃO DA ADSORÇÃO DE UM COPOLÍMERO
AMFIPOLAR NA SUPERFÍCIE HIDROFÓBICA DE
NANOPARTÍCULAS DE FTALOCIANINA DE COBRE***INVESTIGATION OF AN AMPHIPOLAR COPOLYMER
ADSORPTION ON THE HYDROPHOBIC SURFACE OF COPPER
PHTHALOCYANINE NANOPARTICLES***Página – 732****68- Artigo / Article**RAKHIMZHANOVA, L. B.; ISSABAYEVA, S. N.; ZHUMARTOV, M.
A.;**CAZAQUISTÃO****MODELAGEM NO ESTUDO DE GRÁFICOS DE COMPUTADOR
NA FUNDAMENTALIZAÇÃO DA INFORMÁTICA***MODELING IN STUDYING COMPUTER GRAPHICS IN THE
FUNDAMENTALIZATION OF COMPUTER SCIENCE***Página – 755****70- Artigo / Article**LIMA, B. T. de M.; CARMO, E. S.; MEDEIROS, F. D.; SOUZA, J. B.
P.**BRASIL****CARACTERIZAÇÃO MICROBIOLÓGICA, EFICÁCIA
ANTIMICROBIANA E DETERMINAÇÃO DE PARÂMETROS
FÍSICO-QUÍMICOS DE TINTURA DE PEGA-PINTO (*Boerhavia
diffusa* L.)***MICROBIOLOGICAL CHARACTERIZATION, ANTIMICROBIAL
EFFICACY AND DETERMINATION OF PHYSICAL-CHEMICAL
PARAMETERS OF PEGA-PINTO TINCTURE (*Boerhavia diffusa* L.)***Página – 774**

71- Artigo / Article

STIVAL, M.; CUNHA, E. J. N. S.; CUNHA, M.; ROCHA, J. R. C.;

BRASIL**APLICAÇÃO DE ATIVIDADE LÚDICA PARA O APRENDIZADO DE CONCEITOS QUÍMICOS: ESTUDO DE CASO***APPLICATION OF LUDIC ACTIVITY FOR LEARNING OF CHEMICAL CONCEPTS: CASE STUDY*

Página – 783

73- Artigo / Article

SILVA, M. P.; MOURA, H. P.; LOPES, G. A. C.; COSTA, J. A.; DA FONSECA FILHO, H. D.

BRASIL**MINERALOGIA DE MATERIAL CONSTRUTIVO DO SÉCULO XVIII: A IGREJA DE PEDRA DE MAZAGÃO VELHO (AMAPÁ-BRASIL)***MINERALOGY OF BUILDING MATERIAL OF THE EIGHTEENTH CENTURY: THE STONE CHURCH IN MAZAGÃO VELHO CITY (AMAPÁ, BRAZIL)*

Página – 806

75- Artigo / Article

MOURA, A. L.; SILVA, J. F.; DE FREITAS, J. J. R.; FREITAS, J. C. R.; DE FREITAS FILHO, J. R.

BRASIL**EXPERIENCIANDO UMA SÍNTESE ONE-POT DE 1,2,4-OXADIAZOL MEDIADA POR FORNO DE MICRO-ONDAS: QUÍMICA VERDE EM FOCO***EXPERIENCING A SYNTHESIS ONE-POT OF 1,2,4-OXADIAZOLE MEDIATED BY MICROWAVE OVEN: GREEN CHEMISTRY IN FOCUS*

Página – 820

77- Artigo / Article

DELGADO, Gerzon E.; DELGADO-NIÑO, P., GRIMA-GALLARDO, P.

VENEZUELA**ESTRUTURA CRISTALINA DO COMPOSTO CUATERNÁRIO SEMICONDUTOR $CuFeCrSe_3$** *CRYSTAL STRUCTURE OF THE QUATERNARY SEMICONDUCTOR COMPOUND $CuFeCrSe_3$*

Página – 848

72- Artigo / Article

MENEZES, J. S.; ANDRADE JÚNIOR, F. P. de2; SILVA, B. P.

BRASIL**PERFIL DE UTILIZAÇÃO DE MEDICAMENTOS PSICOTRÓPICOS DOS USUÁRIOS DO CENTRO DE ATENÇÃO PSICOSSOCIAL DE CUITÉ-PB***PROFILE OF THE USE OF PSYCHOTROPIC MEDICINES OF THE USERS OF THE PSYCHOSOCIAL ATTENTION CENTER OF CUITÉ-PB*

Página – 794

74- Artigo / Article

DELGADO, G. E.; GUILLEN, M.; MORA A. J.

