

**THE USE OF EFFECTIVE METHODS IN TEACHING  
TRANSPORT LOGISTICS AND ENGINEERING**

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**ANNOTATION**

This article talks about the use of effective methods in teaching transport logistics and Mechanical Sciences, the use of interactive methods in lesson processes, interactive methods that increase the activity of students in the process of cognition and develop their thinking skills.

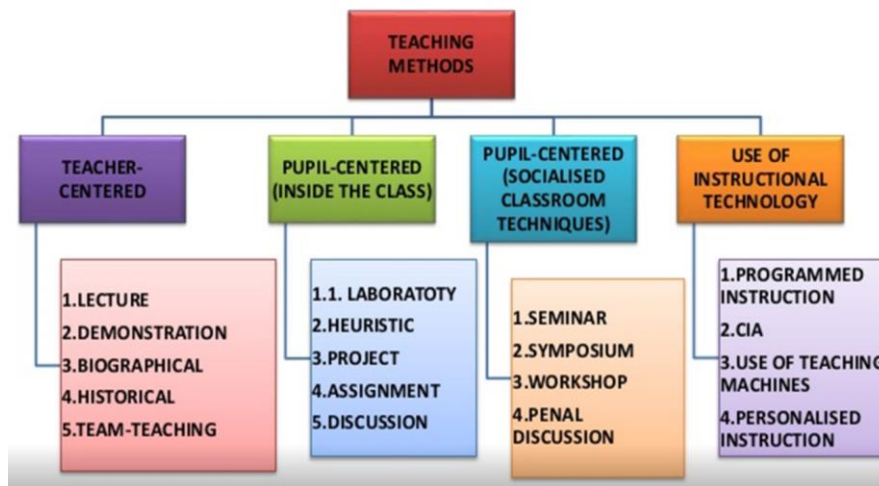
**Key words:** technical mechanics, logistics, creative process, methodology, cognitive, interactive methods, technology.

**INTRODUCTION** Today, one of the important processes is the development by the teacher of a methodology for conducting a lesson corresponding to the level of development, their educational motives, the characteristics of the topic being studied, for the implementation of the goals and objectives of Education.

As a result of the various reforms carried out in our country, it is one of the most important tasks to competently educate every young generation in a well-educated, potential way. The use of interactive methods in educating students is a prerequisite for achieving high efficiency by increasing the quality of the lesson.

**THE MAIN PART** The knowledge learned in Transport logistics and engineering disciplines is necessary for students. Because it ensures the acquisition of the skills of putting and solving the many engineering problems that they face in their practical activities. Of particular importance in students are such goals as the formation of a worldview, educational influence. Achieving these goals depends not only on the content, but also on the structure of the lesson. It is necessary to attract the attention of students, teach them to think independently.

## TEACHING METHODS



**DISCUSSION** Being able to identify by assigning information knowledge and skills that are known and not yet unknown in a particular subject area is considered important for students, researchers. In academic circles, this is known as literature analysis, and this analysis makes it possible to understand the state of a particular topic to determine the connection with the studies carried out with it and the gaps in this knowledge.

**The creative process** is the sensitivity to the problem, the ability to synthesize, the intuition to understand similarity and differentiation, the ability to recover missing details. In pedagogy, creative is understood mainly as inventiveness, originality, fantasy, sensitivity, the ability to quickly solve a problem. V.I. In his research, Andreev developed and systematized heuristic rules of activity for certain educational methods. These are the direct or gross thought attack, the collective search method for original ideas, the heuristic question method, the inversion method, the empathy method, among others.

**Methodology** - many students also see other characteristics of the observed object in the process of tracking the information given by the teacher, that is, they take new information and collect new knowledge. The purpose of this method is to teach students to acquire and collect their knowledge using observation.

**Cognitive methods.** The peculiarity of these methods is that by applying them, an opportunity is created to obtain an educational result. Therefore, methods of cognition are also creative at the same time. However, since the primary purpose of this method is to know the object, its main feature is blindly related to the cognitive process, and not to the creative process.

**Research method.** In this method, a research object is selected, which – natural,

cultural, scientific, verbal, marked or other – can be a tree leaf, a stone, a drop of a drop, an element of clothing, a lion, a letter, a sound, an equation, a geometric figure, a ritual, etc.

**Creative methods.** These methods are educational methods aimed at creating a product of personal education by students. The main result is the acquisition of a new product of knowledge.

The method that increases the activity of students in the process of cognition and develops their thinking skills, as noted in the pedagogical literature, is called an **interactive method**. The interactive method of teaching manifests itself in two manifestations. The interactive method describes more than 60 interactive methods that develop human thinking skills. These methods are significant for their simplicity, extreme publicity and teaching efficiency.

**Technology** is a set of engineering and scientific knowledge that includes the material and real components of labor, as well as the types of combinations created to obtain a particular product or service, as well as the types of combinations created. You can also familiarize yourself with the use of this term, the methods of processing raw materials and materials and the combination of methods for processing this type of work and all processes.

**CONCLUSION** In place of the conclusion, it should be noted that such non-traditional methods not only encourage students to evaluate their knowledge, but also students to evaluate themselves, to understand their knowledge of science more broadly, to substantiate their thoughts and to be active. The need to study these issues from a scientific and pedagogical point of view, pay attention to the need for students to receive education and create sufficient conditions, focus on the issue of developing technologies for the formation of creative abilities in them, in addition to meeting the requirements of aesthetics and design of items prepared by students, indicates that it is necessary.

But it should be borne in mind that many questions and methods of solving them are not always understandable and may seem formal if special explanations are not given. Therefore, each teacher should present the material in such a way that it gradually leads the students to perceive all the subtleties of a strict formula, to understand the ideas that make it natural to choose a certain method of solving a structured problem.

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