



DIDACTICAL PRINCIPLES OF LABOR EDUCATION

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Abstract

The article deals with the importance of didactic principles in labor education, students set clear goals, the phenomenon, the process and the relationship between them, the rules for the operation of these principles in pedagogical practice, the formation of skills and abilities of students in the learning process, increasing student interest, information on how to help you remember the desired lesson well.

Keywords: Consciousness, activity, labor, education, science, systematization, principle, theory, practice, didactics, independence, thinking, speech, lesson, knowledge, skill, academic science.

Аннотации: Важность дидактических принципов в трудовом воспитании, студенты ставят четкие цели, явление, процесс и взаимосвязь между ними, правила действия этих принципов в педагогической практике, формирование навыков и умений у учащихся в процессе обучения, повышение интереса учащихся, информацию о том, как чтобы помочь вам хорошо запомнить желаемый урок.

Ключевые слова: Сознание, активность, труд, образование, наука, систематизация, принцип, теория, практика, дидактика, независимость, мышление, речь, урок, знания, умение, академическая наука.

Introduction

Today, significant work is being done to train qualified and enlightened, independent specialists. In the context of modern education, in addition to the formation of professional knowledge, skills and abilities, professionals should develop the ability to



independently acquire knowledge, a creative approach to solving problems on their own in the future. Educational and didactic principles play an important role in the development of students' skills of independent and creative thinking, in the formation of these characteristics.

With knowledge and activity in labor training, students begin to work consciously only when they have a clear idea of the content of the work being performed. This principle allows students to consciously and actively assimilate scientific knowledge and methods of their application in practice, to develop creative initiative and independence in learning, thinking and speech. The principle of mindfulness in teaching is the ability of students to understand the specific goals of the educational process, to assimilate facts, events, processes and the relationship between them, to apply the acquired knowledge in practice. The principle of figurative comparison, based on the existing knowledge and skills of students, allows you to identify the true meaning of each word and sentence. This is one of the principles that should be used in working with your students. The rule is to never put the subject in the center of the lesson, but to influence the student, knowing that the student is always at the center of the lesson, that his personality is being formed. To make the learning process more successful, it is important to back up each concept with a few examples after each presentation. A rule of thumb is to teach students to think and act independently, never repeating what the teacher says, copying from others and repeating. The principle of developing creative thinking in children through a comprehensive analysis of the knowledge gained. The principle of scientific and systematization of labor education requires that students be provided with scientifically based, proven information for training. They should be selected taking into account the latest advances in science and technology.

In the process of acquiring scientific knowledge, students develop a scientific outlook and thinking. The breadth and depth of the scientific content of the material taught in each lesson should create not only knowledge, but also the mental and creative abilities of the student. For this, the teacher must be aware of modern pedagogical technologies, discoveries and scientific innovations in order to gradually raise his scientific level. The studied knowledge must be theoretically confirmed and tested in practice.

Systematic and consistent training in the field of labor education requires the organization of training in such a way that the teaching of academic subjects is carried out in a strictly logical order. Students consistently acquire knowledge, skills and abilities



and at the same time learn to use them to solve practical problems. The principle of consistency and consistency is applied at all stages of the pedagogical process. Its requirements are reflected in the development of textbooks and programs. The correct distribution of training materials requires a transition from simple to complex, from simple operations to more complex ones.

In pedagogical practice, this principle is implemented according to the following rules.

1. Divide the knowledge gained from the students into logically completed parts so that they can fully master the knowledge system.
2. Do not include questions or tasks in the lesson plan that you are not sure about.
3. Never violate logic, and if it is violated, immediately eliminate it to prevent its assimilation.
4. Demonstrate interdisciplinary connections by explaining that science is a miniature model of a larger science.
5. Constantly check the correctness of the assimilation of theoretical knowledge:
6. Always remember that it is difficult to give a scientific justification for what you hear every day, as if you know it well. Hence the need to constantly use previously acquired knowledge and methods of logic in children.
7. To maintain the correspondence between the content of knowledge and the methods of its transfer in primary, general and higher education.
8. Always use advanced teaching methods.
9. To maintain consistency and consistency in learning, constantly review previous knowledge.
10. Use the method of obtaining knowledge not only at the beginning and at the end of the lesson, but also when explaining each knowledge.
11. Do not express a new idea, except for new ones that quickly penetrate into the knowledge of the past.
12. The level of language literacy of students should be monitored not only by teachers, but also by all teachers.
13. Teach your child to think independently and work hard, showing patience and perseverance.
14. Always remind children of their educational perspectives.
15. At the end of each section, be sure to do the final exercise.
16. Constantly correct the mistakes that children encounter in their answers.



17. Never try to artificially activate the activity of tired children based on the physical and mental abilities of children in activation.

17. Never try to artificially activate the activities of tired children based on the physical and mental abilities of children in the activation process.

18. Require children to develop skills and competencies in their knowledge.

19. It should be remembered that the knowledge gained in the complex is not forgotten. When it is forgotten, it is easy to remember it immediately through the complex.

20. Ya.A. Remember Komensky's advice that everything should be done in a continuous sequence, that what you say today should strengthen yesterday and pave the way for what you say tomorrow. The principle of consistency requires compliance with the rules of elementary didactics: from simple to complex, from the known to the unknown. When studying topics or solving technical problems, the teacher should plan the lesson in such a way that it is understandable to all students. At the same time, the age and individual characteristics of students should be taken into account.

Unity of theory and practice. Since scientific knowledge is based on the needs of human productive activity, serves and is related to this activity, it is necessary to master this content and apply it in practice in order to obtain this knowledge. Preparation of students for practical activities begins with the acquisition of theoretical knowledge. It will be followed by practical exercises. In these classes, students check, consolidate and deepen their knowledge gained under the guidance of a teacher. They develop skills and competencies to put them into practice.

The principle of demonstration - demonstration of learning confirms that students consciously acquire knowledge and have a scientific imagination, and concepts can be created. This principle requires the use of various sensory organs in the learning process: vision, hearing, touch, and so on. Demonstration of work practices and operations is widely used in the educational process to develop students' skills and abilities. Demonstrations arouse students' interest and motivation, and also help them remember the lesson well. Students follow the rules of didactics and move from simple to complex. When moving topics or solving technological problems, the teacher should plan the lesson in such a way as to take into account the age and individual characteristics of the students.



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