Modern Forms, Methods, Means of Organizing Technology Lessons

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ABSTRACT

The article discusses the use of modern methods in the organization of technology lessons for primary school students. The application of these methods in technology lessons is theoretically based on the fact that they serve to increase students' creative imagination. Quality organization of lessons through several methods is theoretically based.

KEY WORDS: methods, games, creativity, technology lessons, modern methods, teaching methods, purpose of the method, career guidance, thrift, diligence.

INTRODUCTION

It is necessary to teach children from an early age to be careful with the material goods around them, to be careful with things, that any material wealth is a product of human labor and to take care of it. A child's relationship to public and private property begins in the family from an early age, with family members 'attitudes toward personal and public property. Of course, it is impossible to bring up a harmoniously developed person in the younger generation without developing such qualities as thrift, business acumen and resourcefulness. Because it is in these qualities that the child has the right attitude to the product of human labor, public property, the desire to contribute to its preservation and enrichment. The formation of such qualities and qualities in the younger generation largely depends on the professional training of the teacher, the degree of pedagogical skills.

President Sh.M.Mirziyoev delivered a speech on the topic of resolutely pursuing the path of democratic reforms on the basis of the New Uzbekistan Development Strategy:

"I want to say to our young generation - my sons and daughters: I believe that you, dear children, whose roots are rooted in the zeal of our great ancestors, will always be at the forefront of building a new Uzbekistan." [1] - said President Sh.M. Mirziyoyev.

Indeed, the basis of integration is interdisciplinary communication and finds its development in the idea of integration. The study of disciplines with integrative content is considered as a factor that ensures the integrity of the knowledge, work methods, personal qualities of future professionals. [2]

MATERIALS AND METHODS

The quality of the learning process in a school depends on many factors, among which the methods and techniques of teaching are crucial. Consequently, they have a positive effect on the conscious and deep acquisition of knowledge, the development of independence and creative activity in students. The concepts of method and method are interrelated because each of them manifests itself both as a method and as a method.

Method is a Greek term that means a way to something, that is, a way to achieve a goal.

The methods of teaching differ in their structure. A method is an element of a method, a component of which is used only once in the implementation of the method and is a separate step.

There is a huge wealth of teaching methods and techniques in pedagogical practice. Their selection takes into account different conditions, the nature of the subject taught, the age of the children, the level of prior training and so on.

The choice of methods and techniques depends on the problem that the teacher intends to solve in the lesson. For example, if the same methods are used to describe a new material, different methods are used to reinforce it and generalize its content. Although there are many methods and techniques in the work of each teacher, the purpose of their application is to intensify the educational work of the pupil. This event is very important, firstly, it turns students into their beliefs, and faith into practical activities, behavior, and secondly, it facilitates the work of the teaching process. After all, reading and learning is a complex activity that requires attention, and it requires a sharp mind, a strong will, a clear imagination, and a strong memory. The teacher's task is to use effective methods and techniques to instill these qualities in students and teach them to overcome difficulties.

There are certain requirements for teaching methods:

➢ The teacher-recommended way of studying the material should be a dialectical-materialist way of thinking that leads to the formation of independent views, willpower and behavior. In view of this requirement, the method should be educational in nature;

➢ The scientific basis of the teaching method should be clear and concise. Only then can the teacher see what problems can be posed and solved by this method, what problems cannot be solved;

➢ The system of training determines its effectiveness;

➢ comprehensibility of the teaching method The way of teaching should be accepted and applied to the student, and the method of studying the educational material should be in accordance with the possibilities of learning;

➢ The need for awareness and activism in teaching is a very serious requirement;

➢ accuracy and validity of knowledge;

➢ Correspondence of theoretical and practical phenomena in teaching methods.

Any method is intended to achieve a goal, and therefore it is necessary to set a goal, to know how to work to achieve it, the tools that will help to achieve this activity. Any activity requires its object. Finally, the method must lead to a goal, otherwise it must be acknowledged that the goal is invalid, or that it has been misused in this case.

Teaching methods can be divided into:

1. Ways in which thinking, memory, attention, and imagination compose and activate individual operations;

2. Ways to activate students' experiences and feelings related to the learning material;

3. Methods of control and self-control of students;

4. Methods of managing students' collective and individual relationships in the learning process.

The interactive method in education is the strengthening and activation of the relationship between the student and the teacher in the acquisition of knowledge. Today, in the period of rapid development of science, technology and art and the transition to a market economy, changing social conditions, it is necessary and modern to teach education in schools, especially primary education, in terms of content.

