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INCREASING STUDENTS' ACTIVITY AND KNOWLEDGE LEVEL USING TEST ASSIGNMENTS

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Abstract: This article examines the possibilities of improving the knowledge level of students in higher education institutions using test tasks.

Keywords: Theoretical mechanics, test problem, lecture, practical lesson, student, level of knowledge, statics, equation, reaction force, beam, equilibrium equation, rotational motion, graph of a point.

Introduction. One of the main requirements for professors and teachers of higher educational institutions of the Republic of Uzbekistan is to organize classes for young students in a highly understandable, demonstrative and modern pedagogical and information technologies. To implement these tasks, they are required to widely use interactive methods in the process of conducting lessons. Currently, the time has come to attract new ones to the methods of brainstorming, cluster, Venn diagram, and tangled logical chain, which are widely used by most scientists in the process of conducting classes. One of such methods is the creation of test questions in the subject and their effective use in the educational process.

Theoretical mechanics is one of the basic subjects for specialized subjects in technical higher educational institutions. In lectures and practical classes organized in this subject, it is recommended to use pre-prepared test questions to increase the level of knowledge of students and ensure their high level of mastery of the material. The test problem is divided into three categories depending on its content and level. The first category includes simple problems based on definitions and concepts. They are usually solved by students without difficulty. Below are two examples of the first category of test problems.

1. Test assignments. A flat plate rotates around the axis OB passing through point O (Figure 1). Which of the points given in the figure has the greatest linear velocity.

- a). The velocity of point A.
- b). The velocity of point C.
- c). The velocity of point B.
- d). The velocity of point M.

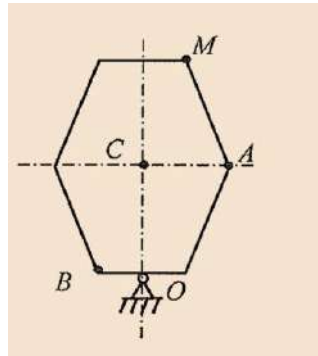


Figure 1

2. Test assignments. The horizontal beam, fixed to the wall as shown in Figure 2 below, is in equilibrium under the action of the system of forces acting on it. Which answer correctly indicates the support reaction forces of the beam (answer options are given in the figures). Justify your answer.

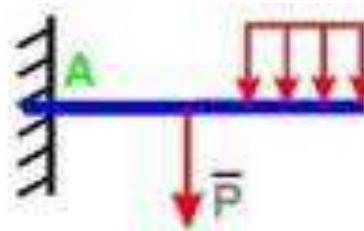


Figure 2

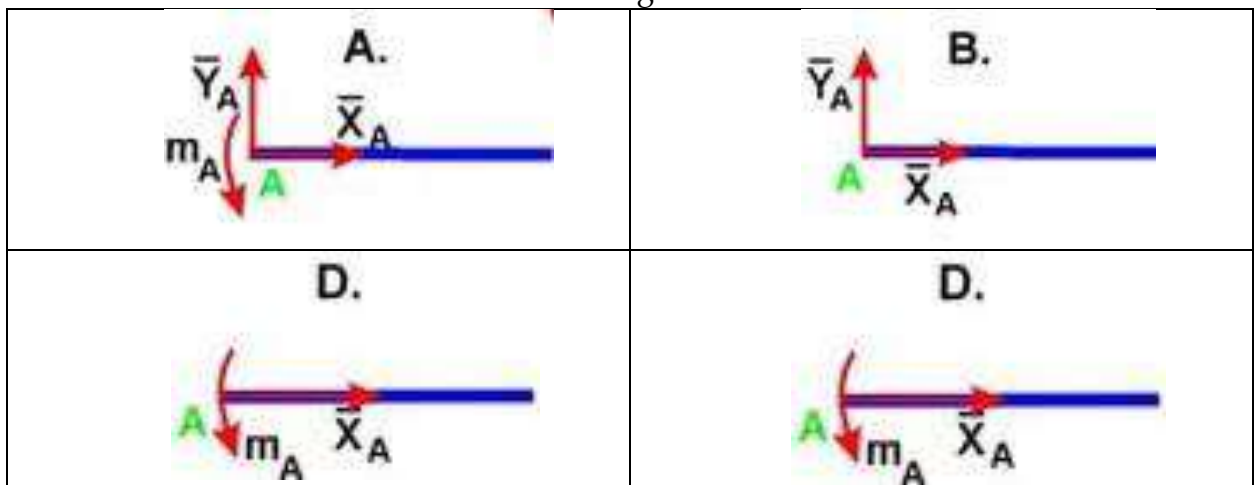


Figure 3

The second category includes problems that deal with formulas and smaller tasks. The following problems are examples of this category.

3. Test assignments. The following figure shows the types of graphs of the motion of a material point. Which answer shows the graph of a point moving according to the law $x=5\cos(6t)$, $y=5\sin(6t)$?

