

## “IMPROVING THE TEACHING PROCESS OF MATERIALS SCIENCE ON THE BASIS OF FOREIGN EXPERIENCE

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**Annotation:** This article discusses the theoretical foundations and practical significance of the application of best international practices in education in the effective organization and teaching of materials science

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The development of all types of industrial enterprises in the transition period of independent Uzbekistan to market relations will lead to an increase in economic performance. At the same time, filling the domestic market with high-quality, advanced technology and products will be an important factor in the growth of our economy. One of the main challenges facing our country is to fill our domestic markets with quality products that we produce and produce quality products that can compete in world markets. In this regard, the Resolution of the President of the Republic of Uzbekistan dated September 16, 2019 on measures to further develop the light industry and stimulate the production of finished products pays special attention to the further development of the textile and clothing industry.

The specific task of the higher education system is to develop the work carried out in the industrial system of our country and the production of all textile products in fully automated, computerized, modern textile state, joint, small and private enterprises. to cultivate. Undergraduate technological education in higher education provides knowledge on service assessment, creation, provision and planning of high quality products in the field of materials science, modern assessment methods and standards of quality indicators.

Materials science is the acquisition of knowledge about equipment, devices and their use, as well as general labor skills related to the production and processing of materials. In the process of teaching materials science, it is important to use foreign best practices and modern teaching methods, to introduce new information and pedagogical technologies, so that students acquire the necessary knowledge. Posters, drawings, samples, instructional technological maps, visual aids from computer technology, film, video, slide and electronic versions, teaching on the basis of new pedagogical technologies, knowledge, skills and competencies in teaching science gives an effective result.

The main sections of the application of modern (innovative, pedagogical and information) technologies in materials science are "Technology and design", "Service" and "Materials science". Scientific and pedagogical literature in the field of education deals with technology, pedagogical technology, technological approach, technologicalization of education, technological training, and gives them different interpretations and definitions. The Greek translation of the word "technology" means the science that systematizes a set of methods of processing raw materials with the appropriate devices and equipment for the production of finished products. It should be noted that the stages of interactive lessons are not a specific pattern, the teacher creatively organizes the process in different ways, depending on the topic

of each lesson, its level of complexity, the existing conditions and skills. enough But in any case, the teacher should not neglect the three important stages of the lesson - the organizational, basic and final parts. On this basis, the developmental educational functions of the lesson are carried out in sequence. The successful design of pedagogical technology and the guarantee of the final result depends on the teacher's level of understanding of the essence of didactic issues and their ability to correctly assess them in the classroom. Defining a clear educational goal in each lesson is one of the most important conditions in the design of teaching technology. This defines the diagnostic purpose of science education. Every science has accumulated a wealth of knowledge since its inception and has been enriched to a high degree. It is well known that the acquisition of knowledge by students is the result of their own learning activities. Any learning activity is seen as part of an overall project and incorporates corrective action. Improving the education system is closely linked with the gradual introduction of new pedagogical technologies in this area. Learning effectiveness is determined by how actively the student participates in the process. Teaching should provide students with the opportunity to think independently and creatively. There are 3 types of teaching methods:

1. Slow (lecture explanation);
2. Active (discussion);
3. Interactive (collaboration).

Required knowledge: important information on the topic in the lesson; accuracy of information; whether the information is related to students' life experiences or problems; sufficiency of information to develop deep understanding and critical thinking; practical significance of information; the information is intellectually interesting. Contradiction and balance: presenting the problem from different perspectives in the lesson; structure of questions on the topic, taking into account the pros and cons; the controversial structure of the question; the lesson provides information that can be used to justify multiple correct answers to a question. Interactive methods: informing students about the topic and expected results; students collaborate with each other; giving enough time to answer questions; active participation of students in the lesson; use open-ended questions in the classroom that require students to think critically, interpret, evaluate, and analyze; students work together to solve problems; work in small groups with students in pairs; help to understand the topic of interactive exercises; modeling the real-life state of affairs through exercises; give students the task and enough time to put the topic into practice. How and when to use interactive methods in the classroom depends on the creativity of the teacher and, of course, the ability of the students. More interactive exercises should be used in the learning process to help students develop skills in this area. In interactive lessons, questions to control students' knowledge are based on the following: knowledge-specific facts (when, where?); explain the essence of the material to be understood (what is it?); nickname - the development of secondary ideas in isolation from the main ideas (why?); synthesis-solving problems and applying new ideas (how? how?); application - learning and applying new ideas (how? how?); evaluation-conclusions and comments (if? necessary?). How and when to use interactive methods in the classroom depends on the creativity of the teacher and, of course, the ability of the students. More interactive exercises should be used in the learning process to help students develop skills in this area.

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