Before introducing integrative education, it is necessary to develop some understanding of the classification of classification-integral education. This classification is expressed in Doctor of Pedagogical Sciences, Professor R.A. Mavlonova as follows:[3]

➢ courses based on adjacent disciplines;

➢ Courses on the basis of basic subjects;

➢ Courses on the basis of general scientific concepts, regularities, theories;

➢ Problems related to the evolution of science, the methods of scientific study of nature, the courses on the study of the scientific picture of the world;

➢ On the basis of complex objects;

➢ based on various problems and on the basis of activities [9].

The technological training of an elementary school teacher requires the effective use of elements of pedagogical technology in the primary grades.

The most common pedagogical technologies used in general secondary education are:

➢ Problem-based learning technology

➢ Game technology

➢ Technologies that promote critical thinking

➢ Collaborative learning technologies

➢ Modular technologies

➢ Differentiated and individualized teaching technology

➢ Accelerated learning technology

➢ Programmed learning technology and a number of other technologies. [4]

Let's look at these technologies separately:

Game technology

The use of game technology is based on the activating and accelerating activities of students. Play is one of the main activities of scientists, according to research, in conjunction with work and study. Play activities are dedicated to performing specific tasks. They are:

➢ charm

➢ realize their potential

➢ treatment

➢ communicativeness

➢ diagnosis

➢ Interethnic communication

➢ socialization

The game is very creative. He will have as much "creative space" as possible, active character. Researchers view play as an activity, process, and teaching method. The games will be aimed at different goals. They are used for didactic, educational, educational and social purposes.

The didactic purpose of the game is to expand the range of knowledge, cognitive activities, the application of knowledge, skills and abilities in practical activities, the development of work skills.

The educational purpose of the game is to cultivate independence, willpower, cooperation in the formation of spiritual aesthetics and worldview, the ability to integrate into the team, solidarity.

The developmental goal of the activity is to develop attention, memory, speech, thinking, comparison skills, comparison, similarity, imagination, creative ability, motivation of learning activities.

The goal of socialization is to engage in the norms and values of society, to control passions, to teach self-control and communication.

At the heart of pedagogical games is the creation of playful ways to engage students in learning activities.

Here are some tips on how to plan games that incorporate such interactive methods.

"Antonyms in proverbs" [5]

It is known that antonyms are more common in Uzbek folk proverbs. Therefore, in this context, students take turns reciting articles with antonyms. For example, "Approach the good, avoid the bad", "A friend speaks bitterly, an enemy laughs", "Respect the elder, honor the younger", and so on.

"Annotated Dictionary"

To do this, students are divided into two groups. Group 1 participants say a phrase, phrase, or image. Students in Group 2 are quick to explain the meaning of words and phrases in Group 1. The team that fails to meet the condition is considered the loser. This game is played as follows:

"O'zbekning shoh taomi: palov

Ertalabki ovqatlanish: nonushta

Ilonning yog'ini yalagan: ayyor

Dala malikasi: makkajo'xori

Aql gimnastikasi: shaxmat

Tog' malikasi: archa va x.k."

Approximate translation

The king of Uzbek cuisine: pilaf

Breakfast: Breakfast

Licking the snake's fat: cunning

Queen of the Field: Corn

Mental gymnastics: chess

Queen of the Mountains: Spruce, etc.

It is advisable to hold these games in the native language classes in the 4th grade. Such games can be played not only on one topic, but also on several topics, more repetition lessons.

Role-playing games can be used in reading lessons.

Role-playing games - each participant must clearly understand the thoughts of the character and speak in the role of the protagonist, while playing the role of the protagonist in a play. Through this game, the student can draw certain examples and conclusions.

This means that the use of interactive methods in the native language and reading lessons, students learn to respond, increase their vocabulary, and strengthen their scientific and theoretical knowledge. A game-based lesson, of course, increases students' interest in the lesson, and interest leads to aspiration, to the thorough study of knowledge.

The implementation of game technology requires the use of methods to develop the creative activity of the teacher. Methods of developing creative activity G.S. Developed by Alttshuller, OG Bagdanova, AV Brushlinsky, G. Melkhorn, B. Mironov, P. Jacobson and others. Let's look at these methods: [6]

"Brainstorming" is a widely used method in solving learning problems. It is aimed at making the most of the participants' imagination, knowledge and opportunities. This method allows the student to find a large number of solutions to any problem.

The following rules apply when using a mental attack:

➢ No assessment is allowed in the process of thinking. If the ideas in this process are evaluated, the participants fall into the path of material self-interest and emphasize the defense of their ideas. They don't think about new ideas, new discoveries.