A	B	C	D
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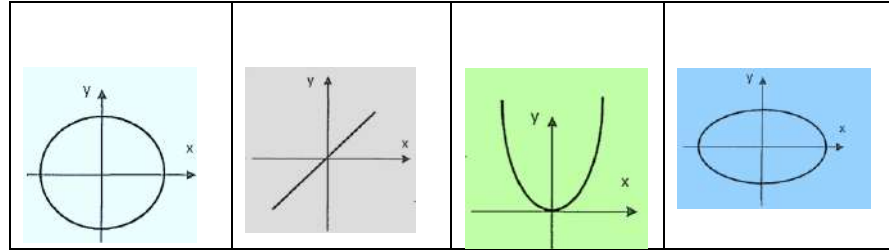


Figure 4.

4. Test assignments. The following answers contain kinematic quantities related to acceleration. Determine the answer that correctly indicates the formula for finding the acceleration:

C	B
$a_x = \frac{dv_x}{dt}, a_y = \frac{dv_y}{dt}, a_z = \frac{dv_z}{dt}$	$\vec{a} = \frac{d\vec{v}}{dt} = \frac{d^2\vec{r}}{dt^2}$
C	D
$a = \sqrt{a_x^2 + a_y^2 + a_z^2}$ $= \sqrt{\left(\frac{dv_x}{dt}\right)^2 + \left(\frac{dv_y}{dt}\right)^2 + \left(\frac{dv_z}{dt}\right)^2}$	$a_\tau = \frac{dv}{dt} = \frac{v_x \cdot a_x + v_y \cdot a_y + v_z \cdot a_z}{v}$

The third category includes test problems that are solved by calculating and formulating equations. We present the following problem for this category.

5. Test assignments. In the following figure 5, the connecting structure AB is in equilibrium under the influence of a system of forces applied to it. AC and CB are connected by a hinge at point C. If it is known that $a=2\text{ m}$ and $q_2=3\text{ kN/m}$, find the support reaction forces at points A and C of the structure.

- A). $R_A=3,2\text{ kN}, X_C=2,25\text{ kN}, Y_C=6,75\text{ kN}$.
- B). $R_A=1\text{ kN}, X_C=2\text{ kN}, Y_C=3\text{ kN}$.
- C). $R_A=6\text{ kN}, X_C=4,2\text{ kN}, Y_C=3,9\text{ kN}$.
- D). $R_A=5\text{ kN}, X_C=2,7\text{ kN}, Y_C=3,8\text{ kN}$.

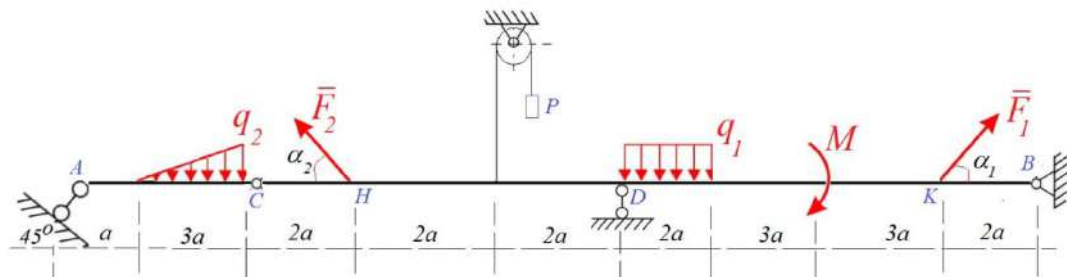


Figure 5.

In conclusion, by using test questions in lectures and practical classes on theoretical mechanics, the level of students' knowledge increases qualitatively, their observational skills expand, a sense of comparing and dividing quantities into parts is formed, first the topic, then the chapter, and then the subject is described and imagined as a whole and in parts. All these factors ultimately lead to an increase in the level of student knowledge. For this, a bank of test questions is compiled in advance by the professors and teachers of the department on topics and is regularly improved.

It was observed in pedagogical experiments that as a result of teaching students using test questions during lectures and practical classes on theoretical mechanics, the level of students' knowledge significantly increased. Thus, it was shown that it is possible to increase the level of student knowledge by using test questions in the lesson.

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C O N T E N T S

TECHNICAL SCIENCES: COTTON, TEXTILE AND LIGHT INDUSTRY

Saloxiddinova M.	3
Improving the separator design to prevent cotton fiber loss.	
Juraeva G.	9
Optimizing cotton fiber quality during the production process.	
Mamadaliyev F.	16
Analysis of problem in the aerodynamic system of cottonseed linting equipment in cotton processing plants.	
Kozokov S.	23
Conducting experiments with newly designed saw gin ribs in the cotton cleaning process for different cotton varieties.	
Usmonov I., Abdullajonov S.	30
Methods and results for determining the parameters and operating modes of irradiating watermelon seeds with ultraviolet rays.	
Majidov A.	36
Theoretical foundations of the technological parameters of a straight-flow fiber separation device.	
Rahmatova S.	44
Scientific approach to considering properties in the design of garments made from knitted fabrics.	
Rahmatova S.	48
Technology for obtaining knitted fabrics from various raw materials.	
Turaboyev G.	54
Methodology for determining the tribotechnical properties of structural materials interacting with raw cotton.	