VENEZUELA**ÁCIDO 4-METIL HIPÚRICO: UM CASO DE POLIMORFISMO E SOLVATOMORFISMO***4-METHYL HYPPURIC ACID: A CASE OF POLYMORPHISM AND SOLVATOMORPHISM*

Página – 812

76- Artigo / Article

MEDEIROS, M. S.; GOULART, A. C.; PACHECO, I. S.; AMARAL, F. A.; CANOBRE, S. C.

BRASIL**ANÁLISE MULTIVARIADA APLICADA A QUALIDADE DA ÁGUA SUBTERRÂNEA DE ABASTECIMENTO EM ESCOLAS DO CAMPO DE UBERLÂNDIA-MG***MULTIVARIATE ANALYSIS APPLIED AT THE SCHOOL OF THE UBERLAND-AMERICAN FIELD OF CONSUMER UNDERGROUND WATER QUALITY*

Página – 833

78- Artigo / Article

FONSECA, J. C.; AMADO, P. A.; CASTRO, A. H. F.; LIMA, L. A. R. S.

BRASIL**ANÁLISE FITOQUÍMICA E AVALIAÇÃO DO EFEITO FITOTÓXICO DA FRAÇÃO HEXÂNICA DAS FOLHAS DE *Smilax brasiliensis* (SMILACACEAE)***PHYTOCHEMICAL ANALYSIS AND EVALUATION OF THE PHYTOTOXIC EFFECT OF THE HEXANE FRACTION FROM THE LEAVES OF *Smilax brasiliensis* (SMILACACEAE)*

Página – 816

79- Artigo / Article

SOUSA, J. A.; MACHADO, I. da C. P.; BARROS, F. de A. A.

BRASIL**REAL INTERESSE DE INSTITUIÇÕES FEDERAL E ESTADUAL EM RELACIONAR O ENSINO DE QUÍMICA COM A FORMAÇÃO PARA CIDADANIA***REAL INTEREST OF FEDERAL AND STATE INSTITUTIONS IN RELATION TO CHEMISTRY EDUCATION WITH CITIZENSHIP TRAINING***Página – 862****81- Artigo / Article**

DELGADO, G. E.; DELGADO-NIÑO, P.; JAMALIS, J.

VENEZUELA, COLÔMBIA, MALÁSIA**DADOS DE DIFRAÇÃO DE RAIOS-X PARA UM NOVO TIOFENO CHALCONA OBTIDO POR UMA REAÇÃO DE CLAISEN-SCHMIDT***X-RAY POWDER DIFFRACTION DATA FOR A NEW THIOPHENE CHALCONE OBTAINED BY A CLAISEN-SCHMIDT REACTION.***Página – 878****83- Artigo / Article**

SILVA, D. de F.; NETO, H. D.; FERREIRA, M. D. L.; FILHO, A. A. de O.; LIMA, E. de O.

BRASIL**ESTUDO IN SILICO DO PERFIL ANTIMICROBIANO DO β -CITRONELOL: POTENCIALIDADE COMO ANTIFÚNGICO***IN SILICO STUDY OF THE ANTIMICROBIAL PROFILE OF β -CITRONELLOL: POTENTIAL AS AN ANTIFUNGAL***Página – 894****85- Artigo / Article**

QUINTERO-RINCÓN, P.; FONTAL-RIVERA, B.; CONTRERAS, R.; FONSECA, Y.; VELÁSQUEZ-GIL, J.

VENEZUELA**SÍNTESE E CARACTERIZAÇÃO DE TRÊS CARBOXILATOS DE ORGANOTINA (IV) DO ÁCIDO ENT-CAURENÓICO: ATIVIDADE ANTIFÚNGICA CONTRA OS TRAMETES VERSICOLOR (L.: FR) PILÁT***SYNTHESIS AND CHARACTERIZATION OF THREE ORGANOTIN(IV) CARBOXYLATE OF ENT-KAURENOIC ACID: ANTIFUNGAL ACTIVITY AGAINST TRAMETES VERSICOLOR (L.: FR) PILÁT***Página – 912****80- Artigo / Article**

BOAES, T. da S.; ARRUDA, G. L.; FERREIRA, T. P. de S.; CHAGAS JUNIOR, A. F.; CHAPLA, V. M.

