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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2020 Issue: 04 Volume: 84

Published: 30.04.2020 <http://T-Science.org>

QR – Issue



QR – Article



Olima Nurilloeyvna Muhidova

Bukhara State University

A teacher of Education in Labor Department

998907150417

muxidova2012@mail.ru


METHODS AND TOOLS USED IN THE TEACHING OF TECHNOLOGY TO CHILDREN

Abstract: The article deals with the determination of the ways and means of training primary school teachers to teach the “Technology” discipline to students of primary school age.

Key words: ethical and intellectual education, technology, method, teaching practice, classification, teaching methods, creativity, analogy, inversion, problem lecture, business games, modeling, structural and logical scheme.

Language: English

Citation: Muhidova, O. N. (2020). Methods and tools used in the teaching of technology to children. *ISJ Theoretical & Applied Science*, 04 (84), 957-960.

Soi: <http://s-o-i.org/1.1/TAS-04-84-174> **Doi:**  <https://dx.doi.org/10.15863/TAS>

Scopus ASCC: 3304.

Introduction

Preparing the younger generation for work, moral and intellectual formation of the individual is one of the main tasks of society as a whole, especially the education system. As P. Podlasi points out, “There is no scientific theory that allows us to analyze all the causes of teaching, but at the same time we are gradually building a non-contradictory picture of all the factors that have a complex impact on the course of didactic processes. , there is no other way but to approach step by step” [1]. I. P. Podlasi connects the concept of didactic factor with the concept of efficiency of didactic process. It characterizes effectiveness in terms of changes (growth) in teaching and identifies four key factors that effectively influence the didactic process: organizational and pedagogical, teaching materials, student learning, and time. His experiments showed that the factors contributed to the formation of the end result of the training. Organizational and pedagogical influence is the most important in normal teaching, it is 32%, 28% in importance, and 25% in teaching materials [2]. As we can see, the effectiveness of the teaching process is largely determined by the factor of "organizational and pedagogical impact", which combines a large group of reasons for effectiveness, which characterizes the work of teachers, the quality of

organization of the educational process, pedagogical working conditions. Therefore, we first analyze the main factors of this group: teaching methods, organizational methods, learning situations (ready delivery of learning material, management of students' learning activities, free independent learning) and unit tools.

II. Literature review

It is known that teaching methods are the means of implementing specific models of teaching in pedagogical practice, as well as the main device of the technological and pedagogical process. M. I. Makhmutov showed the following tasks of teaching methods:

- teaching methods are the leading system of interaction at all levels distinguishes the links (groups like student - student, teacher - students, etc.);
- as a means of organizing students' learning activities;
- the educational impact on the student body and individual students;
- forms a system of methods of teaching activities;
- identifies the system of methods of the teacher's activity.

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There are many different approaches to classifying teaching methods. YK Babansky's classification based on a holistic approach to the teaching process includes three group methods: the method of organizing and implementing educational activities; Illustrations, tables, and diagrams are available in the Demonstration Method group. In order to keep the students' attention throughout the lecture, the following methods were used: before the beginning of the lecture and during the lecture, to ask problematic questions, to use examples and illustrations, to draw conclusions on the studied problem, engage in generalization. Special assignments were selected to require students to develop analytical skills in order to understand and remember the content of the lectures.

III. Analysis

During the lecture, the teacher reminds students of the main tasks of the traditional program of labor science and alternative programs of T.M. Geronimus "School of Masters" and N.M. Konisheva "Artistic Labor", may suggest a comparison with the tasks of the subject "Technology" in the classroom. The essence of the use of lectures is that the teacher presents the learning material in a way that students can understand, mainly through the auditory canal (ear-brain). In addition, the throughput of the vision analyzer (eye-brain) is 100 times higher than that of the auditory canal (ear-brain). This has been proven not only in science, but also in folklore. "It's better to see once than to hear a hundred times." The student will be able to understand the structural and logical scheme of the lecture, the meaning of the material, to distinguish the main idea of the topic.

According to Professor N. Saidakhmedov, "Technology is a pedagogical activity that incorporates the laws of teaching, education and development of the individual and ensures the final result." The concept of technology has a regulatory effect and encourages free creativity:

- to find the basis of effective educational activity;
- build it as intensively as possible on a scientific basis, rather than on an extensive basis (inefficient, leading to loss of power, time, resources);
- use of scientific and experimental achievements that guarantee the required results;
- Eliminate the possibility of corrections during training based on the design method;
- High level of informatization of the educational process and algorithm of necessary actions;
- Development of technical means, mastering the methods of their use, etc.

Technology as a complex process consists of a series of stages of learning, each of which in turn consists of specific actions. Practice is the sum of the work done by the teacher to explain the learning

elements of the topic in the classroom and is part of what is completed at this stage of the teaching process.

Pedagogical technology is a project of a certain pedagogical system that can be put into practice. Pedagogical technology: covers the concepts of educational technology, new pedagogical experience, advanced pedagogical technology, pedagogical technology, information technology, new experience and teaching methods. Thus, pedagogical technology is a way to effectively carry out didactic tasks, to achieve goals in this area.

The concept of "educational technology" is a structural structure of the stages of development. Today in our country there are enough opportunities to combine the scientific potential of specialists. Pedagogical technology cannot be considered as a separate branch of pedagogical science or as a system aimed only at optimizing educational practice. Pedagogical technology reflects the activity within the framework of combining theoretical and practical research in this field.

First of all, what does Pedagogical Technology mean?

1. Pedagogical technology is designed for the educational process and is aimed at solving the set goal. Each society clearly defines the purpose of the formation of the individual, and accordingly there is a certain pedagogical system. This system is constantly influenced by social order and determines the purpose of education in general. The goal is to update the remaining elements of the pedagogical system.

2. Today, with the development of science and technology, human activity is expanding and new technologies are entering. Qualitative changes indicate that there are new technical, informational, audiovisual, and audio tools that require new methodologies and are becoming an integral part of the educational process, introducing certain features into them, made technology a reality.

IV. Discussion

Pedagogical technology is essentially on a par with other technologies because they, like others, have their own field, methods and tools. However, pedagogical technology differs from production and information technology in that it represents a complex and incomprehensible pedagogical process as a field of knowledge related to the human mind. Its distinctive feature is the integration of educational components.

Pedagogical technology is constantly enriched with technological processes in other fields and acquires new opportunities to influence the traditional learning process, to increase its effectiveness. The technologicalization of the educational process is a historical reality and process. Informatization is a revolutionary turning point in the process and an important stage of it. Simply put, information

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technology in the education system is a "student-pupil-computer" communication.

Information technology is an integral part of pedagogical technology, which began to be used as an advanced modern type of technical means in the educational process. Information technology has existed at different stages of human development. A distinctive feature of modern information society is that, "for the first time in the history of civilization, the power expended on knowledge and production exceeded the cost of energy, raw materials, materials, and consumables, i.e., information technology over all available technologies, in particular, it is a leader among new technologies. Two information revolutions related to the change in the means of mental labor have had a decisive impact on the development of information technology. The first revolution took place with the advent of book printing and deepened with the invention of the telephone,

telegraph, and radio. The second revolution was associated with the emergence and rapid spread of computers, the creation of local computer networks, the establishment of information resource management systems.

V. Conclusion

In the near future there is a problem of adequate provision of all existing educational institutions in the country with software. Only then will it be possible to organize and manage students' learning activities on the basis of information technology, and he will become a close assistant to the teacher. The use of pedagogical technologies in the educational process requires, first of all, the development and democratization of pedagogical relations, because any pedagogical technology used without their implementation does not give the expected effect.

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