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THE USE OF NEW EDUCATIONAL TECHNOLOGIES IN THE TEACHING OF SPECIAL SCIENCES

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Abstract
The use of new pedagogical technologies in the teaching of special disciplines is important to improve the quality of education, arouse the interest of students and the effective organization of the educational process. Below we briefly dwell on the basic data and modern methods used.

Keywords: Pedagogical Technology, Engineering Communications, Boomerang, Adiabatic.

Introduction

The main basis of educational technology is the joint achievement of the teacher and student from the set goal for the guaranteed result.

Good results were obtained by the use of the interactive method "Bumerang" in the teaching of the subject "Modern methods of design of engineering communications" on the topic "Construction of processes for changing the state of air in the apparatus of air conditioning systems in the I-d diagram". The disadvantage of this method is that with this method, students independently, actively study a new topic and pass on their knowledge to others. And the teacher is the one who directs the active learning process. Students are divided into several groups, and most importantly, each group of participants reveals one aspect of the general process.

The "boomerang" method is carried out in several batches. Students of the first stage- group are divided into five subgroups (the number of groups depends on the plan of the topic, the number of students). Students of the first group are given the text on the topic "General", the students of the second group are given "Heating and cooling processes", the students of the third group are given "Adiabatic (isoenthalpy) humidification process", the students of the fourth group are given "Polytropic processes in heat and moisture exchange" and the students of the fifth group are given mantles on the topic "Mixed processes".

Students should get used to the level of reading, understanding, and communicating the given texts in 20-25 minutes.

Stage two – the teacher gathers students number 1 from each group and forms a new group, that is, the texts of the students in the new group will be different. Each student introduces the members of a new group with his/her text. This takes 25-30 minutes, and after studying, students ask each other questions and practice a new topic, that is, at the end of the second stage, each student has mastered all the texts.

In the third stage, the teacher asks questions on the logic in order to test the students' knowledge. For example: 1.How is its heat and humidity state determined when air conditioning? 2.Which air parameter does not change during heating and cooling processes? 3.What happens when water and air are in contact? 4.Which air parameter does not change during adiabatic humidification? 5.What parameters of air change during the polytropic process? 6.What is the value of mixing outdoor and indoor air in air conditioning? and other questions.

At the fourth stage, conclusions are drawn. The teacher assesses the students' activities, gives his opinion on the answers and addresses them with the following compliments: 1.What did you learn from today's lesson? 2.Did you like the use of the "boomerang" method? 3.What else would you like to know?

In conclusion, it can be said that the use of interactive methods, such as the "boomerang" method, increases the effectiveness of training and is one of the most advanced tools for training mature professionals.

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