BRASIL**VARIAÇÃO DA PRODUÇÃO METABÓLICA DO FUNGO ENDOFÍTICO DIAPORTHE SP. ISOLADO DE CLITORIA GUIANENSIS BENTH UTILIZANDO OSMAC***VARIATION OF THE METABOLIC PRODUCTION OF THE ENDOPHYTIC FUNGUS DIAPORTHE SP. OF CLITORIA GUIANENSIS BENTH USING OSMAC***Página – 870****82- Artigo / Article**

COSTA, L. T. A.; AGUIAR, A.

BRASIL
ESTUDO CINÉTICO DO EFEITO DO AZUL DE METILENO NA DESCOLORAÇÃO DE OUTROS CORANTES POR PROCESSOS FENTON*KINETIC STUDY OF THE EFFECT OF METHYLENE BLUE ON THE DECOLORIZATION OF OTHER DYES BY FENTON PROCESSES***Página – 885****84- Artigo / Article**

BERETTA, B. M.; MELO, A. R.; CAMPOS, D. De P.; MORONA, J.; BROLESI, T. M.

BRASIL**CARACTERIZAÇÃO DE DOIS TIPOS DE PILHAS: ALCALINA E ZINCO-MANGANÊS, DE ACORDO COM AS RESOLUÇÕES CONAMA Nº 401/2008 E Nº 430/2011***CHARACTERIZATION OF TWO TYPES OF BATTERIES: ALKALINE AND ZINC-MANGANES, IN ACCORDANCE WITH CONAMA RESOLUTIONS N ° 401/2008 AND N ° 430/2011***Página - 899****86- Artigo / Article**

GOMES, J. V.; DA SILVA, F. V.; DO CARMO, D. F. de M.; MAIA, P. J. S.

BRASIL**AS SÉRIES DE INVESTIGAÇÃO CRIMINAL NO ENSINO DA QUÍMICA POR MEIO DA EXPERIMENTAÇÃO INVESTIGATIVA E LÚDICA***TV SERIES OF CRIMINAL INVESTIGATION IN CHEMISTRY TEACHING THROUGH OF RESEARCH AND LUDIC EXPERIMENTATION***Página – 919**

87- Artigo / Article

BABAEE KHOU, G.; ADABI, M. H.; JAHANI, D.; VAZIRI, S. H.

IRÃ

MICROFACIAS E GEOQUÍMICA DA FORMAÇÃO DA RUTEH NA ÁREA DE RUTEH, ALBORZ CENTRAL, IRAN*GEOCHEMISTRY AND MICROFACIES OF THE RUTEH FORMATION IN THE RUTEH AREA, CENTRAL ALBORZ, IRAN*

Página – 930

89- Artigo / Article

FERREIRA, A. M. V.; PIRES, E. V.; ENDRES, L.; FREGADOLLI, F. L.; SANTANA, A. E. G.

BRASIL

PERFIL QUÍMICO DOS COMPOSTOS ORGÂNICOS PRESENTES NA CUTÍCULA DE MACHOS E FÊMEAS DA ESPÉCIE *Pachycoris torridus* (Scopoli, 1772) (Hemiptera: Scutelleridae) SUBMETIDOS OU NÃO A PROCEDIMENTO ANESTÉSICO E EM DIFERENTES TEMPOS*CHEMICAL PROFILE OF ORGANIC COMPOUNDS PRESENTED IN THE CUTICLE OF MALES AND FEMALES OF THE SPECIES *Pachycoris torridus* (SCOPOLI, 1772) (Hemiptera: Scutelleridae) SUBMITTED OR NOT ANESTHETIC PROCEDURE AND IN DIFFERENT TIMES*

Página – 967

91- Artigo / ArticleZhanaliyeva Rashida N.¹; Torsykbayeva Bigamila B.²; Altynbekova Minash O.³; Imangaliyeva Bazarkhan S.⁴; Nazarova Aiman Zh.⁵

CAZAQUISTÃO

SÍNTESE DO 2-(2I - ACILÓXI-ETÓXI) CLORETO DE ETILA E SUA INTERAÇÃO COM AMIDOS E RODANÍDEOS DE METAIS ALCALINOS*SYNTHESIS OF 2-(2I - ACYLOXY-ETHOXY) ETHYL CHLORIDE AND THEIR INTERACTION WITH AMIDES AND ALKALI METAL RHODANIDES*

Página – 996

93- Artigo / Article

SALES, J. B. R.; OLIVEIRA, E. J. A.; NAVARRO, D. M. A. F.; AMORIM, L. B.; RODRIGUES, Sofia S. F. B.

