ISSN 2181-3187

APPLICATION OF INTERACTIVE METHODS IN THE PROCESS OF TEACHING THE SUBJECT "MACHINE DETAILS"

Mustapakulov Sadik Ungiboyevich, Karimov Abror Kayumovich
Karshi Institute of Engineering and Economics

Abstract. We will begin the description of this article with a narration that was told a long time ago.

One day, a man who was hungry by the lake came across a wise man who was catching fish and addressed him: *"I'm hungry, help me!" The sage replied as follows: "I can give you fish, you will be full quickly, and after a while you will be hungry again and ask me for help again. I can give you a fishing rod, but it might break at some point, and you'll have to come back to me. Well, I'll teach you how to make a fishing rod, it's long and hard, but you won't need my help later. Choose your own path...".*

The conclusion from the above narration is that a good teacher should teach a student to "make a fishing rod" and a smart student should learn it. The faster and more firmly students learn to "make a fishing rod", the more they will have their own "catch" without needing someone else. The results of many pedagogical experiments conducted by researchers in various educational institutions confirm that new interactive and non-traditional pedagogical technologies are very useful in the implementation of such tasks. That is why it is very important for professors working in educational institutions to know how to use innovative technologies in their field of training.

Nowadays, the number of innovative technologies and interactive methods has increased. We present the methodology of using some pedagogical technologies that are widespread in educational institutions and can be used in specific subjects and subjects.

We will consider the application of one of the interactive methods aimed at ensuring the effective and efficient teaching process of "Machine detailing", which is one of the general professional subjects, in the training of engineers in all technical higher education institutions.

For example, we would like to give the following regarding the application of the "Analysis of Concepts" method.

The essence of style. This method is the memorization of the topics of the subject by the students at the end of the semester or the academic year or a certain section of the subject, giving their opinions independently to the concepts given by the teacher on any topic, thereby to create an opportunity to check and evaluate their knowledge and to be able to evaluate all students in a short time by the teacher.

ISSN 2181-3187

The purpose of style. To determine the level of students' mastery of the subject taught in the training and mastery of the basic concepts of the subject, to be able to freely express their knowledge independently, to be able to evaluate their own knowledge level, to be able to work individually and in groups, to the opinion of peers respect and teach to systematize one's knowledge.

The use of the method: to evaluate the level of mastery of the subject in all types of educational activities, to repeat, consolidate or conduct intermediate and final control, as well as to check the knowledge of students before starting a new lecture. intended. This method can be organized in the training process or in a part of the training in the form of a single small group and a team. This method can also be used for homework assignments.

Tools used in the training: handouts, basic concepts, pencil, slide.

- **Training procedure:**

• students are divided into groups:
• students are introduced to the requirements and rules for conducting the training:
• handouts are distributed to group members.
• students get acquainted with the concepts given in the handouts on a previously taught topic or a new topic:
• an explanation is written on the basis of the acquired knowledge next to the concepts given on the subject in the handouts:
• The teacher reads the concepts given on the topic in the handout and, together with the team, determines the correct explanation for each concept or is introduced on the screen through a slide with an explanation of each concept:
• Each student will identify the differences between the answers marked with the correct answer, gain the necessary understanding, check and evaluate themselves, and also reinforce their knowledge once again.

To increase the effectiveness of teaching the subject "Machine details" which is one of the general professional subjects in the training of engineers in higher technical educational institutions, to increase the quality of education using innovative technologies and to achieve the expected result, a specific department, chapter or At the end of the topic, we would like to give some recommendations on the application of the "Concept Analysis" method as a little additional to the ongoing research on assessing the level of students' mastery, strengthening their knowledge and skills in the subject. For example, after studying the "Transmissions" section of the "Machine details" subject, we will review the basic concepts and terms of the section, as well as the laws and regulations, in order to strengthen the students' knowledge and assess their mastery.

ISSN 2181-3187

Here is an example of the handout used in the following exercise.

App

Concepts	Content
Extensions	
Mechanical transmissions	
Friction transmissions	
Variators	
Cogwheels	
Accuracy level	
Worm gears	
Worm gear materials	
Chain drives	
The most used chain	
Reducer	
Multiplier	
Belt drives	
Belt constriction	
Transmission number	

"Concept analysis" method can be organized in the form of "Cluster", "Chainword", "Continuous chain", "Blitz survey", "Blitz chain".

The concept analysis method can be used in one lesson to repeat the previous topic at the beginning of the lesson, to reinforce it or to determine what concepts the students have acquired in the initial knowledge of the new topic and what they have learned from today's topic at the end of the lesson.

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ISSN 2181-3187

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