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THE USE OF INTERACTIVE METHODS AND ADVANCED FOREIGN EXPERIENCES IN TEACHING THE SCIENCE OF PRODUCT PREPARATION TECHNOLOGY

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ABSTRAKT
At the present stage of teaching, the main part of the article aims to apply foreign experience to students with the help of new pedagogical technologies and interactive methods, improving the quality of the lesson with their effective use

Keywords: Interactive, reader, methods, brainstorming, B-B-B method, FSMU method, memory exercise**.**

The term "interactive" consists of two words, namely inter (or interval) -aro (or intermediate) and active (active). It can be seen that when interactive methods are used in education, teaching, teaching work is carried out in the same range as a student with a teacher (teacher+student), a student with a student (student+student), a class with a student (student+class). As a result, the teacher will be able to work with students of the entire class.

Today, many forms of interactive method have been created, which are effectively used in practice. Among these techniques, including brainstorming, cluster, discussion (debate), fish skilet, BBB, and many other similar techniques can be included. Lessons will be interesting, interesting and meaningful if they are organized according to such techniques, no student will be bored in such a lesson. Students have an increased interest in such classes, a strong passion for participation is formed in them, an opportunity is created to show oneself in every possible way.

In students through the application of such techniques in the lessons:

- To think comprehensively, broadly and deeply, to freely express, substantiate and defend one's opinion, to be able to understand and visualize events and phenomena, the properties of things and objects;
- Ensuring the uniqueness of knowledge;
- To be able to apply theoretical materials in practice, to be able to go into action practical activities;
- Being able to work in small groups and within a team, mutual respect;
- Skills such as independent and creative work can be generated.

As a result, in the course of the lesson, the activity of students is activated, each student thinks and works, they respect each other's views, opinions and fill them with their own thoughts. Qualities such as interpersonal social attitudes, support for each other arise between students.

As you know, each lesson will have a goal, a task, which is usually embodied as an assignment. Having completed this task, a certain set of techniques is used to achieve a result. This is done through various means in the method. Of great importance in this is the activity of students in the classroom, that is, the social environment. Consequently, it is impossible to achieve a result by completing a task only through means or social environment. Therefore, it is necessary to organize a lesson in such a way that the above-mentioned set of methods combines the tools and the social environment-the state. The activity that the teacher carries out in these intervals is called an interactive method. Since a lesson or training is conducted with a limited time and a certain number of students, this system is described conditionally in a berk state, that is, inside a rectangle. The use of interactive techniques is currently carried out mainly at such stages as brainstorming,

calling, thinking, understanding. That is, at the beginning of the lesson, the teacher addresses students on the topic with various problematic questions, thereby encouraging them to use the mind, to "attack the brain thoughtfully." Through it, it is achieved to "speak" the necessary information from readers. At the next stage, readers think over the answers given, compare them among themselves, select the most optimal ones from them and try to understand their essence. As a result, through thinking, the reader has the opportunity to innovate and, through understanding, keep it in mind. These works, in turn, make up the skills of independent thinking and creative work in students. The importance of this is that the teacher takes back the thoughts of the students going out, attracting them. The support of such techniques in each teacher's training, taking into account certain conditions and personal mental and physiological characteristics of students at their own discretion – remained a requirement of the period. The lesson of teachers who teach through such techniques will always be interesting, students will also respect such teachers in their own way.

In conclusion, a brief detail of the methodology for conducting training in interactive techniques is as follows: at its introduction, microgroups on digital cards are organized, and members of each microgroups consult among themselves and determine its name, and then the audience is announced the educational goals of the training, and they are discussed and approved. All cognitive processes in training will be strictly focused on the realization of proven educational goals.

In the second part of the training, educational materials on the topic are distributed to microgroups for independent mastering. They use interactive techniques that are most acceptable, mastering the topic, preparing exhibitions for presentation, and each representative of the MicroGroup holds their presentation. After the discussions, the level of achievement of the educational goals is determined, and the shortcomings are filled and a thorough assimilation of the educational material is achieved. In the closing part of the training, the activity of each MicroGroup and its members during the training is recorded separately. Passing classes in such a method ensures that each listener is active in the training and develops the ability to think. In order to prevent the tension that occurs in the audience, it is good to use spirit-relieving or other psihological games, relieving fatigue such as "fruits", "find the name I think", "memory exercise". The effective use of such games provides an opportunity to maintain the educational motives of students at the same pace during training, which is one of the main factors that increase the effectiveness of training.

