ISSN NO: 2770-0003
May 2024

Building Students' Sewing Equipment Competency In Technology Lessons

Kuliyeva Shahnoza Halimovna,
Associate Professor at Bukhara State University
Ne'matova Maksad Amrulloyevna,
Kogon district 1st specialized state secondary school, Technology teacher

Abstract: The article describes the issues of formation of students' technological competences in technology lessons, problems, development of competence formation methodology, factors that serve as a basis for determining the levels of formation of students' technological competences.
Key words: technology lessons, technological competencies, transformative activity, modernization, educational model, integrated education.

The problem of forming students technological competences in technology lessons at school should be considered as one of the priority areas of education modernization.

Today, the technological competences formed in the school do not adequately meet the demands placed on them.

If we analyze the readiness of schoolchildren to acquire technological competences, then there is a lack of evidence-based recommendations for the formation of technological competence, direct inclusion of them in the transformative activity that is the basis of these competences, and then clear ideas about its nature, structure.

This, in turn, shows the relevance of the problem of solving the contradiction between the requirements for the student and the lack of an educational model that helps to form technological competencies.

Since competencies are complex, integrated education, their formation cannot be carried out without comprehensive planning of teacher and student activities, without choosing the most appropriate tools and methods for the implementation of this process. In fact, the development of the competence formation methodology will be ineffective without a clear idea of the process of its formation, taking into account many factors.

One way to solve this problem is to model the educational process, the purpose of which is to create a general idea of how to more effectively form the competences of students in this subject in basic general education.

A model is a representation of any object, process, or event that is real,

is a repetition in an enlarged or reduced form. In addition, the use of such a research method guarantees a purposeful, consistent and comprehensive study of the studied object or process, helps to analyze options for effective work with a good result.

According to the method of implementation, this model belongs to the real situation and is a system that combines the components that are purposeful, meaningful, legal and evaluation-effective, and each of the components is represented by a separate block in the structure.

The model is in the form of an ordered scheme that reflects the purpose, content, process, mechanisms of the implementation of the model, including pedagogical conditions, the expected result and the levels of formation of the students' technological competence, and all the blocks are mutually proportional. if it works successfully, i.e. the model actually becomes a system.

The analysis of psychological, pedagogical and special literature shows that considering the technological competence of schoolchildren as an integral part of professional competence gives a positive result.

The target blocks of the model are the actual (motivational, organizational and control) capabilities of technological competence.

should include formation.

To achieve the goal, it is necessary to solve the following tasks:

- formation of interest in the educational process and positive motivation, which is expressed in the person's desire to have a large amount of information on the subject being studied, for this, he uses a set of forms and teaching methods;
- level of formation of students' technological competences increase;
- development of working procedure for formation of technological competences in technology lessons at school based on modern pedagogical work experiences.

For the implementation of these tasks, it is good to divide the module into blocks and form technological competencies based on these blocks.

The content block reflects the content of technological competencies and the content of training, during which the possibility of forming these competencies expands. Technological competencies include knowledge, skills, technologically important human qualities, value relationships (these qualities are grouped according to the components of technological competence that we have identified).

Having these qualities allows students to organize their activities in any field of science according to technological principles.

The procedural block of the model includes the features of the process of formation of technological competences, the used forms and methods of training. Therefore, a necessary condition for the formation of technological competences is the activation of educational activities - the teacher's actions aimed at developing and using such forms, methods and educational tools that increase the interest in learning, independence and creative activity of students. formation of knowledge, skills, their practical application, as well as helps to form the ability to predict the production situation and make independent decisions.

In the block, active teaching methods are often problematic, research, game methods, heuristic learning methods, programmed teaching, methods of using new pedagogical and information technologies, trainings, discussions, etc. .

Another important element of the procedural block is educational tools: visual, printed, audiovisual, electronic, including interactive whiteboard, electronic educational resources, didactic materials, mannequins, equipment of educational workshops, tools, etc.

