
CONDUCTING TRAININGS BASED ON THE USE OF THE "MENTAL ATTACK " METHOD

Isakova Zukhra Rafikovna
Kokand DPI, technology education
email: zuxraisaqova1@gmail.com, +99890-550-16-05

Abstract:

The chances of attracting all those who receive training in the use of the method of " mental attack " will be at a high level. This gives teachers the opportunity to form skills and skills

Keywords:

Genetasia, object, written form, problematic solution

Mental attack-the methodology for producing (developing) ideas. The science of " mental attack " is the most effective method, through which information is brought to one solution, to consider the free thoughts and thoughts expressed by the audience when solving a problem. There are written and sonzaki pictures of the method of mental attack. Each of the requirements for the question asked by the teacher in the form of reads his own opinion. Students articulate their answers in a clear and concise manner. And in written form, questions to the question posed write their answers on the trump cards briefly and in a way that is visible to everyone. It is fixed to the " Pinbord " board (on the needles). Announcement of messages in the written form of the method of " mental attack " there is an opportunity to perform a group on Belgium. This technique encourages the individual to think freely, execution and non-standard when applied correctly and positively.

When the method of mental attack is used, there is an opportunity to solve all of the audience, including the formation of a culture of addressing the audience and leading a discussion. It is not the study of the opinion of the audience that develops, but, perhaps, the skill of statement by writing, the experience of logical and systematic thinking. The fact that the published opinions are evaluated leads to the formation of rounds in students. This technique serves to develop Executive thinking in students.

Function. "Mental attack" allows you to find measures to get rid of difficult ministers, expand the range of vision of the problem, eliminate the monotony of thinking and contemplate at a wide door. The partnership gets in the mood and the group jeeps even further.

Object. According to the purpose of its application, this method is considered universal and hangs in research(which makes it possible to solve a new problem), in the process of teaching (which is aimed at accelerating reading materials), in competition (which in itself forms an active opinion on the basis of effective management).

Method of application. For fans of " mental attack ", it is possible to know any molochase and instructions on the problem prepared in advance. The said thoughts were recorded, and their problems were able to restore their thoughts. The fruits of the method are characterized

by a variety of opinions, and in the era of mental attack, they were criticized, re - expressed. A meeting was held at the Central Election Commission.

The method of "mental attack" is carried out according to the purpose prepared by the teacher:

1. When the goal is to understand the knowledge of the audience, this technique is implemented in the introduction to the topic of the lesson.
2. When it is intended to discuss a topic or link one topic to the next-the transition to a new topic is followed.
3. When the goal is to consolidate the past topic-after the topic, it is applied in the reinforcement section of the lesson.

Advantages of the " mental attack " method:

- leads to a form of feedback about student grades;
- all the audience gives passion;
- feedback is visualized;
- opportunity to improve the knowledge of the audience;
- interesting awakening is possible in the audience.

Whipping sides of the " mental attack " method:

- filling out the question by the trainer-teacher;
- the fact that a high level of training is required from a trainer-teacher.

The structural structure of the " mental attack " method:

The basics of the " mental attack " method:

1. Listeners are asked questions and express their opinion on the question;
2. Listeners express their opinions on the question;
3. The opinions of the audience (on a tape recorder, video recording, colored wedges or board) ;
4. Opinion table grouped by Belgium;
5. A clear and complete answer to the above question is selected.

Basic Rules for the use of the " brainstorming " method:

- a) The opinions expressed are expressed and evaluated.
- b) Any comments that are posted are taken into consideration when they are not even correct.
- C) The published feedback can be supplemented and further expanded

REFERENCES

1. Ibragimova, M., Yusufkhodjaeva, F., Sattorova, D., & Sotvoldiyev, E. TECHNOLOGY OF USING INTERACTIVE METHODS IN SCHOOL EDUCATION.
2. Ikramova, M. K. (2022). USE OF DIGITAL EDUCATIONAL RESOURCES IN" TECHNOLOGY" CLASSES. Open Access Repository, 8(11), 116-120.
3. Mukhtorovna, Y. F. (2022). LEARNING THE TECHNOLOGY OF COLLECTIVE CREATIVE WORK IN PRACTICE. Open Access Repository, 9(11), 175-179.
4. Mukhtorovna, Y. F. (2022). TEACHING OF TECHNOLOGY USING INTERACTIVE METHODS. Open Access Repository, 9(11), 169-174.

