**Improvement of Practical Training on the Subject of Vocational Education Practice on the Basis of Zig-Zag Method**

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**ABSTRACT**: The article summarizes the main results of the study of the grammatical properties of the phraseological unit in Russian phraseological science and substantiates the proposition that phraseology should be described not only as part of the vocabulary of the language, but also as a special area of its grammar. The need for such a description is determined by the fact that a phraseological unit in the grammatical structure of a language manifests itself somewhat differently than a word, which is due to the specifics of the form and content of a word and phraseological unit as special units of language. This indicates that a single grammatical structure for the language is manifested in different ways in the lexical and phraseological systems.

KEYWORDS: grammar, phraseological units, grammatical structure, funtions, phraseology, lexicology, lexico-grammatical categories, phrase formation. Russian language, grammar, parts of speech, lexico-grammatical categories of phraseological units, phraseological derivation, syntactic model, word combination, phraseological combination, transformation of phraseological units.

The choice of this method of teaching takes into account the purpose of education, the number and capacity of students, the educational and material conditions of the educational institution, the duration of education, the pedagogical skills of the teacher and others.

Zigzag technology is implemented in several stages.

Phase 1. Students are divided into small groups of 4-5 people. The 20 students in the group are divided into 4 small groups of 5 people. The text of the studied topic is divided into separate parts according to the number of groups. Each group is given a separate task. Subgroup 1 will study independently the topic “Creating a workplace while doing handicrafts”. A separate handout will be distributed to each participant.

1. for the first participant:

* description of the workplace for handicrafts, its organization, rules of occupational safety; b) rules of manual work, sitting and standing.

1. for the second participant:

* Introduction of tools; b) exercises to learn the rules of using scissors, rulers, chalk;

1. for the third participant:

* Exercises on the selection of digital needles and threads for different fabrics; b) Exercises for working with a needle wearing angishvona. Methods of needle threading and knotting. Methods of working with non-knotted yarn needles in angishvona.

1. for the fourth participant:

* Exercises for sewing straight slides; b) greening the two parts by attaching them with a straight screwdriver; c) Do not cut the edges of the details.

1. for the fifth participant:

* bend the edges of the details using a concealed attachment shell; b) do not damage the details with the help of a ring bracket; c) placing duplicate shells.

The educational purpose of this topic is to teach handicrafts to sit and stand properly in the workplace. To develop knowledge and basic skills in curling drawings, cutting details with scissors, proper use of needles and needles; mastering the terminology of permanent and temporary clamps; mastering the terminology of joining, gluing, bending, tearing, bruising, bruising, copying, embossing; binding, binding, bending, bruising, bending and bending with the help of a concealer, learning how to sew, how to sew, how to sew details

Equipment needed for subgroup 1: 5 reels from each of 10, 20, 30, 40, 50, 60, 80 threads, different digital needles (set 5), for exercise 20 x 15 cm (5 pieces) samples of coats, suit fabrics, 20 cm pieces of fabric for cutting with scissors, rectangular fabric measuring 5 x 25 cm and measuring 18 x 3 cm samples as well as a technological map for sliding the shell.

Students will be required to perform the following exercises: cutting the fabric with scissors, tying the appropriate digital thread to the needle, selecting the appropriate thread and needle for the fabric, and sewing the fabric samples with the correct zipper. Make a line on the piece of fabric using a copy pad to pass the second piece of fabric. Check the size of the bubble between the bubbles on the ruler and the flatness of the distance from the edge of the fabric to the bubble. Write the following in a notebook; handicraft workplace rules; selection of scissors and needle-thread numbers suitable for appropriate fabrics; the size and terminology of the special sliding shells, which are temporarily and permanently hardened.

For the second small group of 5 people, study the following topic independently. "Learn and do how to sew bevels."

A separate handout will be distributed to each participant.

1. For the first participant:

* study of the performance of oblique sliding shells;
* have an idea of ​​how to sew a piece of fabric in the fabric with the help of a slanted shell with the help of a pocket peg.

1. For the second participant.

* Distinguish between straightening and oblique sealing operations;
* Greening and inspection of the overturned collar with the help of straight zipper and oblique zipper.

1. For the third participant.

* Detail damage and its functions;
* Greening and comparison of detachment using a scraper.

1. For the fourth participant:

* Knowledge of permanent rods;
* Sewing and comparing patterns using netting and netting;

1. For the fifth participant:

* Learn how to bend the edges of details;
* Sew the edge of the detail using concealed attachment brackets and bevel attachment brackets and compare them.

The purpose of teaching this topic is to strengthen the competence in the use of needles, angishvona and other hand tools, to teach students to sew straight and oblique clamps, and to teach students to sew hidden clamps and oblique clamps. to improve the skills, to strengthen the skills of choosing the right oblique and correct seam allowances in the processing of fabric yarn, to cultivate the ability to work.

Equipment needed for the second subgroup: a set of tools for handicrafts, spool of thread, cotton thread number 40, right-angled fabric (10 x 20 cm, 20 x 50 cm , 20 x 5 cm) samples will need a 10 x 20 cm sample from the board.

Students will be required to perform the following exercises: determine the size of the bladder for the work to be done, indicate the spacing of the bubbles, and record how to control the performance of the work.

The third subgroup will study the topic: "Ring-shaped and Iraqi-shaped shells and shells."

The fourth subgroup independently learns how to sharpen the edges of details for decorative purposes with the help of sharp peels. To do this, the teacher develops an assignment card for each student as described above, and each participant gets acquainted with the content of the assignment and looks for a solution.

In Phase II, each student explains to their peers what they have learned and done, and a small group tries to master the whole topic. In this way, each group develops its own theme.

In Phase III, each small group of students is numbered.

In Phase IV, students of different numbers sit around a round table to form a new group, and each student gives their peers new knowledge about a topic developed by their group. The study material is fully explored in this way. The students in the group test each other based on the questions.

The advantage of this method is that the topic material for the 8-hour lesson is studied in 2 hours.

* students work independently with the textbook, try the sewing process, have the responsibility to explain the new material to their peers.
* The lesson can be organized in a stratified manner, that is, there will be an opportunity to develop card assignments at different levels. There are some problems with this method of teaching:
* The teacher spends a lot of time organizing and conducting the lesson;
* A separate handout is required for each student;
* Due to the different levels of knowledge and learning of students, some issues may affect general learning without extensive coverage.

Thus, Zig-Zag is a new way of teaching that encourages the teacher to be creative and develops students' interest in the textbook.

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