BRASIL

ESTUDO POPULACIONAL DO MOSQUITO *Aedes aegypti* E MEDIDAS DE INTERVENÇÃO EM CAMPO COM USO DE ÓLEO ESSENCIAL DE *Croton rhamnifoliosus* COM EFEITO DETERRENTE*POPULATION STUDY OF THE *Aedes aegypti* MOSQUITO AND MEASURES OF INTERVENTION IN THE FIELD WITH USE OF ESSENTIAL OIL OF *Croton rhamnifoliosus* WITH DETERRENT EFFECT*

Página – 1017

88- Artigo / Article

OVCHINNIKOV V.V.; UCHEVATKINA N.V.; KURBATOVA I.A.; LUKYANENKO E.V.; YAKUTINA S.V.

RUSSIA

AUMENTO DA DURABILIDADE DA LIGA DE TITÂNIO VT6 PELA IMPLANTAÇÃO DE COBRE E IONS DE ALUMÍNIO*VT6 TITANIUM ALLOY WEARABILITY INCREASE VIA IMPLANTATION OF COPPER AND ALUMINUM IONS*

Página – 945

90- Artigo / Article

VALENCIA, K.; SANJOSÉ, V.; TORRES, T.

BRASIL

AS ATIVIDADES LABORATORIAIS CONTRIBUEM PARA UMA CONCEPÇÃO CONTEMPORÂNEA DA CIÊNCIA NA FORMAÇÃO INICIAL DE PROFESSORES?*DO LABORATORY ACTIVITIES CONTRIBUTE TO A CONTEMPORARY CONCEPTION OF SCIENCE IN INITIAL TEACHER TRAINING?*

Página – 982

92- Artigo / Article

KRASNENKO A. Yu.; STETSENKO I. F.; RAKITKO A. S.; CHUROV A. V.; ILINSKII V. V.

RÚSSIA

SEQUENCIAMENTO DE COBERTURA ULTRA BAIXO É O MÉTODO DE QUANTIFICAÇÃO DE BIBLIOTECA MAIS PRECISA ANTES DO SEQUENCIAMENTO DE EXOMA*ULTRALOW COVERAGE SEQUENCING IS THE MOST ACCURATE LIBRARY QUANTIFICATION METHOD PRIOR TO EXOME SEQUENCING*

Página – 1010

94- Artigo / Article

CERVELIN, A.; DE BONI, L. A. B.

BRASIL

CONSTRUINDO UM ESPECTROFOTÔMETRO COM MATERIAIS RECICLADOS. PARTE I*BUILDING A SPECTROPHOTOMETER WITH RECYCLED MATERIALS. PART I*

Página – 1029

95- Artigo / Article

VOSTRIKOVA, T. V. 1; ZEMLYANUKHINA, O. A.; KALAEV, V. N.

RUSSIA

**USO DE CARACTERÍSTICAS BIOQUÍMICAS-FISIOLÓGICAS,
CELULARES E SUBCELULARES DE BETULA PENDULA COMO
MARCADORES DE GERMINAÇÃO DE SEMENTE E
MONITORAMENTO DA POLUIÇÃO DO TERRITÓRIO**

*USE OF PHYSIOLOGICAL-BIOCHEMICAL, CELLULAR AND
SUB-CELLAR CHARACTERISTICS OF BETULA PENDULA AS
MARKERS OF SEED GERMINATION AND MONITORING
TERRITORY POLLUTION*

Página – 1034

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most recent pieces of information.**

Thank you. Editors.

WORDS FROM THE EDITORS

Dear readers and authors

On behalf of the editors and editorial board, we would like to inform you that we are going to make some important changes in the journal for the next year in order to improve not only the quality of the Journal but also fill some gaps we are facing regarding evaluation, costs, website, and other subjects.

1. **Make official the 100 manuscripts rule.** It is important to have a standard regarding the number of published papers per issue. Nowadays, we do not have any standard, and sometimes we make mistakes.
2. **Increase the periodicity of the journal from 2 to 3 editions per year.** With the implementation of this concept, we will limit ourselves to a maximum of 300 papers per year. Since this is a small journal, 300 papers would be a lot of material to us. At the same time, it will make us more selective. We have been receiving a few thousand manuscripts per year, and we can't publish them all. **After changing the periodicity from 2 to 3 issues per year, in 2020, we are going to launch the issues in March, July, and November.**
3. **We cannot publish every original manuscript that we receive.** Why? Some manuscripts are not related to the journal's scopes or objectives, so if you are an author, please observe it before making a submission. Other manuscripts have problems that when they are pointed out by the review board of the journal, the manuscripts are too hard to improve.
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8. **Letters of acceptance.** We will no longer provide this type of service in this journal. Why? It takes time to produce it, and it's an instrument that can be falsified and used improperly. Instead, we recommend the authors to present the e-mails that we exchange or present the publication itself in the journal.

