

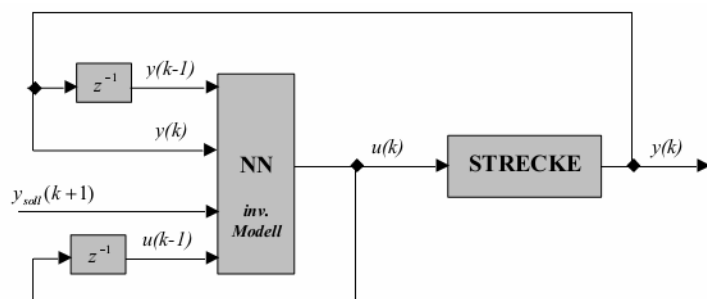
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E-mail: m@mech.dgtu.donetsk.ua

1.

[1].

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1.

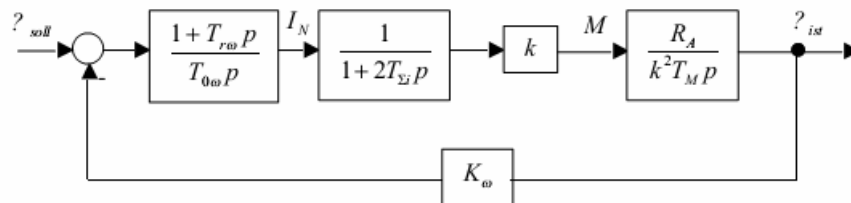
) , . . NARX
 - Modell (Nonlinear Autoregressive with eXogenous input) [2].
 . . “Direkte inverse
 Regelung“.
 .1:

$$\hat{u}(k) = N(y_{soll}(k+1), y(k), \dots, y(k-n_y+1), \hat{u}(k-1), \dots, \hat{u}(k-n_u+1)) \quad (1)$$

NN inverses Modell
 (1).

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. 2.

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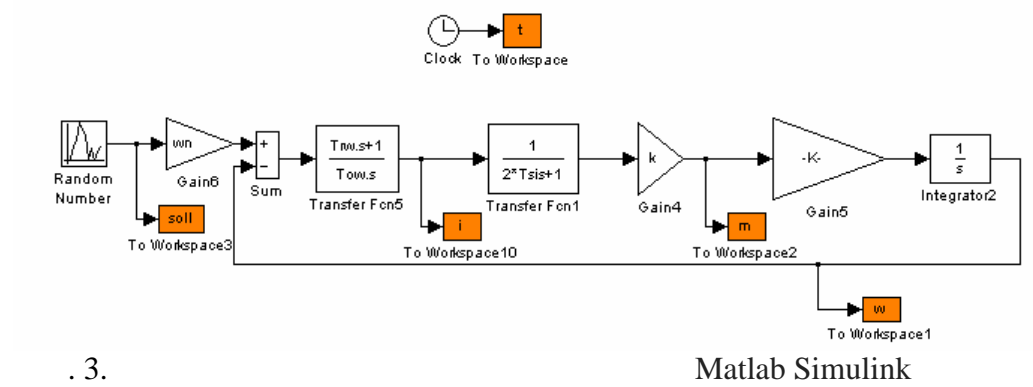
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| | |
| PI - | T_{rw} |
| PI - | T_{0w} |
| | T_{Ei} |
| | k |
| | R_A |
| | T_M |
| | I_N |
| | $?_n$ |

Neural Network Toolbox

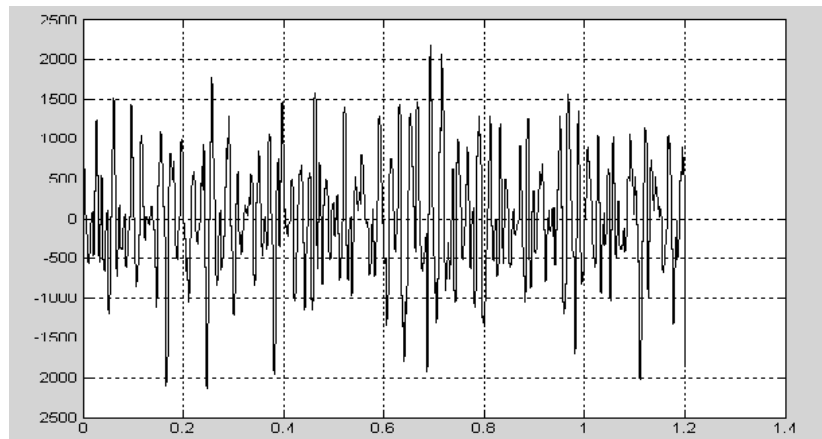
[4].

. 4 , (), (- Narx) .
– Modell .

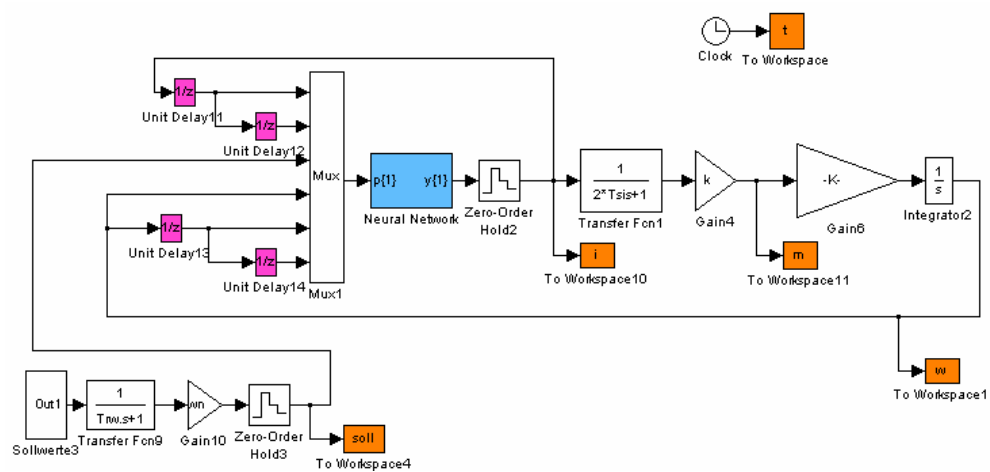


. 3.

Matlab Simulink



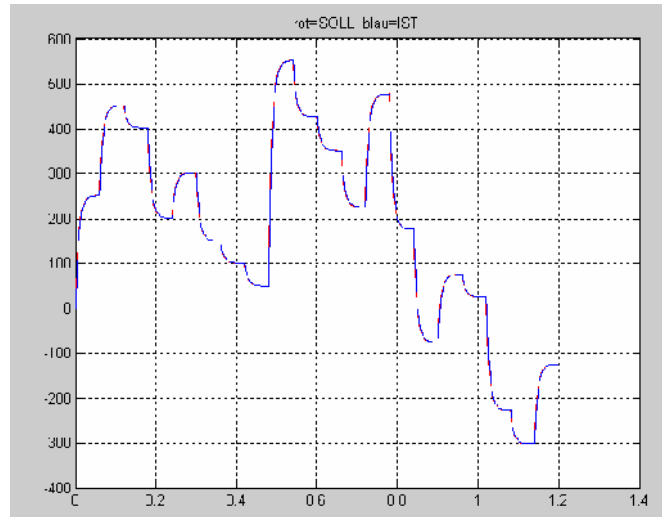
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. 5. Narx – Modell

.5 Narx – Modell

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.5. Narx – Modell

3.

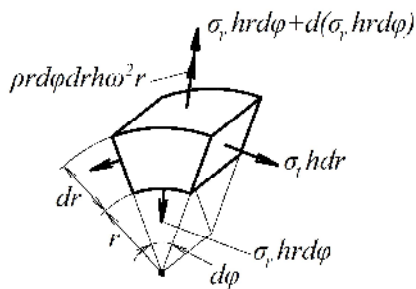
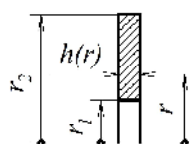
Narx –Modell

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« », 2002. – . 63. – . 65-71. 2. //
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Howard Demuth, Mark Beale 2003. 5.
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MATHCAD



.1 h

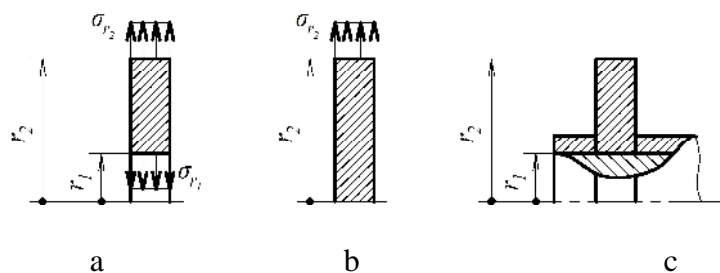
$$h$$
 $r_2.$
$$_t(r)$$
$$r(r)$$

$$t(r) = A + \frac{B}{r^2} - \frac{I + 3 \cdot v}{8} \cdot r^2 + E \cdot (F(r) - t(r)),$$

$$r(r) = A - \frac{B}{r^2} - \frac{3+\nu}{8} \cdot r^2 - E \cdot F(r),$$

$$F(r) = \frac{1}{r^2} \cdot \int_{r_l}^r t(\cdot) \cdot d \cdot , \quad r_l \leq r \leq r_2,$$

r_l - ; $t(r)$ - ; v -



. 2. . 2

,
 $r = r_2$ $r = r_2$ $r = 0$ (.2,).

