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**ПРИМЕНЕНИЕ МЕТОДА КОЛБЫ В ПРОЦЕССЕ
ОБУЧЕНИЯ ПРИ ПРОВЕДЕНИИ ЛАБОРАТОРНОГО ЗАНЯТИЯ
APPLICATION OF THE FLASK METHOD DURING THE TRAINING
PROCESS WHEN CONDUCTING A LABORATORY LESSON**

Аннотация: В статье описана методика обучения предмету «Железнодорожный путь», направленная на выработку навыков решения практических задач путем моделирования ситуаций с помощью Модели Колба, что способствует формированию профессиональных компетенций.

Abstract: The article describes a teaching methodology for the subject “Railway Track”, aimed at developing skills in solving practical problems by modeling situations using the Kolb Model, which contributes to the formation of professional competencies.

Ключевые слова: кейс-метод, профессиональные компетенции, республиканский образовательный стандарт

Keywords: case-method, professional competencies, federal educational standard.

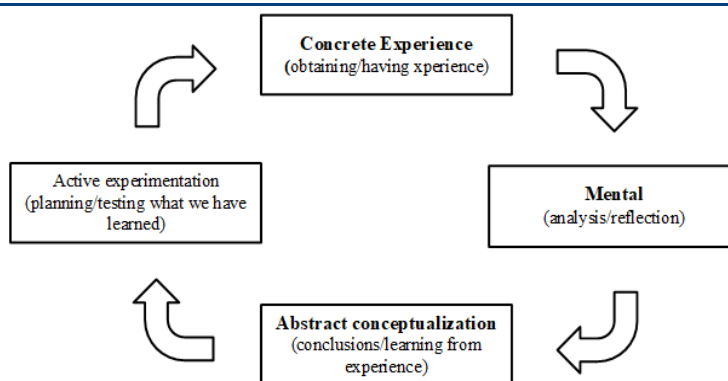
The republic’s transition to a two-level method of education in the country’s universities has necessitated the application of the requirements of world standards to the knowledge, skills and abilities of Uzbek students. These requirements are formulated in UzROS in the competencies of university graduates [1].

To acquire decision-making and decision-making skills for future specialists, it seems effective to use the Kolb Model. Kolb's learning theory contains four main learning styles, which are based on a four-stage learning cycle (which can also be interpreted as a "learning cycle") [2]. In this sense, Kolb's model is particularly elegant because it offers a way of understanding the different learning styles of specific individuals as well as an explanation of the experiential learning cycle [3]. Kolb says that, ideally, this process is a learning cycle or spiral in which the learner "gets all the ropes," a cycle of personal experience, reflection, reflection, and action [4]. Direct or concrete experience leads to observations and reflections. These reflections are then assimilated (perceived and transformed) into Abstract concepts with actionable meaning that the individual can actively try and experience, allowing for new experiences [5]. Thus, Kolb's model works on two levels – a four-stage cycle [6-8]:

- Concrete experience (CR)
- Mental observations (MN)
- Abstract conceptualization (AC)
- Active experimentation (AE)

For the first time, work with models as part of the educational process was implemented in 1984. Method of empirical learning by solving specific problem-situations (cases).





The technology for working with the case is relatively simple and includes the following steps:

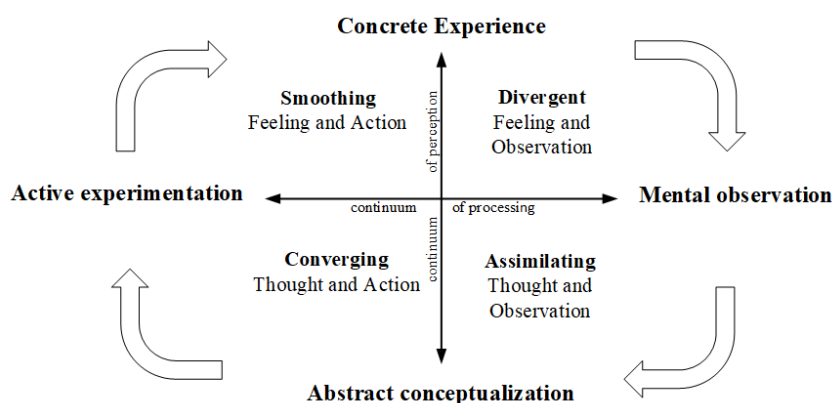
- a new experience or situation or rethinking an existing one;
- a new idea or modification of an existing abstract model;
- students apply to the surrounding target and study it;
- work in small groups to agree on the vision of the problem and its solution;
- presentation and examination of the results of small groups in a general discussion.

This method is effective both in consolidating new material and in testing residual knowledge.

In the process of conducting a practical lesson on the discipline “Railway Track” in a study group, the residual knowledge of students on the topic was assessed using the following method:

“Rollover stability.”

Below is a diagram of the stages of training using the method and an example of a case.



Let's take the case “Determination of the load capacity of an excavator from the condition of stability when tipping over.” Students – future civil engineers in construction and the specialty “Railway Construction” will apply their knowledge in working with various construction equipment and mechanisms. The most important condition is to ensure the safety of the work performed. Therefore, the chosen topic of the case is relevant.

Exercise.

Students are divided into several groups according to situations.

Each group provides its own solution to the situation.

Start.

The lifting capacity of the excavator is determined at various boom positions without taking into account and taking into account the safety factor when tipping over.

Completion.

Presentation and examination of selected collective solutions.



Collective discussion of solutions to situations. Performance evaluation each group of students.

After class.

Preparing reports on work in class and providing materials for presenting the method.

Conclusions.

The advantage of the method is the ability to optimally combine theory and practice.

Conclusion

Brainstorming is carried out to consolidate the material.

By creating a situation for students that they need to resolve practically, based on their theoretical knowledge, the teacher helps them acquire the necessary skills for independent decision-making. If this approach is used repeatedly during the educational cycle, then the student develops stable skills in solving practical problems, which contributes to the formation of the professional competencies of the future specialist.

It is important to note the active participation and interest of students in the process of preparing and conducting the lesson, in particular, their use of information technology when creating case materials.

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