REVELANDO AS CONCEPÇÕES DOS PROFESSORES DE QUÍMICA PRÉ-SERVIÇOS SOBRE ORBITAL ATÔMICO DE HIDROGÊNIO USANDO TESTES ABERTOS: UM ESTUDO DE CASO NA INDONÉSIA

REVEALING PRE-SERVICE CHEMISTRY TEACHERS' CONCEPTIONS OF HYDROGEN ATOMIC ORBITALS USING OPEN-ENDED TESTS: A CASE STUDY IN INDONESIA

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RESUMO

O conceito atômico é um conceito abstrato e difícil de descrever. Portanto, uma pesquisa foi conduzida para revelar a concepção dos estudantes no tópico da estrutura atômica, especialmente o conceito de orbitais atômicos de hidrogênio. No total, 44 professores de pré-serviço dos alunos do segundo ano do Departamento de Educação Química da Universidade de Lampung-Indonésia tornaram-se o assunto desta pesquisa. Esta pesquisa utilizou o desenho qualitativo pelo tipo de Grounded Theory. Os resultados mostraram que houve 9 concepções relacionadas aos orbitais atômicos de hidrogênio com o percentual de alunos que apresentam concepções corretas e incorretas (equivocos) de 4,54% e 95,46% respectivamente.

Palavras-chave: Concepções; Conceito atômico; Orbitais Atômicos de Hidrogênio

ABSTRACT

Atomic concept is one concept that is abstract and difficult to describe. Therefore, a research has been conducted to reveal students' conception in the atomic structure topic, especially the concept of hydrogen atomic orbitals. Totally, 44 pre-service teachers from the second-year students of the Chemical Education Department University of Lampung-Indonesia became the subject of this research. This research used the qualitative design by the type of Grounded Theory. The results showed that there were 9 conceptions related to hydrogen atomic orbitals with the percentage of students who have correct and incorrect conceptions (misconceptions) of 4.54% and 95.46% respectively.

Keywords: Conceptions; Atomic concept; Hydrogen Atomic Orbitals

1. INTRODUCTION

Chemistry is one of the branches of natural science. Chemistry develops based on phenomena that occur in nature. Characteristics of chemistry itself are related to studies of substances- both those that can be touched and can not be touched- including compositions (structures and compositions) of substances, properties, changes that can be experienced, and phenomena accompanying the changes (Author Team, 2003; Author Team, 2006; Firman, 2007; Fauzi, 2015).

The properties of a substance are determined by the nature of the constituent particles. Atom as the constituent particle of a substance has the same properties as other similar atoms. In addition, atom also has different properties with other different atoms. It depends on its atomic structure. By understanding the structure of atoms, the nature of the elements: the tendency of atom of an element to interact with other atom (either similar or not similar type of atoms) to form compound; type of chemical bonding formed; structure and composition of the compound formed; properties of compound formed; and so on could be explained and understood (Matta & Boyd, 2007). Therefore, it can be said that the atomic concept is a fundamental/prerequisite concept to understand other chemical concepts.

The atomic concept is a concept that is abstract and difficult to describe. Abstract concepts often make the students confuse in understanding chemistry lessons (Johnstone, 1991; Nakhleh, 1992; Fadiawati & Liliyasi, 2008). From various studies that have been carried out, it was revealed that there were many students having difficulty in understanding chemical concepts (Nakhleh, 1992; Ayas & Demirbas, 1997; Taber, 2003; Yeziarski and Birk, 2006; Özkaya et al., 2006; Barke et al., 2008), even it was founded that some misconception happen in most of students in understanding atomic concept (Fadiawati & Liliyasi, 2008; Fadiawati & Liliyasi, 2009). Based on that description, the term misunderstanding or misconception is still sightseen among researchers.

Strategies such as testing students or asking students to explain reasons were used generally. Open-ended tests provided the researchers not only both qualitative and quantitative data, but also much and wide information about misconceptions (Abraham, Williamson, & Westbrook, 1994; Bowen & Bunce;

1997; Tanahoung, Chitaree, & Soankwan, 2010).