TECHNICAL SCIENCES: AGRICULTURE AND FOOD TECHNOLOGIES

Khurmamatov A., Boyturayev S.	58
Results of industrial water treatment from mechanical impurities.	
Khurmamatov A., Alimardonov Kh., Akhmedova K.	65
Two-stage installation for deep air purification from fine-dispersed solid particles.	
Mamatusmonova D., Mamatov Sh.	73
Technical characteristics of the use of vibrating conveyors for drying rosa caninas.	
Toshboyeva S., Dadamirzayev M.	79
Physicochemical properties of a functional sauce for fish canned products.	

Saribayeva D., Maxmudova D.	
Study of protein–lipid composition in food products.	83
Gulomkhojaeva N., Zokirova M.	
Study of polyphenolic compounds in jujube (<i>Ziziphus jujuba</i> mill.) grown in Uzbekistan.	88
Gulomkhojaeva N., Zokirova M.	
Investigation of the amino acid composition in black and white mulberry (<i>Morus nigra</i> l. and <i>Morus multicaulis</i> perr.) varieties.	94
Kadirov A., Vokosov Z.	
New technology for growing microorganisms of the <i>Bacillus</i> sp, <i>Rhizobium</i> sp, <i>Azotobacter</i> sp.	101
Rakhimova G.	
Development of an effective technology for producing soy milk from local soy raw materials, studying its composition and physical and chemical properties	107

CHEMICAL SCIENCES

Khabibullaev J., Shomurotov Sh.	
Oxidation of various cellulose containing materials using the $\text{HNO}_3/\text{H}_3\text{PO}_4\text{-NaNO}_2$ system.	112
Nuritdinov A., Abdullaev O.	
Technical parameters and energy efficiency of an oil sludge processing unit	122
Okhundadaev A.	
Study of the effect of various factors on the synthesis of vinyl esters of wine acids	127
Usmonova Z.	
Effectiveness analysis of thermally and steam activated plum seed adsorbents	133
Kaxarova M.	
Technological scheme for extracting naphthalene from pyrolysis oil by the extraction (phase separation) method	139
Oribzhonov M., Bektemirov A., Arislanov A., Azizov V.	
Method for producing biosuperphosphate fertilizers containing humic compounds	143
Erkinov R., Soliyev M., Arislanov A.	
Synthesis of sulfur containing organic compounds by reaction of thiol-en and thiol-in	151
Yusupov M., Nuritdinov A.	
Elemental analysis of carboxyl-modified copper phthalocyanine pigment	156

Nuritdinov A.
Thermal analysis of carboxyl-modified cobalt and calcium metal phthalocyanine pigments **162**

Isakov B.
Development and study of an anti-caking additive to improve the physico-mechanical properties of ammonium nitrate **168**

TECHNICAL SCIENCES: MECHANICS AND MECHANICAL ENGINEERING

Gulamova D., Bobokulov S., Eshonkulov E.
Resistance and voltage anomalies above 200k bscco synthesized by solar technology **173**

Kutbidinov O., Abdullabekov D., Usmonov D., Xushbakov M.
Analytical and experimental model for assessing the depreciation rate of transformer oil based on physicochemical factors **182**

Obidov A., Abdurasulov A.
Basis of implementation of resource-effective shaft production **188**

Utaev S.
Calculation of oil change intervals in diesel-based gas engines **193**

Isomiddinov A.
Derivation of differential equations for spindle oscillation in a system of rectangular coordinates **200**

Dedakhanov A.
Determination of fuel consumption for drying cotton raw materials **209**

Atambaev D.
Difference of the individual yarns in the composition of a wrapped yar on the quality of the yar and determination of acceptable values of the main factors affecting their production **215**

Rokhmonov D., Sulaymonov J.
Development of a control algorithm for a smart irrigation system based on soil moisture and meteorological data **224**

Mamakhonov A., Khikmatillaev I.
Modeling of a vibratory cleaning device with cosinoidal and sinusoidal shapes in matching the longitudinal and transverse cutting surface **227**

Soliyev A.
Theoretical study and characteristics of yarns in the production of circular knit fabrics **239**

Nomanov M.

With improved blade mixer results of research work on the development of the 5lp linter **246**

Lastochkin P.

The influence of carding parameters optimization on the useful time coefficient of a rotor spinning machine **259**

Mirzaakbarov A.

Improving the efficiency of the ginning process to enhance fiber quality **260**

ADVANCED PEDAGOGICAL TECHNOLOGIES IN EDUCATION

Abdumanonov A.

Enhancing the methodology for applying intelligent control systems in the teaching of technical sciences **265**

Makhmudov Z.

Increasing students' activity and knowledge level using test assignments **271**

ECONOMICAL SCIENCES

Sarimsakov B., Mirzabdullayev R.

The role of contemporary HR technologies in improving business performance **275**