The fourth and last block of the model we designed is the evaluation result. It reflects the results of the implementation of the above three blocks and provides an assessment of its effectiveness, calculated on the basis of the specified purposefulness of the result, and the formation of technological competences of the students in accordance with the requirements of the DTS.

The block also creates a system of criteria, indicators and signs of formation of technological competence among students and levels of its formation in accordance with the competence-based approach in education.

The general technique of four levels of technological competence formation was used in the model: insufficient, initial, sufficient, successful.

Inadequate - the subject of activity is not ready to professionally and competently set their tasks independently and solve them accordingly.

Elementary - solving professional problems is carried out and limited, everyday knowledge and skills are used.

Adequate - the student chooses a way to solve existing problems based on awareness and appropriateness of actions, as well as personal motivation, controls the correctness and incorrectness of his actions.

Successful - high awareness and attention, strong civic and moral attitudes; creative approach to determining forms of action and their content; originality and creativity, the availability of skills that ensure accuracy, thrift, timely performance of actions, etc. It should be added that these components of technological competence can exist as independent systems, which in turn have a separate set of elements, a specific structure, logic and internal organization. However, separate ownership of any components of technological competence is not effective and does not lead to the desired result.

In conclusion, it can be said that the presented module blocks indicators and signs are a system of interrelated components of the model of formation of technological competences of students in technology classes, taking into account a certain set of pedagogical conditions. at the same time, it serves as a basis for determining the levels of students' technological competence formation.

REFERENCES

1. Muslimov N.A. Usmanboyeva M.X. Sayfurov D.M. «Innavatsion ta’lim texnologiyalari» T-

2015
2. Anorqulova G.M. “Pedagogik kompetentlik va kreativlik asoslari” moduli bo’yicha nazariy va amaliy mashg’ulotlar uchun uslubiy tavsiyanoma T-2015
3. Andreev A.A. К вопросы об определении понятия «дистанционные обучение»
4. Mehriniso Farkhodovna Atoeva. The organization of physical experiments in teaching physics. *Psychology and education (2021) 58(1): 3561-3568.* ISSN: 00333077
5. Mehriniso Atoyeva. The use of synergetic technologies in the study of physics course topics. Жамият ва инновациялар – Общество и инновации – Society and innovations Journal home page: хттпс://инссиенсе.уз/индех.пхп/сосинов/индех. Жамият ва инновациялар – Общество и инновации – Society and innovations Issue - 2, №01 (2021) / ИССН 2181-1415 Р.
6. M.F. Atoyeva. Use of Periodicity in Teaching Physics. Eastern European Scientific Journal. – Düsseldorf-Germany, 2017. № 4. –P. 35-39.
7. Атоева М.Ф. Периодичность обучения физике. Аспирант и соискатель. – Москва, 2010. – №6. – С. 41-43.
8. M.F. Atoyeva. Interdisciplinary relations in physics course at specialized secondary education. The Way of Science. – Volgograd, 2016. – №9 (31). – P.22-24.
9. Ш.Х. Кулиева Методологические основы системного подхода при подготовке учителей. The Way of Science 5, 39.
10. Ш.Х. Кулиева, МН Каримова, М.Х. Давлаткулова Организация теоретических и практических занятий в процессе подготовки учителей профессионального образования на основе системного подхода. Молодой ученый, 804-807.
11. Ш.Х. Кулиева Подготовка учителей профессионального образования на основе системного подхода Наука и мир 2 (5), 70-72.
12. Ш.Х. Кулиева Содержание эффективности и качества подготовки будущих учителей трудового образования Наука без границ, 67-69.
13. Ш.Х. Кулиева, М..Н Каримова Использование современных дидактических средств в обучении специальных предметов Педагогические науки, 84-88.
14. Ш. Кулиева, К. Холматова Бўлажак технологик таълим ўқитувчиларининг касбий-педагогик тайѐргарлигини такомиллаштириш Общество и инновации 2 (5/S), 49-53.