$r = r_l$, $r_l = 0$.

(.2,): $u - u = \frac{1}{2} \cdot u - u$ -
 (, ,
), $u = 0$.

(.2, b). $r_l = (0.01 \dots 0.05) r_2$ $r_l = r_l$.

0
 $= 0$. 0

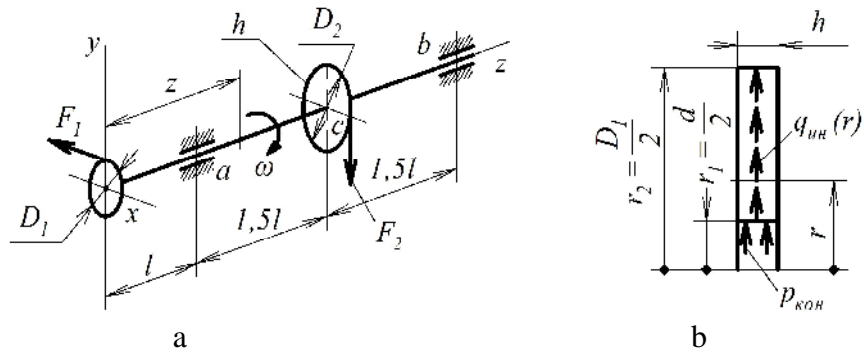
$:= m$ $:= 10^{-3} m$ $:= 10^3 \cdot N$ $:= 10^6 \cdot Pa$ $c := s$ $:= kg$
 $D_l := 200 \cdot$, $d := 30 \cdot$ 0 (.3,).

$r_l := \frac{d}{2}$,

$r_2 := \frac{D_l}{2}$, $h := 50 \cdot$ (.3, b).

$:= 262 \cdot c^{-1}$ $T := 0.095 \cdot$ -
 .30:

$y = 300 \cdot$ $= 2 \cdot 10^5 \cdot$ $:= 7.8 \cdot 10^3 \cdot$ -3 $v := 0.3$



. 3.

$f := 0.15$).

$n_{adm} := 1.5$)

[2]

$$T = \frac{M_{mp}}{n_{adm}} = \frac{k \cdot f \cdot d \cdot h \cdot \frac{d}{2}}{n_{adm}},$$

$$k \geq k_{adm} \quad k_{adm} := \frac{2 \cdot n_{adm}}{d^2 \cdot h \cdot f} \quad k_{adm} = 13.44$$

$$k = k_{adm} \cdot [2]$$

$$k = \frac{1}{2} \cdot \left[\frac{r_l}{r_l^2 - r_0^2} \cdot \left(\frac{r_l^2 + r_0^2}{r_l^2 - r_0^2} - \nu \right) + \frac{r_l}{r_l^2 - r_0^2} \cdot \left(\frac{r_l^2 + r_0^2}{r_l^2 - r_0^2} + \nu \right) \right]^{-1},$$

$$:= -2 \cdot k_{adm} \cdot d \cdot \frac{D_l^2}{(-1 \cdot D_l^2 + d^2)} = 4.125 \times 10^{-6}$$

$$0 [2]$$

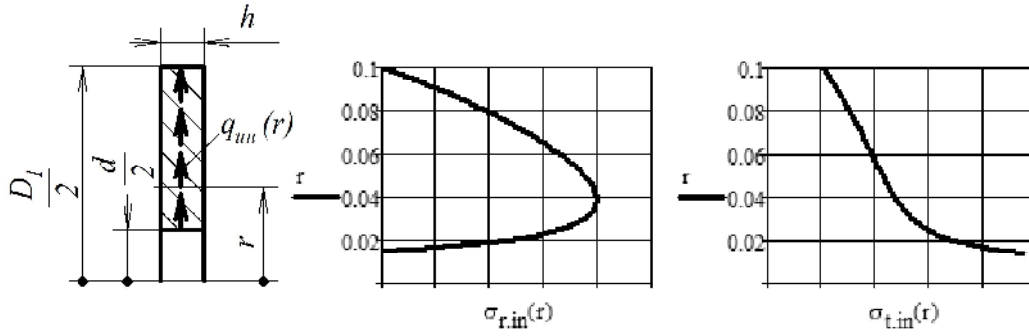
$$= 0 - \frac{2 \cdot r_l}{2} \cdot \left[\frac{(3 + \nu) \cdot r_2^2}{E} \dots + \left[\frac{(1 - \nu)}{E} - \frac{(1 - \nu)}{E} \right] \cdot r_l^2 \dots \right],$$

$$0 := \frac{1}{16} \cdot \frac{16 \cdot E + 3 \cdot d \cdot D_l^2 + 2 \cdot d \cdot D_l^2 \cdot \nu}{E} \quad 0 = 4.787 \times 10^{-6}$$

(.4, : $r = r_l$
 $r = r_2$ $r = 0$) :

$$\left. \begin{aligned} r. (r) &:= \frac{r^2}{8} \cdot (3 + \nu) \cdot \left(r_2^2 + r_l^2 - \frac{r_2^2 \cdot r_l^2}{r^2} - r^2 \right) \\ t. (r) &:= \frac{r^2}{8} \cdot (3 + \nu) \cdot \left(r_2^2 + r_l^2 + \frac{r_2^2 \cdot r_l^2}{r^2} - \frac{1 + 3 \cdot \nu}{3 + \nu} \cdot r^2 \right) \end{aligned} \right\}.$$

$r := 0.014, 0.014 + 0.002 \dots 0.1$

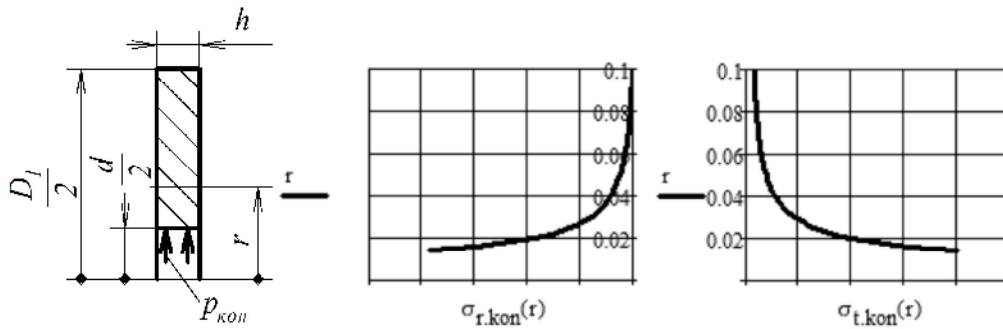


.4. $r. (r)$ $t. (r)$

(.5, : $r = r_l$
 $r = p$ $r = r_2$ $r = 0$) :

$$\left. \begin{aligned} r. (r) &:= \frac{-1}{4} \cdot p_{k.adm} \cdot d^2 \cdot \frac{4 \cdot r^2 - D_l^2}{(-D_l^2 + d^2) \cdot r^2} \\ t. (r) &:= \frac{-1}{4} \cdot p_{k.adm} \cdot d^2 \cdot \frac{4 \cdot r^2 + D_l^2}{(-D_l^2 + d^2) \cdot r^2} \end{aligned} \right\}.$$

$r := 0.014, 0.014 + 0.002 \dots 0.1$

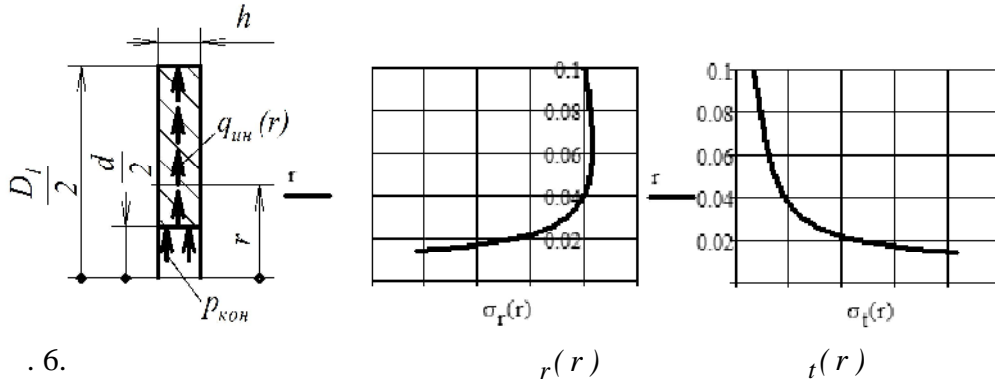


.5. $r. (r)$ $t. (r)$

, (.6)

$$\left. \begin{aligned} r(r) &:= r_{u.}(r) + r_{t.}(r) \\ t(r) &:= t_{u.}(r) + t_{t.}(r) \end{aligned} \right\},$$

$$r := 0.014, 0.014 + 0.002 \cdot 0.1.$$



. 6.

