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The Essence of Interactive Methods In The Development Of Students' Knowledge Of Technical Safety In The Credit-Module System

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Abstract: This article will talk about the essence of interactive methods in the development of students' knowledge of Technical Safety. The effectiveness of interactive methods and reliable aspects in their application are illustrated, the difference between an traditional, interactive lesson is studied and a conclusion is drawn.

Keywords: Education, teacher, interactive, technical, interdisciplinary, cocktail protection, method, student.

Ensuring human safety shows its relevance, especially in the direct production of it in the process of work. Because the characteristic of modern enterprises is that in one enterprise itself, modern potok systems equipped with materials, high-level mechanized and automated electrical computing equipment are used in various and rapidly changing technological processes. These, Of course, are aimed at improving the quality of products and ensuring the safety of working conditions, on the one hand, reducing processes, but on the other, they require a lot of attention, sensitivity and mental tension throughout the working day from the workers working in them. This can lead to nervous tension and ultimately to occupational illness and injury[1].

Training and upbringing in the spirit of ensuring safety is of particular importance in all educational institutions. Because educating the future creators and production leaders of new techniques and technologies in this spirit is of great importance in making this problem effective. The main goal of forming future specialists is not to forget that the main principle in solving any engineering issue, whether it is scientific research, whether it is a project-design work, whether it is an organizational and managerial issue of production, is the protection of human health and life.

The complexity of the technological process, the high demand for technological regimes are demanding an increase in their demand for labor protection measures. The study of production safety problems is becoming methodically complex and actualized. To improve working conditions in enterprises and ensure a high level of security, the application of all technical, organizational, legal, economic methods and means is required. The course" labor protection and technical safety " is an engineering discipline with socio-legal goals, consisting of Applied labor hygiene, production sanitation, labor psychology, ergonomics, engineering, industrial aesthetics and other disciplines, along with Physics, Chemistry and mathematics, which are classical disciplines. The methodological basis of this science is the scientific analysis of working conditions, technological process, detachable harmful substances and dangerous

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situations that arise during use. On the basis of this analysis, dangerous places in production, dangerous situations that may occur, measures for their prevention and loss are developed. These issues are seen as all interconnected, taking into account future plans[2].

The role and capabilities of interactive methods in the process of education and training:

Interactive method-serves to activate the acquisition of knowledge by students, to develop their personal qualities by increasing the activity between students and the teacher in the educational process. The use of interactive techniques will help increase the effectiveness of the lesson. The main criteria for interactive education are: the ability to conduct informal discussions, freely state and express educational material, the low number of lectures, but the large number of seminars, the creation of opportunities for students to take initiatives, the assignment of tasks to work as a small group, a large group, a class team, the performance of written works and other methods, which have

Currently, one of the main directions in the field of improving educational methods is the introduction of interactive educational and educational methods. All science teachers are increasingly using interactive methods in the course of classes.

As a result of the application of interactive methods, students ' skills to independently think, analyze, draw conclusions, state their own opinion, be able to defend it on the basis of it, conduct healthy communication, discussion, debate are formed and develop.

In this matter, the American psychologist and educator B.Blum is credited with creating the taxonomy of pedagogical goals in the fields of cognition and emotionality. It is known as the Blum taxonomy. (Taxonomy is the theory of classification and systematization of complex structured areas of existence). He divided thinking into six levels in accordance with the development of cognitive abilities.

According to him, the development of thinking is at the levels of knowledge, understanding, Application, Analysis, generalization, assessment. Each of these levels is also represented by the following characters as well as examples of verbs according to each level, including:

Knowledge is the initial level of thinking, in which the student can say Terms, know specific rules, concepts, facts, etc. These are examples of verbs according to the level of thinking: to be able to return, to consolidate, to be able to convey information, to be able to tell, to write, to be able to express, to distinguish, to recognize, to speak, to repeat.

In the case of thinking at the level of understanding, however, the reader understands facts, rules, schemes, tables. Based on the available data, it will be able to approximate the future consequences. These are examples of verbs according to the level of thinking: justification, substitution, approximation, marking, explanation, translation, rearrangement, lighting, interpretation, clarification.

In application-level thinking, the student can use the knowledge gained only in non-traditional, non-traditional cases and apply them correctly. These are examples of verbs according to the level of thinking: introduce, calculate, demonstrate, use, teach, identify, implement, calculate, apply, solve.

