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Abstract. In this article, as a result of the qualification requirements developed in the discipline “Physics Teaching Technologies and Design”, the effective use of active methods of education such as modular, problem-based, and discussion-based, electronic resources, electronic lesson plans, and graphic organizers in organizing lectures, practical, and seminar classes will not only increase the activity of future physics teachers, but also help technical engineers acquire deep, broad theoretical and practical knowledge in this discipline. The leading task of the method is to arouse interest: with the help of purposeful and skillfully posed questions, students are encouraged to remember and express their knowledge on the given topic, discuss it with their classmates under the guidance of the teacher, and together with the teacher, they gradually understand and master new knowledge through independent thinking, conclusion, conclusion, and generalization.

Keywords. Physics, teaching, technology, design, independent, thinking, wondering, remembering, summarizing, summarizing

Аннотация. В данной статье, в результате разработки квалификационных требований по дисциплине «Технологии обучения физике и дизайн», эффективное использование активных методов обучения, таких как модульный, проблемный и дискуссионный методы, электронные ресурсы, электронные планы уроков и графические органайзеры, при организации лекционных, практических и семинарских занятий позволит не только повысить активность будущих учителей физики, но и поможет инженерам-техническим специалистам приобрести глубокие, обширные теоретические и практические знания по данной дисциплине. Ведущая задача метода – вызвать интерес: с помощью целенаправленных и грамотно поставленных вопросов студенты побуждаются к запоминанию и выражению своих знаний по заданной теме, обсуждают их с одноклассниками под руководством преподавателя и вместе с преподавателем постепенно осмысливают и усваивают новые знания посредством самостоятельного мышления, умозаключения, вывода и обобщения.

Ключевые слова: Физика, обучение, технология, дизайн, самостоятельность, мышление, размышление, запоминание, резюмирование, подведение итогов.

Analysis and methodology issues of teaching technologies and design of Physics in the educational process, pedagogical foundations of the introduction of modern information and communication and digital technologies, the organization of the e-learning environment, the creation and application of e-learning resources A.Abdukodirov, U.Begimqulov, M.Aripov, N.Taylakov, R.Boqiev, F.Zakirova, M.Mamarajabov, N.Kayumova, B.Mo' minov, A.Ibraymov, J.Hamidov, F.Gaffarov; the essence of Independent Education, theoretical and methodological foundations for its organization and improvement of efficiency, issues of developing independent training of students N.Muslimov, Z.Nishonova,] s, the use of digital resources in the process of Independent Education, the possibilities of improving educational efficiency based on the development of design have been researched.

T.Asinina A'.N.Sultanova has highlighted the important aspects of digital education of students in physics teaching technologies and designing digital technologies to the educational process.

• As Deputy Chairman:

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- Introduction or translation (didactic function: an introduction to learning);
- * Familiarization with the Yangi material (didactic task: familiarization of students with the Yangi material);
- Synthesis or synthesis (didactic task: to synthesize knowledge, skills and thinking).

According to Sufis, Shakyamuni is the incarnation of the god Shakyamuni.

"Davra sukhati" is the order of arrangement and assimilation of Navbat supporters who believe that navbat is an expression of their beliefs. You can't and won't be your friend. They should be aimed at enabling people to realize that they are not gods and give them the opportunity to realize their knowledge. The content and content of the articles should correspond to the degree of development of technical disciplines. In the end, it's not rational, but serious. Example: "Davra sukhbati"

1. When the gas is compressed and expanded, does it compress?
2. One end of the tire is attached to the souvenir, and the other end is attached to the souvenir, which is attached to the shoelace. Explain this to Sababi.
3. There is a small tank mounting hole on the car or tractor. In the same year, he was appointed ambassador to Italy, where he was appointed ambassador to Pope John Paul II.