.6

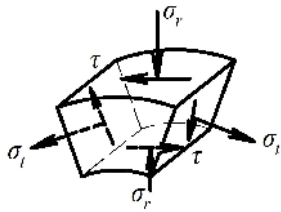
$$(=_{t.r})$$

$$:= p_{k.adm} \cdot f, = 2.016$$

$$=_{t.r} = p_{k.adm} \cdot f,$$

.7.

$$r = r_l$$



. 7.

$$_1 := 18.624$$

$$_2 := 0$$

$$_3 := -13.567$$

$$eq := 1 - 3$$

$$n := \frac{y}{eq}$$

$$n = 9.319$$

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1)

$$p_k$$

;

2)

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$$p_k = p_{k.adm};$$

3)

;

4)

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, 1986.- 512 . 2.

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. +7(4712)58-71-05; **E-mail** borzovdb@kursknet.ru

Abstract: The paper about parallel executing procedures in loops from the sequential program of the multiprocessor computer systems.

Key words: multiprocessors systems, sequential program, parallelization, array processing, loop, program procedures.

[1],

: 1.

```
int mas[SIZE];
int i=0;
while(i<SIZE)
{
func(mas[i]);
i++;
}
```

[3] SIZE=4: (i , if – , func(mas[X]) –) (. . 2).

[2], . .

$$F(i, k) = (I_i \wedge O_k) \vee (I_k \wedge O_i) \vee (O_i \wedge O_k),$$

I - , O - , P -

SIZE

1.

2.

- (i) (

```

If(0<4){
  func(mas[0]);
  i=0+1;
}
else goto end
If(1<4){
  func(mas[1]);
  i=1+1;
}
If(2<4){
  func(mas[2]);
  i=2+1;
}
If(3<4){
  func(mas[3]);
  i=3+1;
}
If(4<4)
goto end;
end

```

2. - 3. / -

4. 1-3, i)

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[2], -

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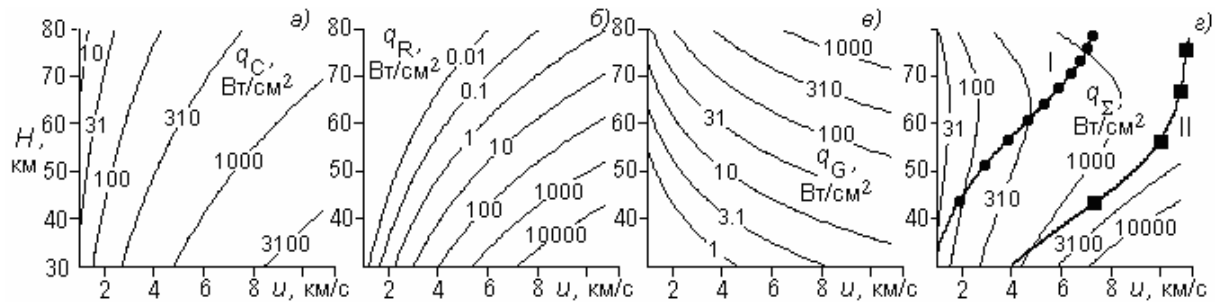
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[1]. [2,3]

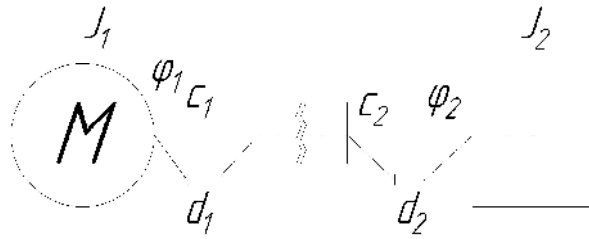
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: — — ; — ; I — — ; II — — ; (I) « »; II — — 100 . 1 Da_w — ~ 50% — , — , — , — . — [1] ; — . — , — — [4], . : 1. ()- // . 2006. . 18. 9. . 79-91. 2. . . . , 1975. 3. — / . . . , 1972. 4. — / 1995.



. 2.

$$J_1 \varphi_1 + (d_1 + d_2) \varphi_1 + (c_1 + c_2) \varphi_1 - d_2 \varphi_2 - c_2 \varphi_2 = 0,$$

$$J_2 \varphi_2 + d_2 \varphi_2 + c_2 \varphi_2 - d_2 \varphi_1 - c_2 \varphi_1 = M.$$

$$(\quad, \quad)$$

$$(\quad, \quad),$$

, a

3D

$$J_{11}=0.0267 \cdot 2,$$

$$J_{21}=0.1774 \cdot 2.$$

c

$$J_{31}=0.0477 \cdot 2,$$

$$J_{41}=0.2836 \cdot 2.$$

$$J_{51}=0.0624 \cdot 2,$$

$$J_{61}=0.4808 \cdot 2.$$

$$J_1 = J_{11} + (J_{12} + J_{13}) \cdot (U_1^2) + (J_{14} + J_{15}) \cdot (U_2^2) + J_{16} \cdot (U_3^2),$$

$$J_1 = 0.0267 + (0.1774 + 0.0477) \cdot (3.15^2) + (0.2836 + 0.0624) \cdot (5.6^2) + 0.4808 \cdot (3.15^2) = 12.761 \cdot 2.$$

$$c = \frac{\pi G d^4}{32 l},$$

$$1 - \quad, \quad; d - \quad, \quad; G - \quad, \quad 79,3$$

$$c = \frac{\pi \cdot 79300000000 \cdot 0.05^4}{32 \cdot 0.295} = 164856.3157 \quad / \quad -$$

$$c = \frac{\pi \cdot 79300000000 \cdot 0.056^4}{32 \cdot 0.484} = 158110.096 \quad / \quad -$$

$$c = \frac{\pi \cdot 79300000000 \cdot 0.16^4}{32 \cdot 0.822} = 6203845.45 \quad / \quad -$$

$$c_2 = \frac{1}{\frac{1}{164856.3157} + \frac{1}{158110.096} + \frac{1}{1591270.45} + \frac{1}{6203845.45}} = 75872 \quad / \quad .$$

$$\psi \qquad \psi \approx (0.01 \dots 0.02) \qquad \psi \approx (0.6 \dots 1.2).$$

$$d = \frac{\lambda}{\pi} \sqrt{J \cdot c}.$$

$$d = \frac{0.2}{\pi} \sqrt{0.0014 \cdot 164858.3157} = 4.2258,$$

$$d = \frac{0.2}{\pi} \sqrt{0.0036 \cdot 158110.096} = 12.016,$$

$$d = \frac{0.2}{\pi} \sqrt{0.0374 \cdot 1591270.45} = 39.851,$$

$$d = \frac{0.2}{\pi} \sqrt{0.4123 \cdot 6203845.45} = 84.068.$$

$$d_2 = \frac{1}{\sum_{i=1}^n \frac{1}{d_i}},$$

$$d_2 = \frac{1}{\frac{1}{4.225} + \frac{1}{12.016} + \frac{1}{39.851} + \frac{1}{84.068}} = 2.8023 \cdot$$

MATLAB SIMULINK.