Many researchers use open-ended test to prob students' conception. Nakiboglu (2003) investigate Turkish pre-service chemistry teachers' conception of atomic orbital related to hybridization. Fadiawati & Liliyasi (2008) investigates high school students' alternative conceptions related to atomic structure. Fadiawati & Liliyasi (2009) also investigates high school teachers' conception of atomic structure. Additionally, no study investigated the understanding of hydrogen atomic orbitals with open-ended test among Indonesian pre-service chemistry teachers.

Regarding the description above, it would be very apprehensive if pre-service chemistry teachers have some misconceptions. Considering that most of the students in Indonesia still rely on teachers as the source of learning. Cause it is feared that this will be the source of misconceptions when they become teachers. Therefore, this study will reveal pre-service chemistry students' conceptions in atomic structure topic, especially the concept of hydrogen atomic orbitals.

2. MATERIALS AND METHODS

This research used qualitative design by the type of Grounded Theory. This research consisted of three matters, there are: (1) Concept, a baseline study formed from data conceptualization; (2) Category, a set of higher and more abstract of representative concept; and (3) Proposition, showing the relationship between one category and other accompanying concepts (Moleong, 2008).

The subject of this research was pre-service teachers from the second-year students of the Chemical Education Departments University of Lampung who were taking Inorganic Chemistry lecture, which was consisted of 44 students. The subject of the research was chosen by theoretical sampling technique (Creswell, 1997). The subject of this research was also chosen by some considerations: (1) Those students have learned about both Bohr and Quantum atomic theory when they were in high school; (2) Those students have taken General Chemistry lecture in which materials containing atomic structure topic both Bohr and Quantum atomic theory; and (3) those students were taking Inorganic Chemistry lecture in which materials containing both Bohr and Quantum atomic theory.

Instrument of open-ended test and interview were used to prob pre-service teachers' conceptions of hydrogen atomic orbitals. Data in this qualitative research was analyzed by uniting and categorizing technique. Data trustworthiness was investigated by using: (1) credibility replace internal validity; (2) tranferability replace external validity; (3) dependability replace reliability; and (4) confirmability replace objectivity (Moleong, 2008).

3. RESULTS AND DISCUSSION:

The results of this research are in the form of students' responses obtained from the test. The responses are students' conceptions related to the question of "Explain your idea about the statement of: hydrogen atoms only have one orbital, namely 1s orbital?"

The responses make 2 units of conception, there are "agree" and "disagree" to that statement as shown in Table 1. Based on a further interview to confirm the answers, it is founded that there are 9 conceptions as presented in Table 2.

Table 1. The number of students' conceptions related to the statement of "Hydrogen atoms only has one orbital namely, 1s orbital."

Number of Students	Number of Conceptions	Number of units
44	9	2

Students' percentage who have correct conceptions related to hydrogen atomic orbitals is presented in Figure 1.

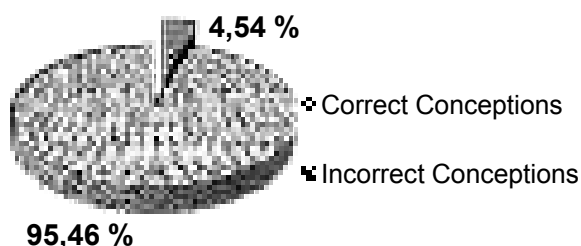


Figure 1. Percentages of students' conceptions

3.1. Possible factors causing the emergence of various students' conceptions

The atomic concept, including orbitals, is one of an abstract concept and difficult to

describe. This concept is different from other usual chemical concepts which the phenomena could be observed by using human sense. Based on the further interview, some conceptions on hydrogen atomic orbitals emerge because of the following possible factors:

