

Content Optimization of Technology Lessons on The Basis of Foreign Experience on the Example of the South Korean School Art School

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Annotation: *This article discusses the specifics of the science of technology and ways to increase the opportunities for the formation and development of creative abilities of students in secondary schools.*

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The need for a radical overhaul of the primary education system, its material and technical basis, nationalization and nationalization and standardization of teaching and learning methods have clearly identified ways to implement a number of important tasks. It is no coincidence that our state pays serious attention to this issue. The lack of continuity of science programs in the system of continuing education has a negative impact on the quality and effectiveness of education. Problems were identified, such as the repetition of interdisciplinary topics, the excessive number of hours devoted to certain topics, the fact that the content of science is based almost entirely on theoretical data, and the lack of integration into international research.

In particular, when analyzing existing curricula in the field of technology on the basis of comparative tables, there are 43 recurring topics, 83 non-affiliated topics, 65 excluded topics, 93 topics proposed for introduction or improvement, 93 topics for international research. The number was found to be 95 and changes were made to the programs.

As a creative education that prepares students for life and takes into account their interests and abilities. In Uzbekistan, the teaching of technology is aimed at the formation of more competencies in students and the formation of patriotic qualities through vocational guidance. All of these tasks are interrelated. The positive solution is to combine the theoretical and practical materials provided in the textbook in accordance with the level of students in order to acquire the necessary writing skills. The organization of the case also depends on the nature of the tasks and a number of conditions that determine the specific aspects of children's mental activity.

We all know that the Korean people are hardworking and hospitable. The school year consists of two quarters, the first of which begins in March and ends in mid-July. The second term begins in late August and ends in mid-February. The summer holidays last from late July to late August, and the winter from late December to early February. The curriculum in the country is not strict. The curriculum at one school may be different from another.

Primary schools are attended by children between the ages of 7 and 13. Duration of study - 6 years. Korean language, mathematics, exact and social sciences, foreign languages, fine arts and music. English is taught from the 3rd grade of primary school. Usually, all of these subjects are taught by the same class teacher, just like us. However, some specialized subjects may be taught by another teacher.

In addition to public primary schools, there are a number of private schools in South Korea. Their curricula are more or less the same as those of public institutions, but they are more widely implemented: fewer students are taught by more teachers, more subjects are included, and higher



education standards are generally introduced. In schools, class teachers play an important role in students' lives.

In the second stage, students start school at the age of 12 and finish at the age of 15. In elementary school, as in elementary school, students spend most of the day in the same class with their classmates, but each subject is taught by its own teacher. Teachers teach from class to class. Some special subjects, such as chemistry, physics, and biology, are taught in the classroom.

In the second level schools, students are taught six lessons a day. The curriculum is based on the following subjects: mathematics, Korean and English, as well as a number of specific subjects. In addition, subjects such as arts, physical culture, history, ethics, family economics, and computer literacy are taught. The number of subjects taught and their number varies from year to year.

The duration of the lesson is the same as ours - 45 minutes. Students attend full-time classes from Monday to Friday and part-time classes on the first, third, and fifth Saturdays of each month. Special attention is paid to English language and mathematics. Students attend extracurricular activities after classes or receive tutoring. Some courses specialize in only one subject, while others specialize in all major subjects. Therefore, the student is more burdened. In addition, some students attend martial arts clubs or music schools and return home late. On Saturdays, students will be engaged in extracurricular activities in a circle.

Students aged 15-17 in Korean high schools study for three years. High schools can also be divided into public schools and private ones. Such schools do not teach any specialties, but prepare their students for university. For students who for some reason do not want to study at the university, there are vocational schools specializing in engineering, agriculture or finance.

Unlike primary and secondary schools, high school is not compulsory. However, it is estimated that in 2005, 97% of young Koreans also graduated from high school.

More than 75 Art Schools have been established in Seoul, the capital of South Korea, and they are among the top schools in the world. At the art school, the formation of each student group, interviews with parents, work with graduate students, monitoring and analysis of the implementation of annual and monthly work plans.

In South Korean ART school schools

- teaching subjects ;
- fulfillment of modern requirements to disciplines ;
- Methods and tools used in teaching science ;
- hours allocated for teaching sciences;
- location of subjects to the schedule according to the abilities and health of students;
- Competence of students in teaching sciences;
- teacher's creativity in teaching sciences;
- the status of compliance with the conditions set out in the work plan;
- The level of students' mastery of subjects;



If we say that the main goal of traditional education is to teach knowledge and use that knowledge to think and create, the STEAM approach teaches us to combine the knowledge we acquire with real skills. This allows school students not only to have some ideas, but also to put them into practice and put them into practice .

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The most popular example of the STEAM approach is the Massachusetts Institute of Technology (MIT). The motto of this world university is “Mens et Manus” (Mind and Hand). The Massachusetts Institute of Technology has developed STEAM courses to give children the opportunity to learn and get acquainted with the concept of STEAM in advance, and has even set up STEAM training centers at some educational institutions.

According to statistics, the demand for STEAM-professions has increased by 17% since 2011, while the demand for ordinary professions has increased by only 9.8%, which is a great demand for this education system worldwide. Shows.

In many countries, STEAM education is a priority for some reasons:

- In the near future, the demand for engineers, high-tech production specialists in the world and therefore in Uzbekistan will be very high.
- And high-tech manufacturing along with the natural sciences, which will be in great demand, especially for bio and nanotechnology professionals.
- Specialists will need extensive training and experience in various fields of technology, natural sciences and engineering.

Advantages of STEAM training

- Integrate education not on academic subjects, but on "topics"
- Application of scientific and technical knowledge in real life
- Develop critical thinking skills and problem solving
- Active communication and teamwork
- Increased sense of self-confidence

Advantages of STEAM education

- Develop an interest in technical sciences
- Creative and innovative approach to projects
- A bridge between education and career
- Preparing students for a technologically innovative life

What is the difference between STEAM education and traditional education?

Skills and competencies defined in the DTS in a particular subject area . STEAM-education is the study of students' learning in the classroom and in extracurricular activities by demonstrating how the knowledge, skills, and competencies provided on the basis of DTS are scientifically relevant to everyday life. to develop, develop experimental, design-oriented creativity, develop an interest in creating innovations.



natural and exact sciences, work has been organized with students on the issues of design, programming in the field of aircraft construction, youth technical education in school and out-of-school education. While labor education classes have introduced various professions and formed the necessary skills in some areas, an example is the development of various technical tools and equipment aimed at facilitating human labor.

The main purpose of the introduction of STEAM-education is to identify the interests of young people from school age and focus on the development of their talents and creativity, to train research and creative staff through the implementation of innovations. Accordingly, in the transition to the new system of education, serious attention is paid to the issue of retraining of teachers. At the same time, the future is focused on the development of technology, so that teachers who educate students correctly determine the future of technology, to eliminate any obstacles in this way, to use all available opportunities and to expand the worldview of students indefinitely taken.

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