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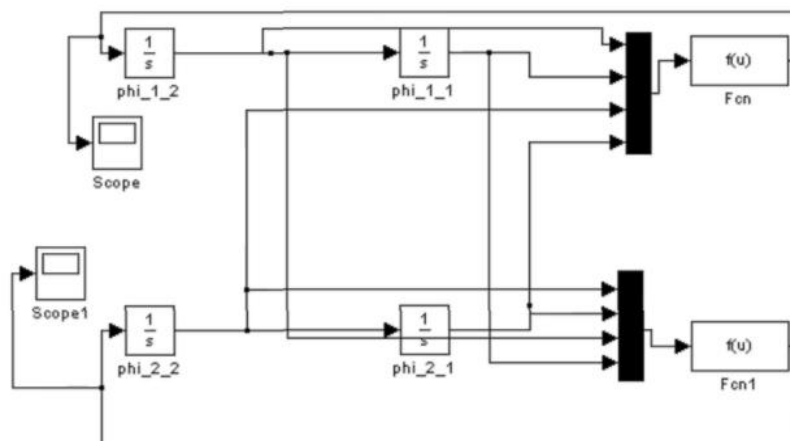
SIMULINK -

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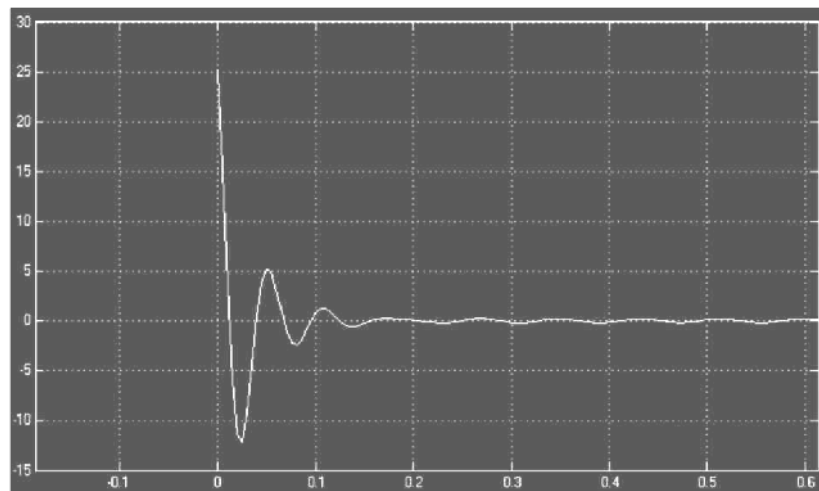
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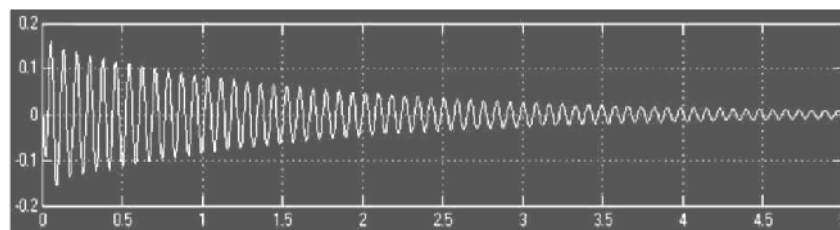
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. 3. SIMULINK



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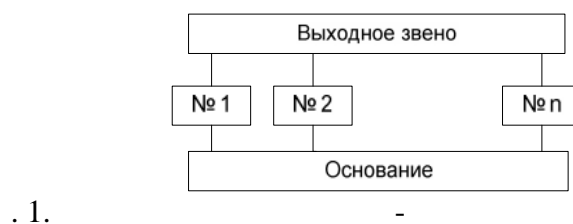
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$R = (1,8 \div 2,0)h$ [3],

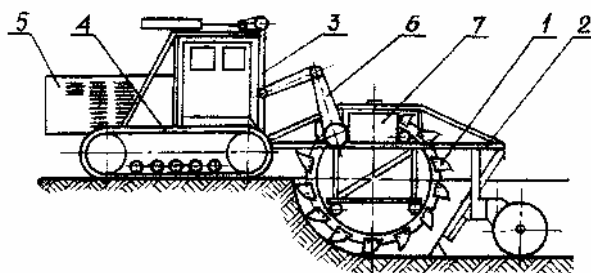
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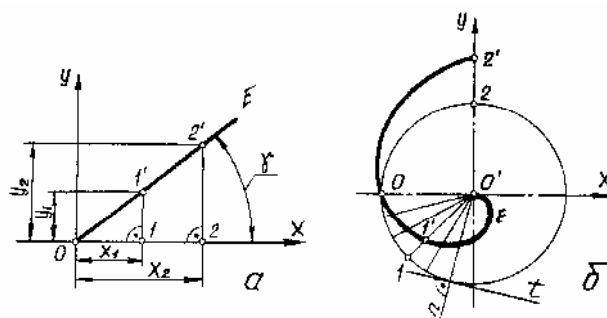
$$m_{\min} = \frac{S_{\min}}{V_{\max}}$$

2.

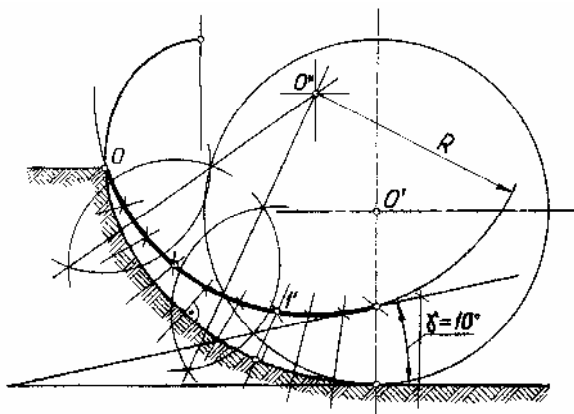
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$$m=1/3.$$



. 2.



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$$1 - \frac{1}{2} \left(\frac{1}{2} \right)^n = \frac{1}{2} \left(1 - \left(\frac{1}{2} \right)^n \right) \quad (2)$$

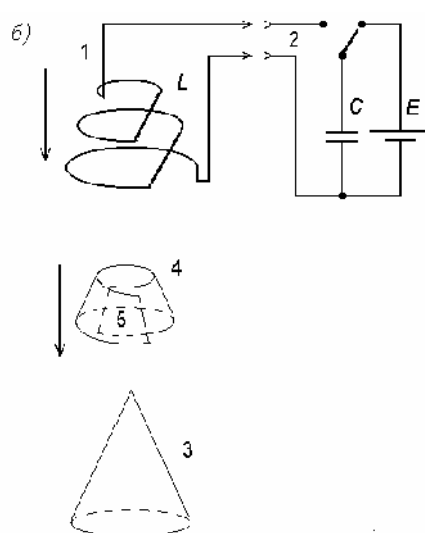
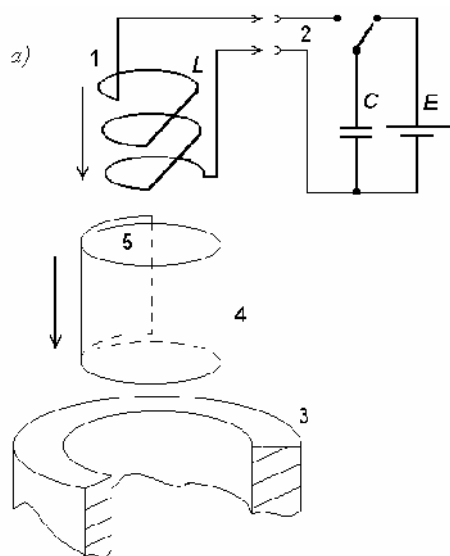
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[1,2].

[3]:

1) , 2) , (),



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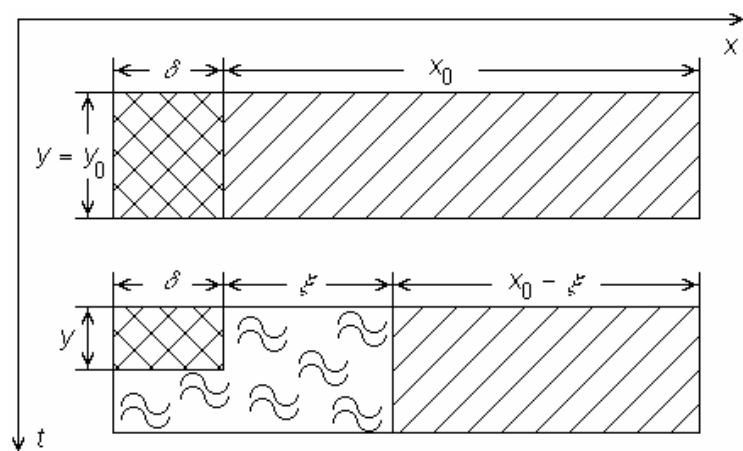
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:

