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USE OF CASE TECHNOLOGIES IN TEACHING THE SUBJECT "BASIC TIME MEASUREMENT"

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ABSTRACT

Recommendations for the use of Case study technology in teaching the topic "Fundamentals of time measurement" are given.

Keywords: Case study technology, time measure the basics of the date change line.

INTRODUCTION

In today's modern system of education, various technologies are used to provide each student with thorough knowledge and to strengthen the acquired knowledge. According to the results of these processes, it is not giving students ready-made knowledge, but directing them to independent thinking and independent assimilation of knowledge in relation to the assigned task. For this reason, special attention is paid to the use of problem-based learning and effective application of problem-based learning technologies in the educational system today. In particular, in recent years, the experience of using the "Case-study" technology, which occupies an important place among the problematic educational technologies in the teaching of general and specialized subjects, is being formed in higher education institutions.

For example, Case statements such as the following can be used to teach the topic "Fundamentals of Time Measurement".

The following is the story of Antonius Pegaphetes, who accompanied the navigator Magellan on his circumnavigation of the Earth:

"On Wednesday, the 19th of July, we sighted the Cape Zelioni Islands and dropped anchor... To check that we had entered the ship's logs correctly, we ordered the men on shore to ask what day it was today. They told us it was Thursday. This surprised us because according to our journals today was supposed to be Wednesday. It seemed impossible for all of us to be wrong for one day...".

QUESTIONS

1. Do you think there is an error in the traveler's log? Justify your answer.
2. This in the story the situation you how can you explain
3. This to questions how answer to give necessity about recommendation work get out
4. You how you think , sailors to the error road did he put
5. You this the problem how solution did would you be

RECOMMENDED RESOURCES FOR STUDENTS.

1. M. Mamadazimov . From astronomy reading book _ T. Teacher 1991
2. Ya.I Perelman "Interesting astronomy" T. Meriyus 2009
3. M. Mamadazimov Spherical and practical from astronomy issues - T.: "Teacher", 1977

GUIDELINES FOR STUDENTS.

1. The essence of the case enough realize take.
2. In the story the situation to explain service doer factors define.
3. In your opinion sailors of the earth which in place standing ?
4. Own your opinion statement do it

CASE SOLUTION PROCESS:

1. Students with the essence of the case get to know through small in the group discussion does .
2. Student small group members with in collaboration the problem solution to do the ground who prepares factors determines.
3. The problem solution to do possibility giving of the factors the most the important ones separate is taken.
4. Small group members common thought based on the most important factors statement is enough
5. Small of groups thoughts analysis is enough and common conclusion is made.

TEACHER'S SOLUTION

It exists. The boundary line of these two dates is called the date change line. It corresponds to the meridian at an angular distance of 180° from the zero-Greenwich meridian. If the traveler crosses this line from east to west, one day will be added to the date immediately, but if he crosses it from west to east, one day will be lost from the date. So, according to the laws of astronomy, tourists did not make any mistakes.

In conclusion, the results of many pedagogical experiments confirm that it is possible to interest students in science and increase their activity in independent work by using advanced pedagogical approaches used in the process of teaching subjects (especially computer science, mathematics, physics, astronomy).

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