

THE ROLE OF TEACHING PHYSICS IN TRAINING MODERN COMPETITIVE PERSONNEL**Toshmatova Ziroatkhon Esonovna**

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Abstract

During the teaching of physics in technical schools, the main task is to form basic and general competencies in physics among students, to expand students' worldviews about the physical landscape of the universe, to form and develop the ability to apply physical knowledge in life, while connecting practical activities with practical activities.

Keywords

Technology, competence, creativity, abstract thinking, development, quantities, physical phenomena, worldview formation.

The importance of physics education in technical schools is determined by its place in the development of science, technology and industry, in the spheres of production and in everyday life. Teaching physics in general secondary schools consists in the formation and development of the ability to apply physical knowledge in practice through the generalization of students' life ideas and practical activities.

- the formation of basic and general competencies in physics among students;
- involves the formation and development of the ability to apply physical knowledge in life, while expanding students' worldview regarding the physical landscape of the universe and connecting practical activities.[1]

The tasks of teaching physics in educational institutions are:

- to create in students a sense of confidence in studying the world around them;
- to observe and analyze processes and phenomena in nature, to use instruments correctly in the study of physical phenomena, to express physical concepts and quantities with mathematical formulas, to develop students' scientific worldviews through achievements in the field of science and their practical application, to respect the creators of science and technology in the correct use of the achievements of humanity in the future, It consists of preserving and preserving the spiritual and cultural heritage, and cultivating elements of universal culture. [2]

When developing the curriculum, it was taken into account that students who have completed the 9th grade of general secondary schools should have a certain level of knowledge, skills, qualifications and competencies in all sections of the general physics course, such as mechanics, molecular physics and thermodynamics, electricity, optics, atomic and nuclear physics.

While the teaching of physics begins in the 6th grade, its basic concepts are formed in the study of the world around us, natural science in primary education, and natural geography in higher grades. Including, the Sun, Earth, Moon and their importance, weather, seasons, things around us: household appliances, school supplies, clothing, food products, the use of gas, electrical appliances used in the home, computers and their capabilities, compliance with safety rules at home, bodies and substances, states of water, the use of a thermometer, daily observation of the weather, the periodic change of day and night, seasons, and other concepts are formed.[3]

The emergence of physics teaching methods is directly related to the teaching of physics in various schools. The content and structure of the physics course, issues of professional education, the technique and methodology of school physics experiments, the formation of physical concepts in students, etc. have been further improved and developed. In order to increase the efficiency of the physics teaching process, teaching methods and techniques have been improved, and the use of technical means and electronic and computer technologies in teaching has been widely introduced. The content of the physics course is being constantly improved based on scientific and technical achievements. The scientific level of physics education has been enriched with the latest achievements of physics. This work is being carried out in the following areas:

- interpretation of educational material from the point of view of modern physics;
- introduction of some fundamental experiments and scientific foundations of modern physics into the school physics course. These developments are reflected in all physics textbooks.

The development of society is the basis for the development of physical education in secondary and higher education institutions. It is determined by the achievements of the scientific and technological revolution and pedagogical science. In particular, the content of physical education is determined by the degree to which it reflects the achievements of physics. As an example, it is possible to show that such "big ideas" as probability, particle entanglement, and corpuscular-wave dualism are partially introduced, and that scientific research is still being conducted on these issues today. Work is underway to study the pedagogical, methodological, and professional aspects of the interdisciplinary nature of the physics course.

Individual psychological characteristics of students, manifested in their attitude to learning activities - attention, good or bad mood, volitional activity, as well as interests and hobbies - are important factors that play a role in the process of learning physics.

The third characteristic of the physics teaching process is the high sensitivity associated with the use of demonstrations, the organization of students' observations, and their independent performance of practical work. In accordance with the age-appropriate mental characteristics, teaching by grade is considered as follows: it should be taken into account that in grades 6-7, children have a low level of abstract thinking. At the same time, it is necessary to work on forming students' skills in distinguishing general features of phenomena. They should be gradually taught to draw conclusions using the deduction method as early as the 6th grade. In higher grades, academic lyceums and vocational schools, the process of forming in students such concepts of kinematics and dynamics as "material point", "speed", "force", which are distinguished by a high degree of abstraction, will be much easier. The development of theoretical thinking is given increased attention to the method of deduction and

drawing conclusions. Here, the molecular-kinetic theory of the structure of matter, elements of electronic theory are studied, on the basis of which the physical properties of substances in various aggregate states are explained, and electronic phenomena occurring in various environments are studied. A good theory is not only a means of understanding phenomena, but also a means of reconstructing them in memory for later use. The acquired skills are developed to a sufficiently high level, as a result of which the cognitive abilities of students increase. Due to this, students are prepared to assimilate and reproduce an increasing amount of scientific information. They will be able to transfer the knowledge they have gained in physics to other subjects. [5]

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