$$\begin{aligned}
 & \frac{dx}{dt} = v(t), \quad \left(\frac{dx}{dt} = v(t) \right) \quad (1) \\
 & \frac{dv}{dt} = P(t) / (0.01) \cdot e^{-G(T)T/5} \cdot (t), \quad (2) \\
 & (t) = U_0^2 C / (\pi r^2 l) \sin^2 \square t^{-2t/\square}, \quad (3) \\
 & G(T) = G|_{T=0} (1 - T/T_0)^2 \cdot e^{-100 \cdot [(T-T_0)/T_0] / \{ e^{-100 \cdot [(T-T_0)/T_0] + 1} \}}, \quad (4) \\
 & \frac{dQ}{dt} = q(t) = U_0^2 R(y) \cdot (R(y) + R)^{-2} \sin^2 \square t \cdot e^{-2t/\square}, \quad (5) \\
 & \frac{dQ_\Sigma}{dt} = q_\Sigma(t) = U_0^2 (R(y) + R)^{-1} \sin^2 \square t \cdot e^{-2t/\square}, \quad (6) \\
 & T_1(t) = [Q(t)/C \square - \square / \square^{1/2} T_0 \cdot (a \cdot t)^{1/2}] / [\square + 1/3 \cdot (a/a_0)^{1/2} \square^2 / (a \cdot t)^{1/2} + \xi(t)], \quad (7) \\
 & \square = \square(t) = T_0 / (T_0 + \square) \cdot (a \cdot t)^{1/2} [(t - t^{**})^{1/2}], \quad (8) \\
 & t^{**}: T_1(t^{**}) = 1/C \square \cdot Q(t^{**}) / [\square + 1/2 (a \cdot t^{**})^{1/2} + 1/3 (a/a_0)^{1/2} \square^2 / (a \cdot t^{**})^{1/2}] = T_0, \quad (9) \\
 & R = 2 \square r / (\square_0 l), \quad (10) \\
 & R(y) = R|_{y=y_0} \cdot e^{100(y-0.9y_0)/y_0} / [e^{100(y-0.9y_0)/y_0} + 1], \quad (11) \\
 & \frac{dy}{dt} = y_0 / (\delta + \xi(t)) \cdot v(t), \quad (12)
 \end{aligned}$$

[1,2]

. 3.



. 3.

(1)-(12)

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|--------------------------|---------------|-----------------|----------------|
| | | | |
| | | 50 | 5000 |
| U_0 | | 5 | 50 |
| L_y | | 0.01 | 1 |
| $f_y = \square/2\square$ | | 10 | 150 |
| 0 | | 3 | 100 |
| 0 | | 0.3 | 3 |
| r | | 1 | 20 |
| \square | | 3 | 15 |
| \square | | 0.3×10 | 2×200 |
| \square | $-1 \quad -1$ | 6000 | 70000 |
| | $2/$ | 0.1 | 1 |
| \square | \square_0 | 1 | 10^5 |
| , $\square H/CT$ | . | 0.3 | 10 |

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(1)-(12),

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(1)-(12)

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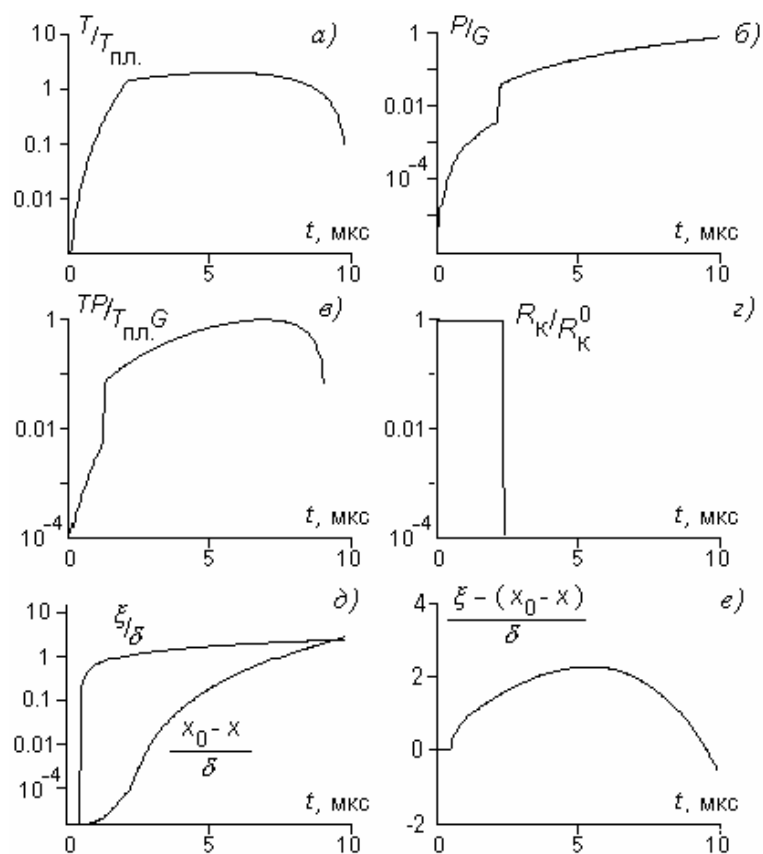
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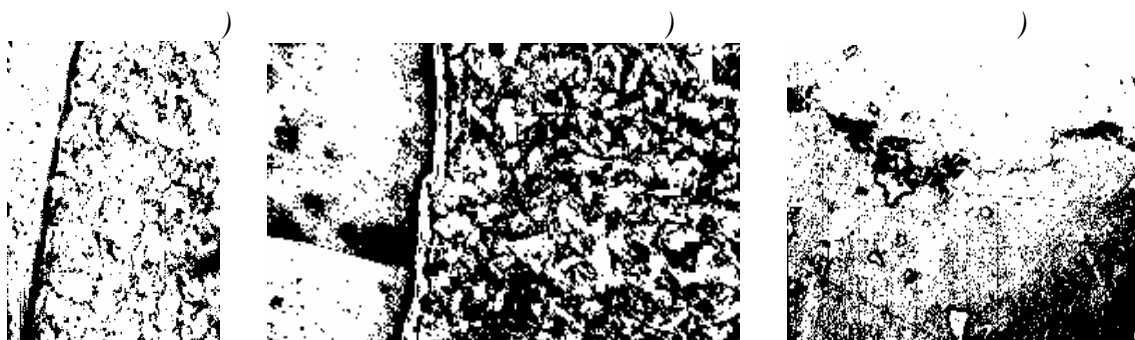


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MathCAD

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3. Strizhakov E.L. et al. Classification of methods and examination of the process of resistance magnetic-pulse welding // Welding International. 2004. V. 18. 1. P. 57-60.

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· ” ((), · ” , · ” · ·
./ :+7-495-362-77-00; E-mail: mpisiney@mail.ru

Abstract. *Influence of the tube bundle on the collector-case zone stress-strain state of a NPP steam generator is determined in the paper taking into account steam generator (SG) design peculiarities. Designed and varied regimes of SG heat exchanger tubes operation details are considered.*

111) [1].

[2].

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: 1.

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· „ · · (, · ,)
 ∴ +375 (17) 293-95-05_ -mail: amalyar@tut.by

Abstract: The paper presents the modern transport system of vending machines. The main element, which determines the slot machine for sale of piece goods is the mechanism of delivery of the goods. Accordingly vending machines can be divided into the following groups: with the delivery of the goods, with the spiral delivery of the goods, with the conveyor delivery of the goods. The authors considered that the most appropriate use machines with conveyor delivery of the goods as used here mechanisms storage and movement of goods allow: first, sell the products of different shapes and sizes, secondly, the mechanism of moving and delivery of the goods (elevator regiment, conveyor belt) allows you to sell the goods, does not withstand a fall from a height (glass container).