Hence, in order to use interactive techniques in pedagogical processes, it is necessary, firstly, to have a deep understanding of their content and the difference between one and the other by the teacher; and secondly, to be able to use them rationally in pedagogical processes. We hope that only then will the content and quality of Education have a positive result.

In labor education classes, there are favorable opportunities for organizing independent work of students and the formation of their creative abilities in this. Because in the lessons of labor education, students in most cases perform practical work. In doing so, they make different look details or items with their own hands. It is in this process of labor that such characteristics as thinking, imagining, doing work, forming a form and changing it are formed and developed in students. In the course of the lesson, it is advisable to use interactive techniques such as brainstorming, critical thinking, work in small groups, debate, point of view, which everyone teaches, bingo game, relay, mosaic, morphological table, creative issue. Above were given ideas on how to use some of these techniques. Now let's think about some other techniques that allow us to organize the creative work of students in the lessons of Labor Education.

Below we will give some interactive techniques and examples of their use.

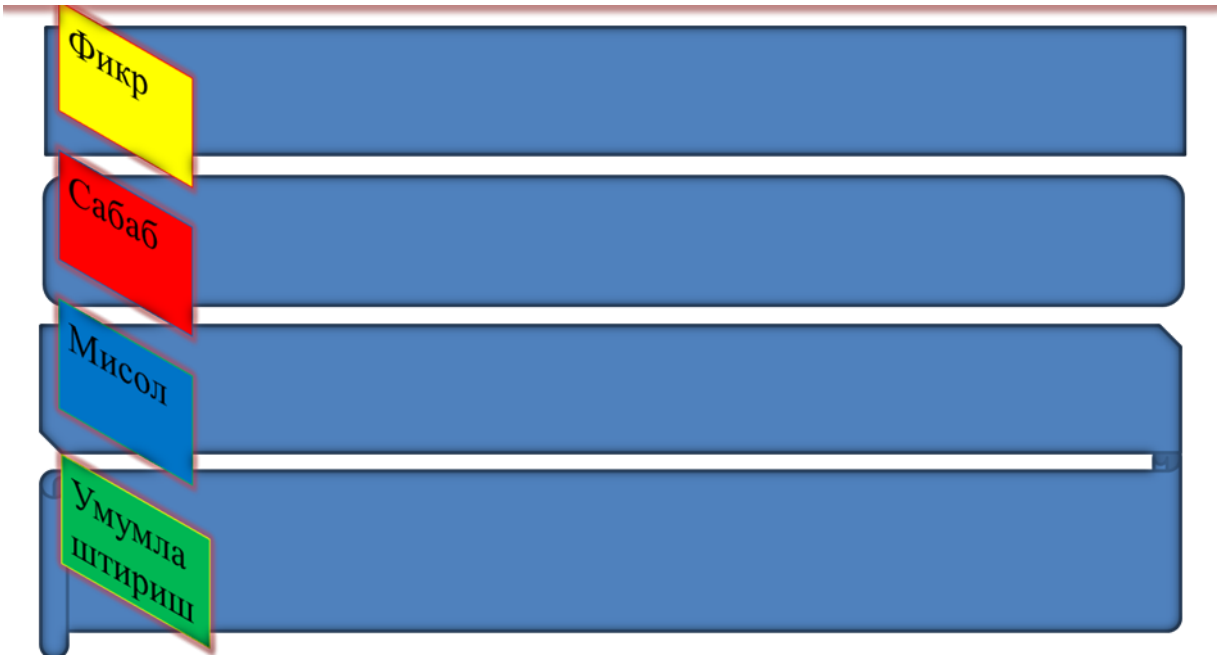
Application of the method of brainstorming (thought attack –thought Storm –promotion of ideas as a team in solving a practical or scientific problem). The goal pursued by this method is to make students more comfortable with the same thinking, to overcome the vague thoughts that initially arose in the process of solving creative tasks. This method was developed in 1953 by A.F.Recommended by Osborn. In this, Students

Form initial thinking skills with an understanding of the essence of the problem posed. At the same time, they learn to freely express their thoughts, substantiate, protect, hear and respect the opinions of others. At the time of the thought attack, the participants together solved a difficult issue or problem. As many ideas as possible are offered, they are not criticized, they are not rejected. The advantage of this method is also that any idea, even illogical ones, is taken into account. All of them are written, analyzed, evaluated, and only after that the most effective, optimal solution is selected from within them. There are up to 15 participants in the attack of thoughts and last up to 1 hour. This method can be used in microgroups and in a large audience (up to 60 people) (some examples were given above about the use of this method).