Table 2. Students' conceptions related to hydrogen atomic orbitals

Conceptions	Total
Hydrogen atom only has 1 orbital, namely 1s orbital	
1. Hydrogen atom has the atomic number of 1 with electronic configuration of 1s ¹ , based on its electronic configurations, hydrogen atom only have 1 orbital, namely 1s orbital (ICC)	9
2. Hydrogen atom has 1 electron which only occupies the first energy level of orbitals, where the first energy level is on 1s orbital (ICC)	7
3. Hydrogen atom is the simplest atom with an atomic number of 1, which means that it only has 1 proton and 1 electron (ICC)	13
4. Hydrogen atom is the simplest atom with valence electron of 1 which occupies the lowest energy level of orbitals, namely 1s orbital (ICC)	4
Hydrogen atom does not have 1 orbital only, namely 1s orbital	
1. The phenomena of hydrogen atomic spectra showing 4 lines indicate electronic transitions, this confirms that orbitals in hydrogen atom are not only 1s orbital (CC)	2
2. Hydrogen atom does not have 1s orbital only, but also 2s, 2p, 3s, 3p, 3d and so on (ICC)	5
3. There are other orbitals in hydrogen atom, but generally only 1 orbital filled which can be indicated from these isotopes: ${}^1_1\text{H}$, ${}^2_1\text{H}$ and ${}^3_1\text{H}$ (ICC)	2
4. Hydrogen atom has other orbitals besides 1s orbital, but there is an empty orbital which is unoccupied for the distance near at zero (ICC)	1
5. Hydrogen atom has other orbitals besides 1s orbital, because it has more than 1 mass number in nature, namely 1, 2, even 3 (ICC)	1
Total	44

Information:

CC : Correct Conceptions

ICC : Incorrect Conceptions

3.1.1 Students' studying process

Every student always tries to understand the orbital concept on hydrogen atom by interpreting and keeping it by their own way on every learning process. Every student also tries to connect the knowledge and experiences related to atomic orbital concepts that they obtained from, namely from high school and General Chemistry lecture, and also from new knowledge and experiences they got when taking Inorganic Chemistry lecture. According to information-processing theory, knowledge and experiences that they just obtained are saved in short-term memory (STM), and previous knowledge and experiences are saved in long-term memory (LTM) (Solso et al., 2005; Reisberg, 2006). Therefore, it is possible that the comprehension of every student is not fixed and not similar to other students from time to time.

3.1.2 Learning process

The learning process is a more complex process than the studying process. This because there is a curriculum about atomic structure in which there are discussions about atomic orbitals and also educators, in this case are teachers (when they learned chemistry at high school) and lecturers (when they took related lectures in university). In teaching the atomic concept, educators have a personal understanding about atomic orbitals which will be delivered to their students. According to Fadiawati (2011), it is impossible for educators to communicate all of their personal understanding to their students. Hence, students' personal understanding (if obtained from their teachers) generally tends to be less than their teachers' personal understanding.

3.1.3 Students' personal understanding

In studying chemistry, one concept with other concepts are interconnected. Hence, students are expected to be able to connect one concept with another concept constructively and comprehensively. During the studying and learning process, the more efforts made during the active processing in STM, the better chance of new information transferred to LTM permanently and vice versa. Thus, it is possible for students to lose the information they just obtained. This depends on the efforts during active processing phase in STM (Solso et al., 2005; Reisberg, 2006). Consequently, when the knowledge about hydrogen atomic orbitals kept in

the memory is called through test and interview, there are some conceptions emerge which describe giving a meaning (idiosyncratic) by every student on the knowledge of hydrogen atomic orbitals.

The three factors are possible to be the cause of the emergence of some students' conceptions about hydrogen atomic orbitals. This agrees with Fadiawati (2011) that the emergence of various conceptions is possible from (1) events that occur in the study process of the students; (2) events that occur in the learning process, and (3) Students' personal understanding.

3.2. The influence of textbooks and educators' conceptions during the studying process and learning process towards students' conceptions

Atomic structure phenomena including atomic orbitals concept can't be understood by human senses directly. According to Nakiboglu and Tekin (2006), such conception is a more abstract phenomenon produced by some learning experiences. In the learning process, textbooks and educators are possibly the most dominant factors.

3.2.1 The effect of textbooks

Based on interview results, it is obtained that the most widely used textbooks in high school are Purba (2006) and Purba with Sarwiyati (2013). Both the textbooks contain the same materials generally, the difference is only at curriculum integration used at that time. The writers gave the information about electromagnetic radiation in the form of continuous spectrum illustrated by rainbow and absorption spectrum illustrated by emission spectrum of hydrogen atom. In discussing emission spectrum of hydrogen atom, the writers informed that there are some packets of energy illustrated by raindrops. Further, the writers presented Bohr's atomic model associated with the emission spectrum of hydrogen atom. The depiction of the Bohr atomic model was also associated with the electronic transition of electrons accompanied by its energy packages. In both textbooks, the writers also discussed quantum mechanics' atomic structure preceded by de Broglie's hypothesis and a little discussion about Schrödinger's wave function and Heisenberg uncertainty principle. However, the writers jumped the discussion to quantum numbers (principle, azimuthal, magnetic, and spin). Then, the writers depicted the atom (in the