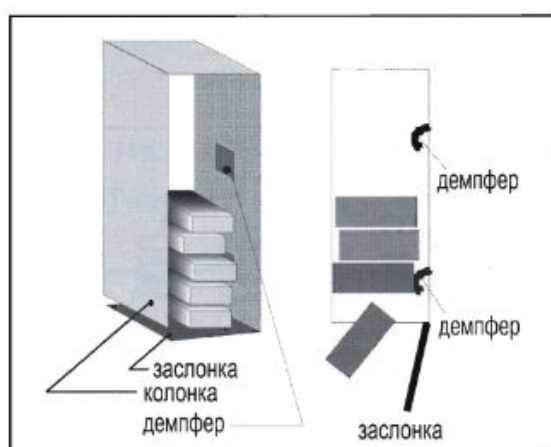
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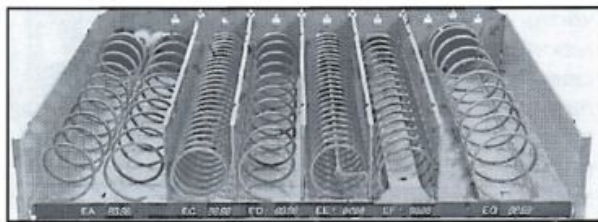
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| 6 | S | - | - | (S=1), (S=2), (S=3), (S=4) |
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| 8 | Ds2 | - | - | (Ds2=1), (Ds2=2), (Ds2=3) |
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| 3 | 3 | 1,6 | 1,6 | Vk=1, Sprod=6, Spop=2, t=3, Ds1=2, I=1, S=3 | 0,98 |
| 4 | 3 | 0,4 | 0,4 | Vk=1, Sprod=5, Spop=3, t=1, Ds1=2, I=2, S=1 | 0,98 |
| 5 | 3 | 0,4 | 0,4 | Vk=1, Sprod=3, Spop=4, t=1, Ds1=3, I=2, S=1 | 0,98 |
| 6 | 3 | 0,8 | 0,8 | Vk=3, Sprod=3, Spop=4, t=5, Ds1=3, I=2, S=1 | 0,98 |
| 7 | 3 | 3,2 | 3,2 | Vk=1, Sprod=2, t=7, Ds2=2, I=2, S=3 | 0,98 |
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| 9 | 3 | 3,2 | 3,2 | Vk=1, Sprod=2, t=7, Ds2=2, I=2, S=3 | 0,98 |
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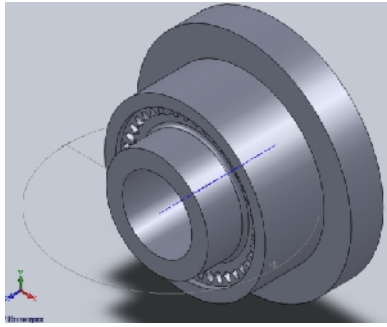
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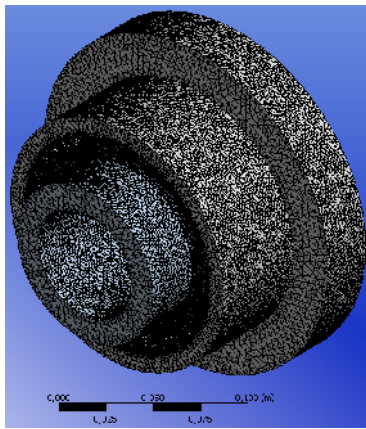
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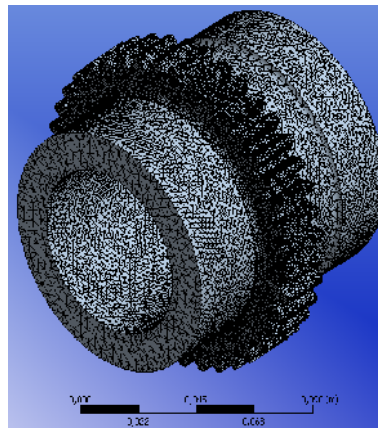


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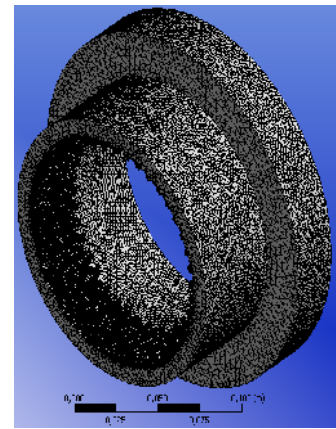
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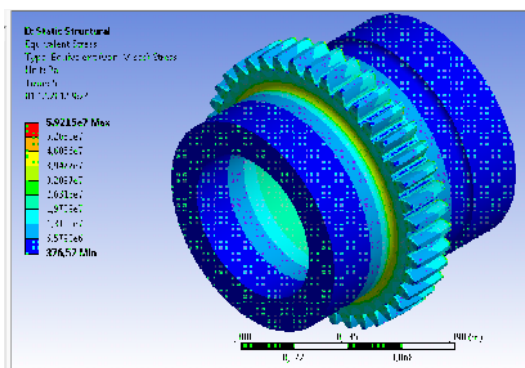
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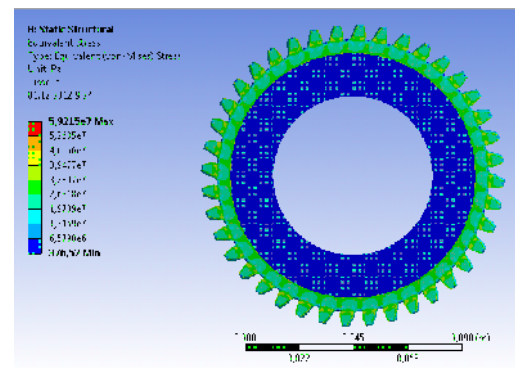
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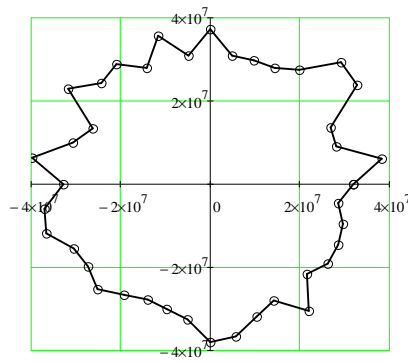
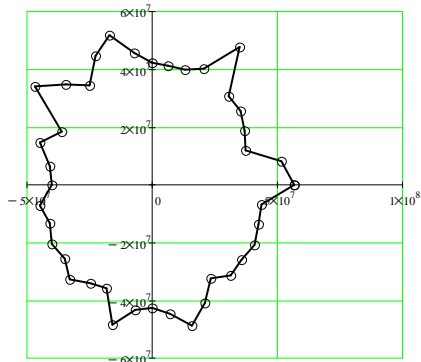
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SEMI-ACTIVE DAMPING IN MECHATRONIC DISCRETE VIBRATING SYSTEMS

Bialas K., Buchacz A., Galeziowski D.

(Silesian University of Technology, Gliwice, Poland)

Abstract: *In this paper the problem of semi-active vibration isolation method in discrete mechatronic systems has been presented. Systems are synthesized with commonly known methods of distribution of dynamical characteristics. Requirements are given in form of resonant and anti-resonant frequencies. By use of selection of various parameters it is shown how to receive mechatronic structure that contains mechanical model and piezoelectric actuator which works with external electric LC or LRC network as semi-active vibration absorber. This structure with negative value parameters has been compared with passive type.*

Introduction

Synthesis as a designing of mechatronic discrete systems has been investigated in [1-3]. By use of algorithm of dimensionless transformations and retransformation [4] it was possible to extend known problem of solving the reverse task of mechanical systems [5].

The paper is also the continuation of the other works done in Gliwice Research Centre. It relates to damping methods with passive or active elements [6], application of piezoelectric actuator [7] and modeling in general by equivalent and graph method of piezo layer [8]. In papers [9,10] possibility of semi-active damping method has been presented.

Basing on researches connected with issue of negative capacitance, stiffness elements and mechanisms theory and realizations [11,12] and current authors achievements [1-4],

semi-active damping vibration isolation method has been studied. The impact on the selection of various parameters on mechatronic structures with adaptive-passive damping has been investigated and compared with passive realization of piezostack actuator and connected electric network.

Semi-active damping realization

Semi-active damping function in mechatronic discrete vibrating system is realized by piezo-electric element which is connected to external network that contains capacitance with negative value. Basing on [9-10], the model of piezostack actuator connected to LRC system and electric network that realize negative capacitance has been presented schematically in the fig. 1.

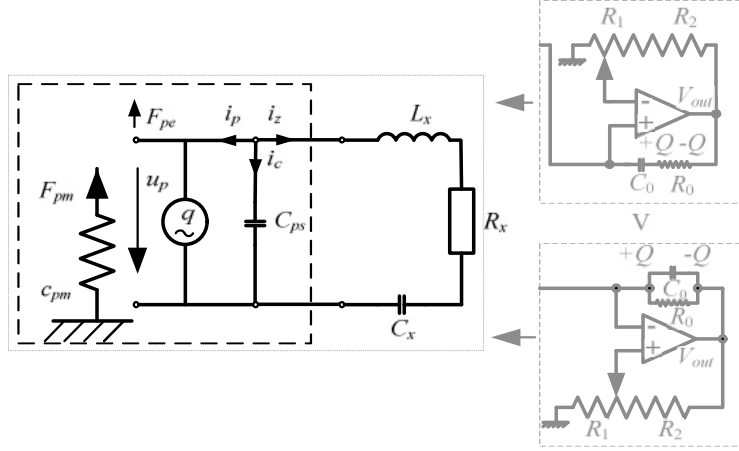


Fig. 1. Schematic model of piezoelectric actuators connected to external LRC system with indicated networks that realize negative capacitance

Electric equation of the system has been written as:

$$i_p + i_c + i_z = \frac{eA_p}{l_p} \dot{x}_1 + C_{ps} \dot{u}_p + \frac{u_p}{R_x + L_x \frac{\partial}{\partial t} + \frac{1}{C_x} \int dt} = 0. \quad (1)$$

Passive and semi-active damping function comparison

Passive function in mechatronic structures is received by the L or LR configuration of piezo with external electric network. To compare passive and semi active damping, following requirements have been given:

- resonant frequencies $\omega_1 = 100$ rad/s, $\omega_3 = 300$ rad/s,
- anti-resonant frequencies $\omega_2 = 0$ rad/s, $\omega_2 = 200$ rad/s.