In analysis-level thinking, the student is able to distinguish between parts of the whole and the interconnections between them, see errors in the logic of thinking, distinguish between facts and consequences, assess the importance of information. These are examples of verbs

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according to the level of thinking: to induce, to distinguish, to stratify, to classify, to predict, to predict, to spread, to distribute, to verify, to Group[4].

In thinking at the level of generalization, the student performs creative work, draws up a plan for conducting an experiment, uses knowledge in birnechta areas. It processes information creatively to innovate. These are examples of verbs according to the level of thinking: innovate, generalize, combine, plan, develop, systematize, combinastize, create, compose, design.

In assessment-level thinking, the student is able to distinguish between criteria, adhere to them, see the diversity of criteria, assess the suitability of conclusions to the available information, distinguish between facts and evaluative opinions. These are examples of verbs according to the level of thinking: diagnosis, proof, measurement, control, justification, approval, evaluation, verification, comparison, comparison.

Interactive methods are many different, and all of them, like any progressive methods, require, first of all, a great preparation from the teacher before training.

When organizing these activities, the main features of an interactive lesson can be perceived more vividly by considering some of its differences compared to a traditional lesson. For this purpose, we cite the following table:

Some differences between the traditional and interactive lesson.

Basic concepts, traditional lesson and interactive lesson.

1. application level
   - It is used in the form of classes that are convenient for them on all topics.
   - On certain topics, the interactive lesson is used in the form of accessible types. For other topics, a traditional lesson is used
2. lesson objective
   - Formation, strengthening of knowledge, skills, qualifications on the topic of the lesson.
   - Independent thinking on the topic of the lesson, coming to conclusions, explaining them, teaching them to defend.
3. tasks and methods of work of the teacher
   - Explain the new topic, strengthen, control, give assignments.
   - Organization of independent work and presentations of students, management, control, justification of final conclusions.
4. requirements for lesson preparation
   - Lesson plan, preparation of synopsis and didactic tools.
   - Interactive lesson development, preparation of tasks, handouts, other necessary tools for independent work.
5. requirements for student training
   - Completing tasks according to the previous lesson.
   - Knowledge of basic concepts and preliminary information on the topic of the new lesson.
6. tasks of students vaish methods
   - Listening and mastering the teacher, completing the assigned tasks.
   - Independent thinking on the fulfillment of the tasks assigned by the teacher, comparing his own thoughts, conclusions to others and reaching the final conclusion

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7. time distribution
   - Most of the lesson time is spent on the teacher explaining, analyzing a new topic, explaining assignments, controlling mastering.
   - Much of the course time is spent on students completing independent assignments, exchanging ideas, observing, outlining and defending their conclusions.

8. lesson modules and algorithms
   - The modules and algorithms of the lesson are used by each teacher according to the method he is applying.
   - Each lesson is conducted according to pre-prepared modules and algorithms, projects.

9. level of activity required of students
   - The teacher is active in every possible way, students are active in concentrating, understanding, thinking, completing assignments.
   - Forms of communication: teacher-Group; teacher-student; student - student; student-teacher; Group-teacher; both teacher and students are active in every possible way. Forms of cooperation, cooperation: teacher-student; student-student; student-small group; small group-small group; Student-Teacher; small group-teacher; small group-teacher; Group-teacher.

10 basic ways to master knowledge
   - Communication, discussion, negotiation, debate, discussion, reflection, analysis, observation, Mutola, etc.
   - Communication, reading, observation, discussion, negotiation, debate, discussion, reflection, analysis, etc.

11. training forms
   - Lecture, seminar, practical training, laboratory training, round table, debate, debate, consultation, etc.
   - Lecture, working as a group or in pairs, presentations, debate, debate, round table, practical work, etc.

12. expected result
   - Mastery of knowledge, skills, qualifications of students on the topic.
   - Formation of students ' own opinions, conclusions on the topic, teaching them to receive independent knowledge.

The differences presented in the table clearly show the advantages and disadvantages of these two types of training over each other[5].

Based on the analysis of some aspects of the interactive training shown in this table, the following conclusions can be drawn:

1.When teaching subjects in the curriculum, it is necessary to take into account which topics it is advisable to organize interactive lessons. This involves the use of interactive or traditional types of training, which ensure that the hap fully achieves the purpose of training on one topic.