-
5. Muxtorovna, Y. F. (2022). MAKTAB YOSHIDAGI O'QUVCHILARGA BO'SH VAQTLARIDA QIZIQISHLARI BO'YICHA SHUG'ULLANTIRISH. PEDAGOGS jurnali, 4(1), 290-294.
 6. Olimov, B. U., & Olimova, D. B. (2020). ORGANIZATION OF MENTAL ARITHMETIC COURSES FOR PRIMARY SCHOOL STUDENTS. Theoretical & Applied Science, (4), 943-946.
 7. Olimov, B. U., & Olimova, D. B. (2020). ORGANIZATION OF MENTAL ARITHMETICS COURSES FOR EARLY CLASS STUDENTS IN SCHOOLS. Theoretical & Applied Science, (2), 522-524.
 8. Olimov, B. U., & Olimova, D. B. (2020). The effectiveness of mental arithmetic courses in pre-school education. ISJ Theoretical & Applied Science, 02 (82), 525-527.
 9. Rafiqovna, I. Z., Ganiyevich, D. T., & Qizi, A. M. A. (2022). TECHNOLOGICAL EDUCATION AND PROFESSIONAL CHOICE PLANNING. European International Journal of Multidisciplinary Research and Management Studies, 2(03), 82-92.
 10. Sobirovna, U. M. (2022). INTERACTIVE LEARNING METHODS USED IN THE EFFECTIVE ORGANIZATION OF TECHNOLOGY COURSES. Open Access Repository, 9(11), 106-113.
 11. Tojiyevich, R. X., Juraevich, X. A., & Toshpo'latovich, Y. O. (2022). Theoretical Justification Of The Dimensions Of The Working Part Of The Combined Aggregate Cutting Grinder. Journal of Positive School Psychology, 6(9), 3663-3667.
 12. Toshpo'latovich, Y. O. (2022). THE IMPORTANCE OF USING NON-STANDARD TEST TASKS IN MONITORING STUDENT KNOWLEDGE. Open Access Repository, 9(11), 44-53.
 13. Tursunov, J. (2021). INCREASING THE ROLE OF BANK LOANS IN THE DEVELOPMENT OF SERVICES. International Finance and Accounting, 2021(4), 16.
 14. Usmanovich, O. B., & Egamberdievich, T. J. (2022). INTERDISCIPLINARY CONNECTION IN FORMING STUDENTS' CREATIVE SKILLS (In the Case of Technology Lessons). Open Access Repository, 9(11), 69-77.
 15. Isakova, Z., M. Ikramova and M. Abdusamatova. "TO TEACH STUDENTS TO BE SMART, POLITE, POLITE, INTELLIGENT AND PHYSICALLY HEALTHY IN THE PROCESS OF LABOR EDUCATION. Galaxy International Journal Of Interdisciplinary Research 9.12 (2021): 868-870.
 16. Butaev, A. A., Z. R. Isakova and A. Zaparov. "METHODS FOR THE DEVELOPMENT OF MODERN TECHNOLOGY SKILLS AMONG STUDENTS OF GENERAL HIGH SCHOOL." Ekanamika I sasium 2-1 (2021): 112-114.
 17. Isakova, Zukhra. "MEJPREDMETNAYA PREEMSTVENNOST SREDNE-SPECIALNOGO I VISSHEGO OBRAZOVANIYA." Aktualnie nauchnie issledovaniya V sovremennom mire 12-4 (2018): 59-63
 18. Khairiddin A Berdiev. TRADITIONAL CARPETS OF LIVESTOCK POPULATIONS NUROTA OASIS IN THE LATE XIX AND EARLY XX CENTURIES. Journal of Social Research in Uzbekistan. 2tam. (2022): 8-10.
-