In the fig. 2 selected possible mechatronic structures with their mechanical displacement models have been shown. comparison of amplitude frequency response function for passive and semi active configurations have been done in the fig. 3 and 4.

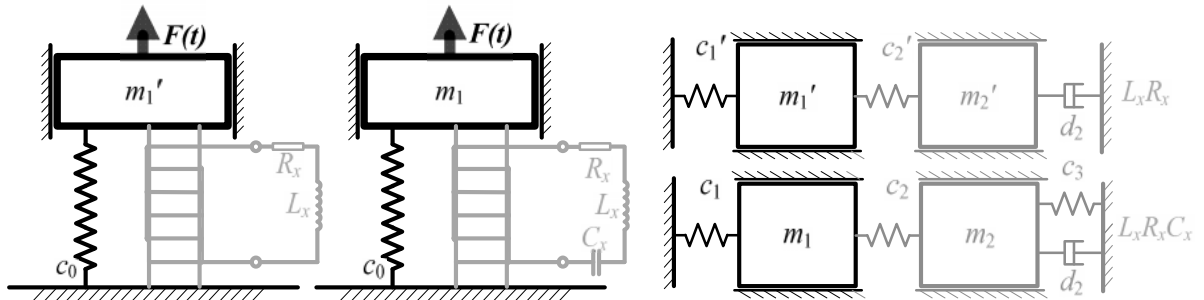


Fig. 2. Considered mechatronic structures with mechanical displacement models

Negative stiffness in designing process is received from taking the value of the selected stiffness in slowness function $U(s)$ out of required range [5], ex.:

$$\left(0, H \frac{d_0}{c_1}\right). \quad (2)$$

Parameters containing negative values are written based on dimensionless transformations [1,3] and known piezoelectric equations [4,9]:

$$\gamma = \frac{c_3}{c_2}, \quad \gamma' = \frac{C_{ps}}{C_x}. \quad (3, 4)$$

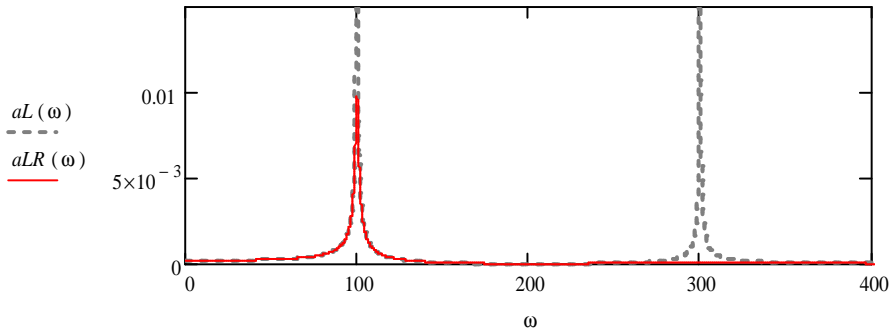


Fig. 3. Amplitude frequency response functions for passive damping systems L and LR

Values for mechanical elements, included in the structure, have been determined from distribution of the slowness function into continuous fractions and extended method.

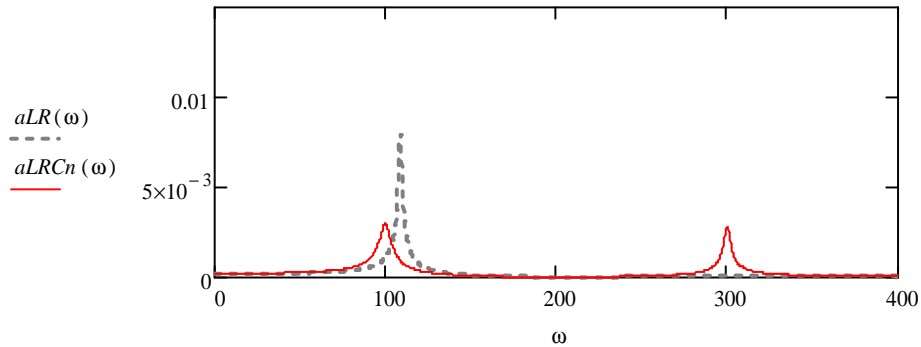


Fig. 4. Comparison of amplitude frequency response functions of passive LR configuration and semi-active configuration with negative capacitance LRC

Remarks

Semi-active damping can be implemented in mechatronic discrete systems by selecting and adjusting proper dimensionless parameters to receive negative stiffness in replacement model and negative capacitance in final mechatronic structure. What is shown, in the presented figures semi-active damping is giving more symmetric performance with amplitudes on similar value level. Selection on optimal values for that parameters will be done in further research works.

Acknowledgment

This work has been conducted as a part of research project N N502 452139, supported by the Ministry of Science and Higher Education 2010-2013.

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TECHNOLOGICAL DEVICES AND PROCESSES DESIGN WITHIN EDUCATION

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Abstract: *The article deals with basic steps related to the designing of technological devices and processes within the education at technical schools. In the article are described activities which students should pass in order to be successful in their study and consequently in next practice. First, they should learn to create simple parts and then they should learn to assemble the components into the static or welded assemblies, respectively into movable mechanism. In higher levels, if they absorb the fundamental theoretical knowledge, they can subject the 3D models to the analysis, as are stress, kinematics, dynamic analysis, etc. and compare the computer aided results with the values calculated in classical way. They can use several CAD/CAM systems for all activities. Students can apply the other advantages of the virtual models into the drawings preparation in electronic form and at the tool path verification during the machining simulation. The whole production process can be designed by students, too.*

Introduction

The development of technologies in the industry has brought a new thinking of designers. They use more and more possibilities of virtual visualization as a tool for successful suggestion of manufacturing processes in its all stages. This fact influences the requirements for knowledge level of graduate students and forces universities to adapt their study programs to the new conditions of real practice. Education at technical schools should reflect the needs of the job market focused not only on current computer skills (working with text editors, table and database processors), but students should learn to work with basic available CAD/CAM software [1]. This approach is also realized at Faculty of manufacturing technologies with seat in Presov, as one of the faculties of Technical University in Kosice, Slovakia. Teachers prepare the intending engineers to be able to use the computers in design of technological devices or processes and to be successful at their job interviews.

The basic steps of educational process with computer aid

Computer modelling is very powerful and effective tool that allows not only creating the solid body in a virtual three-dimensional space, but it also allows visualizing its behaviour during the time period with the possibility of induction of various external influences. The most available and commonly used design software in technical practice are Inventor, Pro/ENGINEER - today PTC Creo, Solid Works, CATIA, NX, Solid Works. All of this software are integrated into the education process at FMT TU Kosice. Fundamental properties of the software listed above are the parametric modelling and associative operation, what means that any change in construction activities will be reflected in the whole design and everything what follows this change is automatically updated.

The operating basis all of these software applications is the work with virtual 3D model. So, primarily students learn to create simple shapes of the bodies and consequently the complexity of the part rise. The principal structural element at the designing of the surface, sheetmetal or solid parts are features that use techniques as are protrusion, cut, hole, thread, rib, etc.. Students are able to prepare the models of general usage or technical devices. Advanced modelling makes use of working with surfaces, especially in automotive industry, so complex designs with unconventional shapes can originate. Virtual model can incept as origin or as the imitation of existing body. The designing of the car on the basis of skyline projection on three orthogonal planes is shown in Figure 1.

Ones modelled enables not only visualization and quick modification of the object (the dimensions editing or designing of the similar entity), but it also enables the optimization of structural solution before the part production. The next advantages of 3D model can be summarized to the following points [2]:

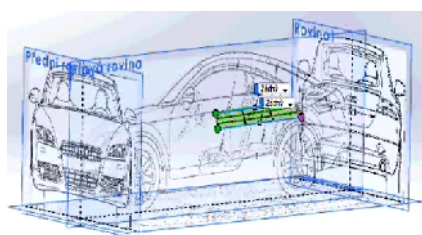


Fig. 1. The designing of the car

- the defining of the couples, loadings, materials and other 3D model properties allows to execute the various types of analysis and so predicts object behaviour in real conditions,
- very simple preparation of the negative shape of 3D geometry for skillet manufacturing,

– by means of the created 3D model it is possible to simulate the machining process and so to find out the collisions between the tool and the workpiece. Simulation of manufacturing operation allows to generate cutter location data and after the postprocessing to make the NC program for the selected control system of the machine in very short time [3]. Students learn to get all of these advantages under control at the computer aided design lessons on various stages of their education and in several software. The example of virtual model applications (structural analysis, negative geometry, machining process simulation) is shown on the screw blade for wind power station and they are displayed in the Fig. 2.