➢ Each student is directed to make different comments on the same issue. If students do not come up with unexpected ideas, participants will be forced to re-apply their ideas and repeat each other.

➢ The amount of ideas and opinions is encouraged. As you know, quantity usually increases with quality. When a large number of ideas emerge in a quick sequence, they can be evaluated. participants should be given the opportunity to free their imagination. As a result of this freedom, good, unique and strong ideas are born.

➢ Each student is based on the ideas of others and can change them. Because an idea is born from an idea, combining or modifying previously proposed ideas often results in stronger, better ideas than the underlying idea. [7]

The conditions for using a mental attack are as follows: [8]

➢ Students are seated freely.

➢ Sheets will be prepared for students to write their ideas and opinions.

➢ the problem to be solved is identified.

➢ The work process is defined and the teacher guides the discussion through such phrases as "move forward, build on ideas, set, expand, change".

➢ All opinions on the problem are listened to and recorded.

➢ The work will continue until the ideas are completed.

➢ After listening to all the thoughts and ideas, new, power-based and original ideas are encouraged by the students.

"Cluster" method [10]

In this method, a topic or text is selected and the student's attention is focused on that topic. Students place (write) all their ideas on the topic around the center. Once the ideas have been stated, each idea or word is categorized.

CONSULISION

The purpose of the method:

➢ increase students' vocabulary:

➢ Improving written speech:

➢ formation of thinking ability:

➢ Development of the ability to categorize.

The cluster approach is a pedagogical strategy that allows students to think freely and freely about a topic. It only requires the identification of a structure that allows thinking about the connections between ideas. The "cluster" method is used both at the stage of information retrieval and at the stage of thinking. It can be used to provide thinking activities until a particular topic has been thoroughly studied.

The division into "clusters" is carried out in the following ways:

1. Write down the words you want. Don't discuss these points, just write them down.

2. Ignore spelling and other factors that delay the text.

3. Don't stop writing until your allotted time is up. When your brain stops thinking, write on a piece of paper until new ideas come up.

4. Draw as many connections as possible.

The Cluster Method According to Steele, this is a very flexible strategy. It can also be used individually or in a group. In group activities, it serves as a group idea.

"Cube" method

Cubes (Hive and Hive 1980) is a teaching method that makes it easier to learn a topic. Used cubes are used in all directions, the cube can be made by placing a piece of paper next to a box, it is better to have 15-20 cm sides. The following instructions are written on the 6 sides of the cube.

1. Nomi

2. Structure

3. Compare

4. Simulate

5. Function

6. Highlight the pros and cons

7. Tell me, what can you do with it ?. How to use it? Give reasons for this.

Students share their thoughts. He reads what he wrote to his partner.

For example:

1. Name-book

2. Structure - paper, cardboard

3. It can be bigger or smaller than a comparison notebook

4. Look - looks like a rectangle

5. The task is to impart knowledge

6. On the plus side: the pictures are colorful, contain interesting stories, poems, fairy tales.

7. Disadvantage: rapid tearing of leaves

"Syncline" method

It is an important skill to be able to summarize information, to express complex thoughts, feelings, ideas in a few words. This requires a thoughtful analysis based on a wealth of insights. Syncavean is a poem that requires a synthesis of information and material in short expressions written in connection with an event. The word syncvein is a French word meaning "five". So, sinkway is a 5 line poem.

The rules for writing a synchro are as follows:

A) In the first line, the subject is written in one word (usually with the corresponding word in the horse category).

B) In the second line, the topic is explained in two words (two words related to the adjective group).

C) In the third line, the actions on this topic are classified into 3 words (with three words related to the verb family).

G) In the fourth line, write a sentence (or phrase) of 4 words related to the topic.

D) A word (synonym) that is close to the essence of the topic, consisting of one word that repeats the essence of the fifth line. For example:

Tog'lar

Mag'rur, viqorli

Turadi, ko'rinadi, jilmaydi

Oq boshi ko'klarga yetar

Botirlar.

Approximate translation

The mountains

Proud, dignified

He stands, looks, smiles

The white head reaches to the blue

Heroes.

In practice, sinkway:

➢ A tool for assessing students' knowledge base:

➢ Information synthesis tool:

➢ very useful as a means of creative expression.

The above methods and educational technologies play an important role in organizing technology lessons in the primary grades. In short, the use of new methods and the above game technologies in increasing the creativity of students in Technology classes are effective.

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