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PRACTICAL ACTIVITY OF THE STUDENT IN PERFORMANCE OF LABORATORY WORKS IN PHYSICS

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ABSTRACT

In this article it is analyzed the questions of practical activity of school pupils in fulfilling of the lowborn on physics. The first relationship is between learners and symbols (for example, drawing, drawing, diagram, bar graph, formula) as each teaching material appears in the form of speech or formula [1]. The student is undergoing a formal change. Changing content in the process of performing laboratory work in physics in the process of a creative approach to performing laboratory work in physics. Each result is obtained in at least two combinations: understand the laboratory work; concept, formula, law, use laws (1) and theoretical knowledge, practical skills and abilities, methods of activity, activation of the student's activity (2). A functional description of the problem or process should come first. Awareness of the need and determination of the significance of the process, assessment of its connection with other processes is associated with functional analysis.

KEYWORDS: *Interest, Motivation, Personality, Activity, Sinter, Analyze, Process, Phenomenon, Creativity, Attract, Didactics, Consciousness.*

INTRODUCTION

Interest in performing laboratory work in physics reveals the motives of knowledge and skills.

Personality develops from the need to think, from the dynamics of thinking to the dynamics of movement. The student, in the synthesis of external influence and internal affect, begins to think creatively. The result is expressed as an independent activity[2].

In the process of interaction between study and activity, two relations are distinguished: the student and the educational material, the student and the existing reality. The first relationship is between learners and symbols (for example, drawing, drawing, diagram, bar graph, formula) as each teaching material appears in the form of speech or formula [1]. The second relationship is between students and reality. The reality revealed in laboratory classes in physics is considered the direction of academic subjects.

The student's activity in terms of relationships consists of the following stages:

1. Collision with the legend.

In this process, two changes appear:

a) Under the influence of the student, the conventions are brought into a conscious form;

b) Under the influence of conventional designations, the origin of the student changes - designations, the content is distributed on their basis[3].

1. Rewriting the content based on conventions in its direction. This process also shows two changes:

a) Changing the content of the symbols under the influence of the student, determining the area, the direction to which the collection belongs;

b) Under the influence of the student's conventions, a change occurs - the concept of reflection, synthesis and analysis. Thus, the study of didactic designations (for example, drawing, drawing, diagram, histogram, formula) explaining their meanings[5].

The study of the relationship between designation and their meaning is a methodological problem awaiting its researchers.

The student is undergoing a formal change. Changing content in the process of performing laboratory work in physics in the process of a creative approach to performing laboratory work in physics. In the process of a creative approach to the implementation of laboratory work in physics, the changes in the content that have appeared have a didactic meaning[4].

Thus, the content, the analysis of its content is a problem related to the didactics of creativity. When performing laboratory work in physics, a student in the process of translation is faced with the conventions of practical activity, as well as the specialty of making various connections. According to the importance of the relationship, they are divided into 2 groups:

a) negative connections;

b) positive connections.

Negative connections hinder the active conduct of laboratory classes, as well as the development of meaningful connections by the student [6]. The material for the student to conduct laboratory studies should carry information. Negative connections lead to a misunderstanding of the goals of performing laboratory work, not being able to distinguish the difference between knowledge and reality, not being able to distinguish between methods for conducting practical exercises, applying connected theoretical knowledge in educational practice, as well as in life.

Overcoming negative connections, the student contributes to the active conduct of the practice.

By reducing negative connections, positive connections are simultaneously increased, the student improves practical skills. Therefore, it is important for a teacher, as well as a teacher-researcher, to know positive connections, to be able to apply them.

There are the following connections between the student and the performance of laboratory work:

1. Communication depending on the content. When performing laboratory work in physics, the ability to memorize the methods of cognitive and practical activity of the student when performing a particular laboratory work. The theoretical foundations for performing laboratory work can be particularly understood by synthesis and analytical analysis of the results. The student leads to an increase in the educational effectiveness of the monitoring of progress.
2. Purposeful communication. This type of communication is determined by the content of the laboratory work. There are usually two ways to achieve a concept by a student.

Objectives of laboratory work in physics: the purpose is understood with the help of the material necessary to perform laboratory work, studying problems, classes, self-explanation of laboratory work[7]. This makes it possible to understand the purpose of laboratory work, leads to mutual understanding between the student and the teacher.

By posing problematic questions and having experienced difficulties in solving these problems, the student understands his goal.

The second method of goal setting in laboratory work is considered effective, but at the same time dangerous, since the student may misunderstand cognitive and practical difficulties, and may also refuse them. This danger becomes less with the development of the ability to perform laboratory work, as well as the development of thought.

3. Functional communication. A functional description of the problem or process should come first. Awareness of the need and determination of the significance of the process, assessment of its connection with other processes is associated with functional analysis. When performing laboratory work, the student performs certain functions. For example, when performing laboratory work in grade 6 on the topic "Useful working coefficient", the following functional properties of theoretical knowledge, practical skills and practice development can be divided: the relationship between general work and useful work; development of the student's consciousness by determining the difference in their content; correct writing of the formula for general and useful work; knowledge between weight and force of movement, knowledge of the physical meaning of performing work, correct spelling of units of measurement, correct concept of unit of measurement[5].

Bringing to the student the function of laboratory work performed by objects has the double meaning of the student's practical activity: determining the relationship between the laboratory work performed, the laboratory work performed or future work. Ensuring the relationship between different objects.

3. Real connection. When performing laboratory work at school, the information about the object and the method of the object's activity are interrelated. For example, there is a rule that in the

formulas A = FsA = PhF = maF = mg when changing the places of the factors, the value of the product does not change.

This topic contains information about any multiplier, as well as a description of the student's method of practical activity - by changing the places of the multipliers. (A = sFA = hPF = amF = gm). Currently not paid to the methods of practical activity of the student.

Therefore, in modern pedagogical activity in the first place is the question of gaining knowledge on topics. In fact, the methods of developing practical skills in a student are two sides of the studied object. The organization of the student's practical activity is chosen by moving from the performance of laboratory work by the student to the receipt of information.

Thus, one of the important properties of the student's practical activity is the student's use of the teacher's theoretical knowledge, practical skills in order to enrich the level of knowledge.

Mutual influence in the learning process has 3 stages: primary, secondary, and last. In accordance with these stages, the student prepares himself in consciousness to perform laboratory work: to be aware of the performance of laboratory work, to make and apply decisions by performing laboratory work[5].

Each result is obtained in at least two combinations: understand the laboratory work; concept, formula, law, use laws (1) and theoretical knowledge, practical skills and abilities, methods of activity, activation of the student's activity (2). Decision-making for obtaining information with the help of devices (1) and the psychological mechanism of the student's practical activity - memory, thinking, the use of methods of mental activity (2); application of knowledge for laboratory work (3) and logical methods - distribution of choice, induction or deduction.

A student in the process of performing laboratory work achieves the results of 3 types:

1. Consciousness. Physiological technology and the corresponding means are involved in this process of practical activity.

2. Making decisions. In this method of performing laboratory work, psychological technologies of practical activity and the corresponding means are involved.

3. Execution. In this case, logical technology and the corresponding means are involved. The process is based on the use of physical and psychological technologies.

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