form of a circle) which consisted of a nucleus (in center position) and some shells. The first shell was illustrated by one orbit with one box labeled as s subshell. The second shell was illustrated by two orbits, the first orbit consisted of a box and labeled as s subshell while the second orbit consisted of three boxes labeled as p subshells. The third shell was illustrated by three orbits, the first orbit consisted of a box labelled as s subshell, the second orbit consisted of three boxes labelled as p subshell, and the third orbit consisted of five boxes labeled as d subshell. Furthermore, the emission spectrum of hydrogen atom presented was not connected with electronic transitions which were related to the orbitals of hydrogen atom. Atomic structure topic was ended by the construction of energy level diagram for many electrons atom.

During General Chemistry lecture, the students used Chang's book (2005) which was translated by Chemistry Department of Bandung Institute of Technology and also Oxtoby et. al. (2008). In Chang's (2005), the writers discussed the displacement of classical mechanics to quantum mechanics, including electromagnetic radiation and light's dualism phenomena. Further, the book discussed Bohr's atomic structure started by hydrogen atomic spectrum and its interpretation related to spectral series of hydrogen atom. While the discussion of quantum theory was preceded by de Broglie's hypothesis, then the introduction of Schrödinger's wave function and Heisenberg Uncertainty Principle. However, the next discussion jumped to quantum numbers (principle, azimuthal, magnetic, and spin) including atomic orbitals concept. Atomic structure topic is ended by the construction of energy level diagram for many electrons atom.

Other references, Oxtoby et al. (2008), which also used in General Chemistry lecture had similar content like Chang (2005). However, it was written that the definition of the shell is a set of orbitals having the same principle quantum numbers, reflecting the fact that average position of electrons on every shell are close with each other, but far apart with other electrons from orbitals with different n-value.

When the students were taking Inorganic Chemistry lecture, the students were asked to use the textbooks of Fauzi and Fadiawati (2018), Housecroft and Sharpe (2012), Sugiyarto (2004), Priyana and Narsito (1990). Generally, the writers presented the atomic structure topic started by electromagnetic radiation and emission spectrum phenomena of hydrogen atom. Then the writers informed about Bohr's atomic theory and the

description of electronic transition equation to explain the phenomena. The writers also discussed the weaknesses of Bohr's theory and its consequences so that quantum's theory emerged. In discussing quantum's theory, the writers were representing light's dualism phenomena, de Broglie's hypothesis and Heisenberg's uncertainty principle. Furthermore, the books were also presenting Schrödinger's wave function and its relationship with orbitals and quantum numbers. The discussion of atomic structure was ended by the construction and explanation related to energy level diagram of hydrogen atom and of many electrons atom.

According to the explanation above, discussions and sentences in textbooks will be very affecting the conceptions either students or educators (teachers and lecturers). From various textbooks used, there are some textbooks containing irrelevant conceptions related to atomic structure, especially about hydrogen atomic orbitals.

3.2.2 Educators

Based on the observation in the learning process in General Chemistry lecture and Inorganic Chemistry lecture, it was not indicated that there were any irrelevant conceptions delivered by lecturers as educators.

It seems that students still bring their old conceptions they got from high school. Based on interview results, it was gained information that they got irrelevant conceptions from their chemistry teachers related to atomic structure. This indicates that their conceptions are still similar to their teachers'. This also agrees with Fadiawati and Liliyasi (2009) who said that chemistry teachers are very resistant to atomic structure concepts. Furthermore, it is revealed that most high school students have the same conceptions with their teachers, even university students still have the same concepts as their teachers. Related to this, Nakiboglu and Tekin (2006) revealed that teachers were possible to be the source of misconceptions because some teachers failed to give accurate information to their students. Atomic structure learning both in General Chemistry and Inorganic Chemistry lectures were conducted during two meetings (one meeting lasts for 150 minutes) seemed to be less able to improve students' conception significantly.

4. CONCLUSIONS:

Based on results and discussions there were 9 conceptions related to hydrogen atomic orbitals with the percentage of students with the correct conception of 4.54% and misconceptions of 95.46%. Most of the students had the same conceptions like their chemistry teachers' conceptions in high school. Factors affecting the formation of students' conceptions were studying process, learning process in high school and students' personal understanding.

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