2.In order for an interactive session to be effective, it is necessary to ensure that students know basic concepts and preliminary information on its subject before a new one.

3.In an interactive session, it is necessary to take into account that in order for students to work independently, a lot of time is spent compared to a traditional one.

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A few centuries ago about the impact of these similar differences in social life A.In the preface to his famous work "Mahbub ul-qulub", Navoi wrote: "Hope ulkim, readers will look at attention and attention, and each of them will look at spring according to their understanding...". It shows that everyone can understand, assimilate, benefit and practice this work differently, that is, only at the level of their understanding, from which we can express our above conclusions about the main differences of interactive educational methods from traditional ones, more concise, which consists in cultivating the perception of students ' understanding.

It should be noted that the methods of interactive education have been used in Uzbekistan since ancient times in the educational process in such forms as discussion, discussion, negotiation, observation, analysis, consultation, consultation, Mutola in the dialogue between the teacher and students and students[6].

These techniques served to make students grow up to be independent-minded, perfect people by cultivating speech, reflection, meditation, mind, talent, intelligence.

It is now known that when conducting interactive training, mainly interactive methods are used. And in the future, it is advisable that these methods will grow to a certain extent to interactive technology. This is an interactive method, and the difference between the concepts of technology can be described in our opinion as such.

Interactive learning method-implemented by each teacher at the level of available tools and their own capabilities. In doing so, each student assimilates to a different extent in accordance with their motives and intellectual level.

Interactive educational technology-ensures that each teacher conducts a training that all students master as intended. In this, each student, having his own motives and intellectual level, masters the training to the extent foreseen.

Based on the study of some experiments on the practical application of interactive training, we can indicate some factors that affect the quality and effectiveness of these training. They can be conditionally called organizational-pedagogical, scientific–methodological and factors that depend on the teacher, students, means of Education. We must assume that they have a positive or negative effect in their essence[7].

Organizational and pedagogical factors include:

- preparation of a group of trainers who conduct interactive training from teachers;
- Organization of teaching interactive methods to teachers;
- creating the necessary conditions for interactive training in the study room;
- ensure that the place of work of the speaker and participants is comfortable;
- prevention of violations of sanitary and hygienic standards;
- ensure compliance with safety rules;
- maintaining attendance and discipline;
- Organization of control conduct, etc.

Scientific and methodological factors include:

- Correct selection of Targeted interactive methods to ensure the fulfillment of DTS requirements as well as the full achievement of the intended goal from the lesson;
- quality preparation of interactive training development;
- ensuring that each element of interactive training is related to the subject being studied;

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- determination of the topic and content of training on the basis of the latest scientific and theoretical data;
- application of modern high-performance techniques;
- to determine the level of training of students in advance and conduct interactive training at a corresponding level;
-being able to devote enough time to interactive training, etc.

Factors related to the teacher:
- shallow knowledge of the subject;
- shortcomings in speech: pronunciation, literary language norms, grammar rules, unfamiliar or foreign words, use of terms without explaining their meaning, use a lot of words specific to the dialect, make mistakes in writing and write inexplicably;
- defects in behavior and pedagogical behavior;
- neglect of dress and appearance;
- inability to use educational tools efficiently and correctly;
- observability, feeling the passage of time, lack of skills to distribute it correctly;
- lack of listening skills;
- lack of goodwill, sincerity to the student, the skills to work in cooperation with him;
- failure to comply with logical dependence and consistency, etc.

Factors relevant to students:
- low attendance, late arrival in training;
- arrival without the necessary preparation;
- ignorance of scientific terms;
- inability to concentrate;
- deficiencies in hearing and listening skills;
-low interest, poor thinking;
- low level of training on the topic of the lesson;
- lack of interest, etc.

Factors related to the tools used in training:
- lack of educational tools, being repaired or in disrepair, scarcity of quality and modern tools;
- not to correctly choose the types and number of tools that are suitable for the purpose of mastering the topic of training;
- not preparing the tools for work before the start of training;
- non-compliance with safety rules when using tools, etc.

In conclusion, organizing and conducting interactive activities taking into account the factors summarized above will help to further improve the quality and effectiveness of these activities.

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