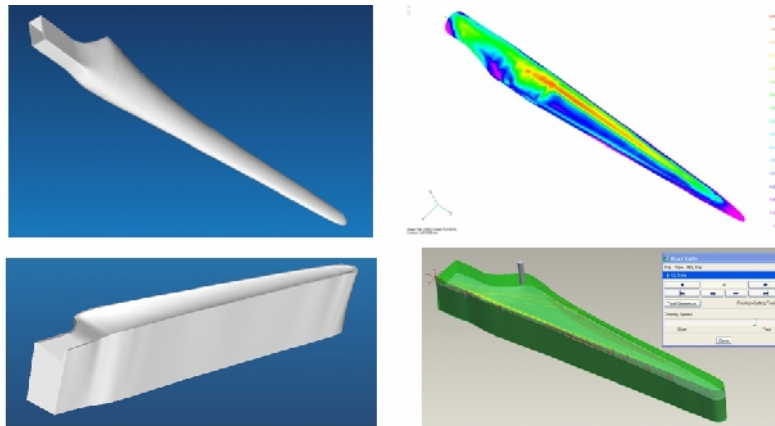


Fig. 2. Virtual model applications
(structural analysis, negative geometry, machining process simulation)

The simulation tools of software used at author's workplace are suitable for the rationalization not only alone part but for the optimization of complex devices, too. So the next application of 3D models is their implementation into the assemblies, which can be static or with moving components. Static assemblies are created as the welded assemblies or as bar constructions (strut-frames) typically designed for the analysis. The examples of static assemblies are displayed in the Fig. 3.

Movable sets are represented by various types of mechanisms e.g. quick return mechanisms, cam mechanisms, gearing mechanisms or others. Students learn to execute the kinematics analysis of mechanism by three various methods (numerical, graphical and with the computer aid) and so they can consider advantages and disadvantages of them.

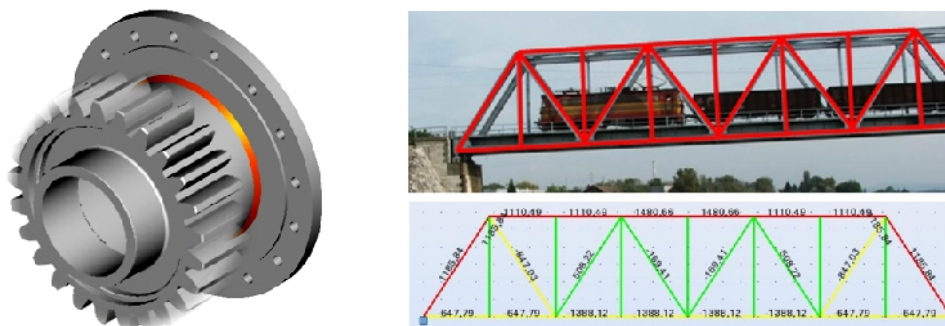


Fig. 3. Static assemblies

Movable sets are represented by various types of mechanisms e.g. quick return mechanisms, cam mechanisms, gearing mechanisms or others. Students learn to execute the kinematics analysis of mechanism by three various methods (numerical, graphical and with

the computer aid) and so they can consider advantages and disadvantages of them. Students study planar mechanism, but the same principles can be used for space motion of mechanism in the future and real practice. To understand the assembly behaviour it is necessary to simulate the kinematics motion and within the software to define the joints through the easy connections as are pin joints, ball joints, sliders and the other. After the mechanism modelling followed by joints and input parameters specification (component material, input velocity, acceleration, ...) it is possible to activate the kinematics and dynamic analysis. Output data can be displayed as values, vectors or as graphs or it can be sent to other software for the next processing. The type of assembly with components motion in space is represented by robots. The special module of software application facilitates to imitate the trajectory of every selected point and to generate the work space of robot, so called work envelope. Created envelope can be saved as the virtual part for next utilization. The Figure 4 shows 3D model of manipulator with the analysis in one of its hydraulic cylinder and its work envelope.

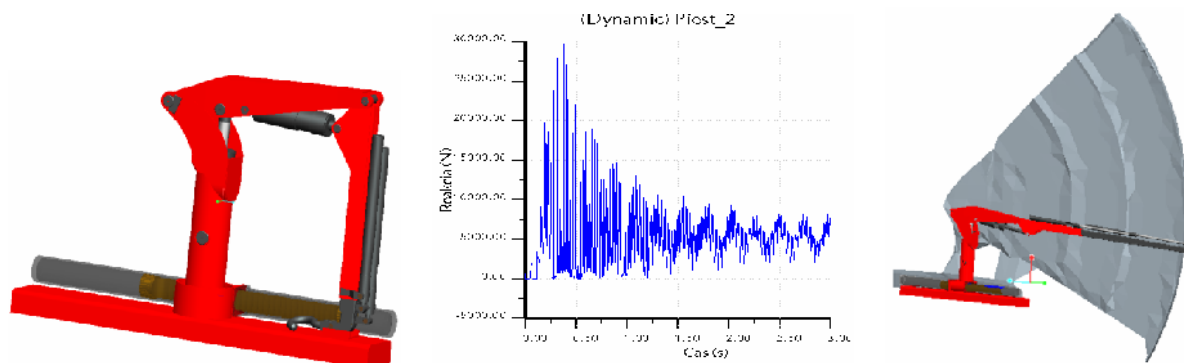


Fig. 4. Manipulator with output data of kinematics analysis

All parts and devices can be included to the whole production system. The modelling of the manufacturing process in real time is one of the most difficult parts of process planning, because it has to imply the knowledge from all fields of the production. The designing of the process is done step by step; at the first the features of process were prepared, then they were placed according to workspace plan and at the end the whole process was animated. The output of suggestion is the *.avi file that can provide to the designers all collision places and so he can solve the problems before the workshop building. The Figure 5 shows the workshop for the gears production.

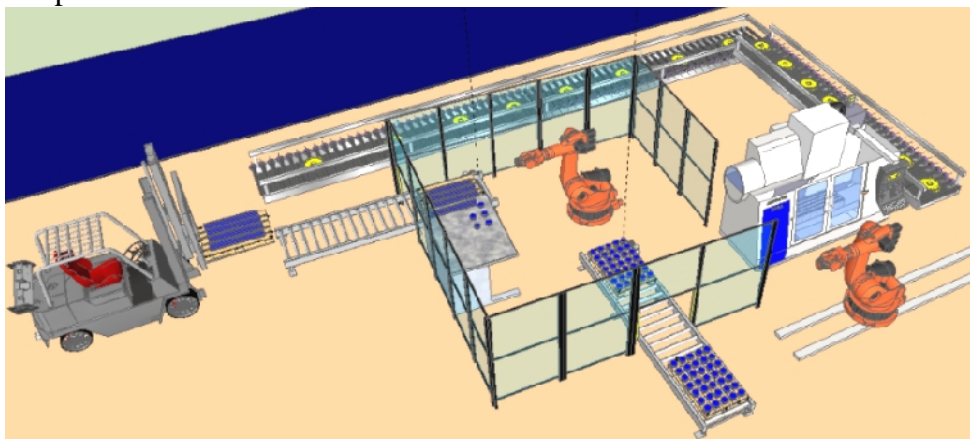


Fig.5 Manufacturing process simulation

The special utilization of the software application is e-drawings creation. Individual views are not generated by line and circle drawing, but they are created in one step on the base of 3D model. It can be displayed in several types of views (axonometric, projected, detailed, cross section). All features can be dimensioned very easily and dimensions are regenerated at every 3D model changes.

Conclusion

The reforms in education system have to reflect a high degree of student's freedom to choose a form and content of education. At the same time it is necessary to innovate the school equipments, devices and textbooks at all levels of education to improve the relationship teacher-student. It requires the following steps [1]:

- the contentual and procedural transition of the traditional school into the modern school with the implementation of changes and study attractiveness increasing,
- the supporting and improving of the education in: foreign languages, information technology, basic business knowledge and skills of every graduates,
- the quality of teachers improving, especially by improving of conditions for their continuing education and skills development.

The key for the achieving of these goals is a flexible system in which universities react mainly to the requirements of young people, but also to the demand for lifelong learning of experts. Nobody doubt about CAD/CAM advantages, so one of the priority of Slovak universities is the implementation of computer aid into the most of their lessons and into their study programs. The utilization of information technologies becomes certainty today. The best Slovak universities are comparative with foreign ones not only in the teaching system but in the research, too. Through their activities, the universities should also be the "engine" of social and economic development of region in which they are situated.

Acknowledgment

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