Fsmo Method

This method teaches the audience to defend their opinions, to think freely and to convince others of their opinion, to argue openly, to analyze the knowledge acquired, to assess to what extent they have acquired them, and to the culture of arguing the audience. This technique is carried out in the order in which the audience expresses their thoughts on paper in a clear and concise state, expressing supporting evidence or denying thoughts

F-express your opinion.
S-give a reason for your opinion statement.
M-give an example explaining the stated reason.
He-summarize your opinion.
In the fsmu method, a question is put on the topic.



METHOD B-B-B.

This method is used at the final stage. Based on the data obtained, the following table B-B-B will be filled out.

BBB

№	Topic questions	I know	I want to know	I learned
1.				
2.				
3.				

Method B-B-B – is used in their expansion and deepening, taking into account the knowledge acquired by students. Let's also consider this method on the example of the topic “carpentry saws and sawing”, which is presented above

№	I know	I want to know	to know	I knew
1		Saw types, sawing wood	Working in sawing stano-GI	Rules for sawing, harpening saws

Further information on filling out the B-B-B table.

Table on the topic " thermal treatment of steels”

I know	I want to know	I learned
The surface of the steels is reduced by refining, loosening, softening, chemical-thermal work-lash and other ways	Heating temperatures in thermal performance, how long to heat, cool - tooth speeds	The theory of thermal performance, the processes of formation of structures, as well as the special processes of steel structure states are described.

Advanced foreign experience-the most notable of the work carried out in economically developed countries on Labor Education and vocational guidance, is the expansion of educational programs on this education; a way to turn to professionalism, to build a strong material base. In each case, the main idea of the “act of preparation for labor activity”, adopted in 1977 in the United States, is also aimed at this. In general, the attitude to this issue in the US is serious. Colleges have practical activities such as building cottages, repairing cars, typing campsites, which also generate a certain amount of income to educational institutions. In secondary schools in the US there are certain freedoms for students in the selection of subjects in accordance with the directions of their choice. For example, the subjects of the English language, social sciences, refined art, vocational education can be put according to the wishes of students.

In their daily activities, High School students spend half the time in study classes, and the rest of the time in places intended for labaratorio areas, experimental plots, practice. School-family cooperation in grades 10-11-12 will be especially strong. Because at this stage, the inclination of students towards professions is a complete decision.

In accordance with the wishes of students and parents, it is possible to increase the lessons learned from subjects corresponding to the professional direction. In other words, it is in the area of \ u200b \ u200bthat the reader intends to devote his life to in the future, studying the subjects of the same direction at a superior level and carrying out preparatory work.

Based on the above, it can be summarized that US high schools provide their students with knowledge in three areas: academic, vocational, general. At the moment, students are given the basics of the profession and profession in four directions. These are the following:

The first is considered to be agricultural vocational education, in which trainees are taught the basics of farming and in which agricultural managers form. Such education will work on the basis of the program of Future Farmers of America.

The second is business education. In IT, students are taught the specialty of commercial economics, domestic economics. In such educational areas,serious importance is also attached to the issues of kindness in children,caring for the unfortunate, nurturing humanistic feelings.

The third is trade and industrial education, in which young people are taught the production of products and the profession of mechanics.

The fourth is construction education, through which the education system is given knowledge and skills in various construction professions.

These professional programs can prepare students for these professions, as well as prepare them to continue their studies in a more in-depth study of this profession.

In western Europe, too, new directions of their own appeared in this area. For example, France was allocated to technology education: the hours of study were increased by 1.5 times. In the UK, in accordance with the "technology and vocational training" ACT, schools are mastering a mandatory vocational program in several areas.

In technological education, practice is at the forefront.When choosing an internship program and an enterprise for its implementation, it is agreed with the parents.Most of the expenses that go to the organization and implementation of operations are paid by industrialists and raw materials. For example, 450 thousand companies and enterprises will help to carry out an internship in German labor education.They also have huge businesses in them, from small workshops to "Mercedes Bens". Along with technology classes, vocational guidance works are improving in tune with the requirements of the times. Vocational guidance classes are available in all-all developed countries. In such lessons,changes and trends in the world of labor, opportunities to become a professional are also taught.Such classes are conducted by subject teachers as well as consultants on special professional orientation work.In addition to these, there are vocational guidance consultation points, which organize consultations for upper-class students and parents in this area. Such consultation points are not part of schools. They are either private or under the jurisdiction of Labor exchanges. The work carried out by enterprises in the organization of vocational guidance work is also noteworthy.

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