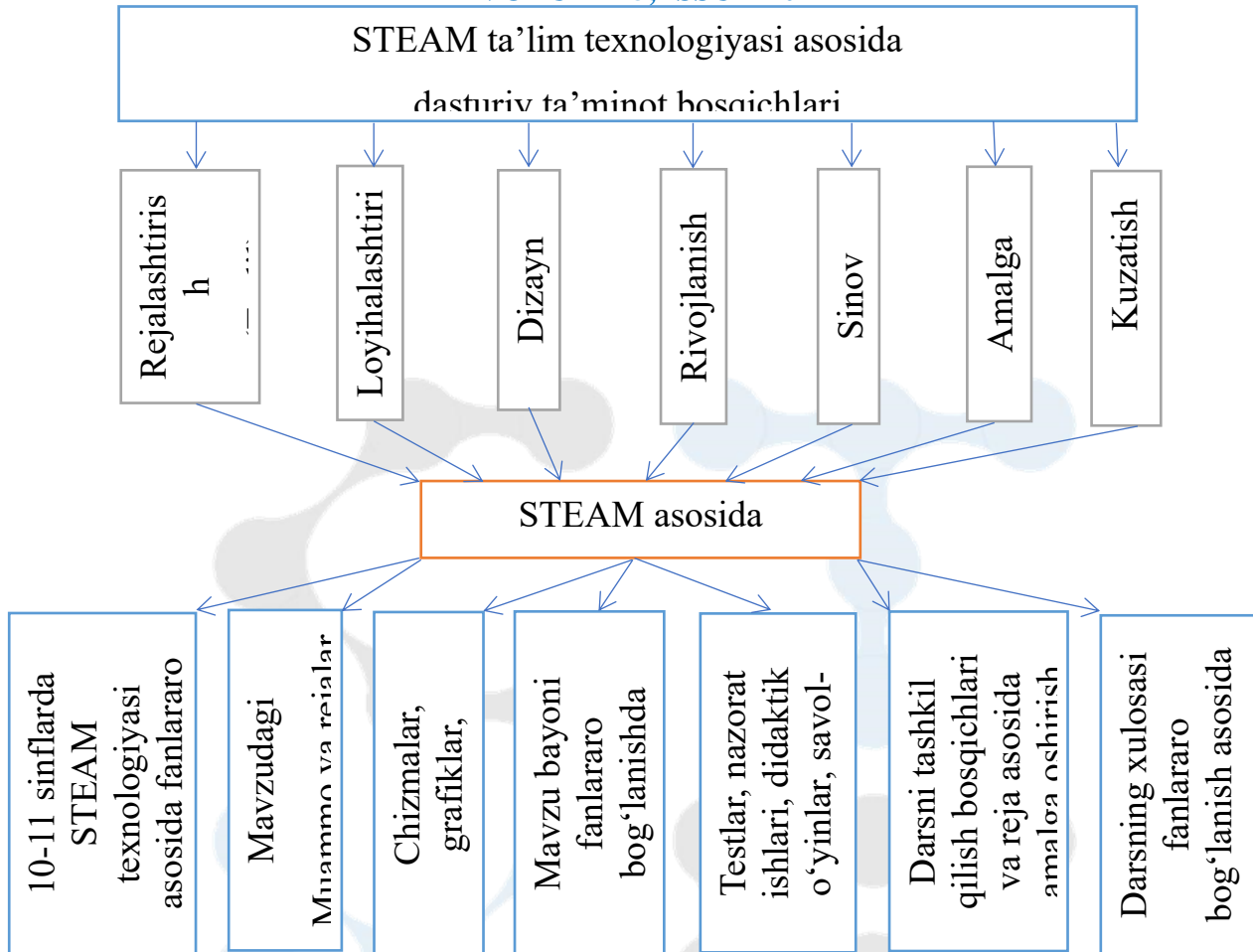
Discussion as a result of our many years of creative research, the implementation of interdisciplinary integration in the essence of STEAM educational technology is considered significant and is an acceptable way to interest students in science. STEAM education direction: that is, when learning, we need to work not only with our brain, but also with our hand. The main difference of the STEAM approach from other technologies is that students use the mind, their hands to successfully explore a wide variety of topics. They "absorb" the knowledge they receive.



Figure 2.2. Science integration structural structure of the STEAM method

For example, it is on the basis of connecting rectangular diagonals with the process of building a House Foundation, and the solution to this is to connect issues with life processes, enrich the imagination of students and make the most of exhibitionism in the lesson.

In order for the lesson to be interesting, it is carried out on the basis of the heuristic method that each issue in these sessions is not literally for dry reading, but in a character that employs their higher activities, that is, a complete understanding of the condition of the issue, drawing up an expression or equation on the condition, solving it, checking the resulting solution. In this, readers will find answers to questions such as what is known in the issue, what is unknown, what is the condition of the issue, whether previously similar issues were solved, if similar issues were solved, whether it could be used to solve the issue being posed. This plan operates students' creative thinking.



Another of the forms of formation of logical thinking is the conclusion, which consists of a third consequential conclusion derived from two strict properties. For example: the diagonal of a rectangle divides it into two triangles, the sum of the inner corners of each triangle is 1800. Then the sum of the rectangular inner corners is 3600.

Another of the methods widely used in the process of education and upbringing

A mental attack is a collective emergence of the idea of solving practical or scientific problems. Students try to divide a simple and complex problem into two during a mental attack: the teacher brings up more personal ideas about stopping it, not allowing them to be criticized, and then separates, discusses and develops more effective ideas, evaluates their capabilities. prove or return them.

This method performs all tasks, but its main task is to activate the educational and cognitive activities of students, interest them in independent understanding and solving the problem, in which the culture of treatment, skills and qualifications of exchange of ideas, self-development. in my soul, freedom from thinking due to the help of comrades and difficulties in solving a creative task,

The "mental attack" method is problematic when a certain chapter is completed.

1. When it is intended to determine the initial knowledge of students, this method is carried out in the introductory part of the lesson to the topic.
2. It is carried out when it is intended to repeat the topic or associate one topic with the next - as part of the transition to a new topic.
3. The strengthening of the mentioned topic is carried out when the goal is set – after the topic, in the strengthening part of the lesson.

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To the question posed by the teacher, each of the students expresses his opinion verbally, articulates his answers in a clear and concise way.

In written form, however, students write their answers on paper cards in a short and conspicuous way, and the answers are fastened to a board (using magnets) or a "pinboard" board (using needles). In the written form of the "mental cell" method, there is an opportunity to group the answers by certain characters. This method teaches the individual to think freely, creatively and non-standard when applied correctly and positively

Conclusion the skill of students to express their opinion not only verbally, but also in writing develops in them the skill of logical and systematic reasoning. The fact that the opinions expressed are not evaluated leads to the formation of different ideas in readers. This method serves to develop creative thinking in students.

Participants of the "mental document" can express any feedback and suggestions on the problem posed to them. The said thoughts will be recorded, and their authors will be able to restore their thoughts in memory again. The effect of the method is characterized by a variety of thoughts, and during the attack they are not criticized, re-expressed. When the mental attack is over, the best suggestions are generalised according to the importance aspect and the necessary ones are selected to solve the problem.

Organization of the educational process in the lesson, which is carried out in schools of general secondary education project using e-learning programs of classes

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