Neo Scientific Peer Reviewed Journal
Volume 5, Dec. 2022 ISSN (E): 2949-7752
www.neojournals.com

ORGANIZATION OF EDUCATIONAL PROCESS IN TECHNOLOGICAL EDUCATION CLASSES

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Abstract:

The organization of the educational process in the technological education classes serves not only to equip students with specific labor qualifications and skills, but also to develop the mental and creative abilities of the student and to educate the student's attitude to work. lessons are essential. A teacher's knowledge of his subject is one of the most important conditions for successful teaching of students.

Keywords:

A teacher who knows his subject well can skillfully explain and demonstrate the method of making an item, which ensures the student's correct perception of labor. In this regard, the teacher should carefully prepare for the lesson, the teacher himself should prepare the object to be shown to the children in advance, because during the preparation of the object, it is necessary to use difficult work methods. may occur. Agur, if the teacher himself prepares something in advance, he will have in mind the methods and methods of preparing it for the students.

Each lesson should expand and strengthen the scope of knowledge and skills of students, they will have stable positive skills and

should help to form habits. It is necessary that the task of the lesson is not only to impart knowledge and create skills, but also to connect it with the tasks of education and perfection. That is why the teacher should know what he is teaching. This means that while preparing for a topic, the teacher should have a clear idea of what ideas of morality, on the basis of this lesson material, he will lead his students to understand, how to develop personal qualities in the fields of attention, thinking, memory, imagination, will, and other such things. i must

If children work in a poorly lit room with rough, heavy tools that are not suitable for their age, this will have a very bad effect on the results of my work. Competences of technological education culture are formed as a result of many repeated exercises, in which during the exercises, it is added along with the need to explain the order and consistency of work actions performed during each exercise.

The new program of technological education rejects the "imitation" method in the labor lesson, experience shows that children can feel the work process and methods of working with tools faster and more thoroughly only if they have a good idea of the structure of the whole thing. Especially the first grader tries to imitate the teacher. Therefore, the student should see and remember only the correct method from the beginning. After all, if the teacher always points out a wrong way of doing things that should not be used, the student

can remember it, it will be ingrained in the mind of the students, and it will be very difficult to correct it later. .

As a result of observing the work of the students in the technological education classes, each student takes an assignment, carefully looks at the construction of the model in order to make the product exactly like the model, and diligently searches for ways to make the product.

In technological education classes, a sample of the item to be prepared is usually shown. This implies the need for students to have a real object, a sample of the object, and the children will think about how this object is made and how it can be prepared in the same way.

No matter how methodically the teacher approaches a new topic, no matter how clearly he explains it in conversation and instruction, students do not always apply work methods correctly at the beginning. The student must solve many questions independently. Pupils should learn the ability of independent, active thinking, initiative, ability to overcome the difficulties encountered, to be able to use previously acquired labor knowledge and skills rationally and creatively.

The main active person in independent work is the student. However, at this stage of the lesson, the task of the teacher is extremely important and responsible. It would be a big mistake to think that it is enough to tell the goal and show the working methods in such classes, and think that the students should work freely. The teacher should make it a habit to speak as little as possible, to speak in a low voice, to observe the character of the teacher without the students noticing, to learn to approach and move away from them, to speak quietly or to remain silent. A retarded student should be paired with a well-achieving student. For example, in sewing, boys usually lag behind, so girls should help them, on the other hand, in technical modeling, boys should help girls in the work of the educational experiment yard.

In this way, the feeling of mutual friendly help is brought up in students. The teacher should take into account the capabilities of each student and encourage them. When children work independently, the teacher's work is not easy, maybe even more difficult, but it is as enjoyable as creative work.

The teacher seems passive while the students work independently, there are thirty students with different personalities to guide. Some students should not be disturbed during the whole lesson, some of them need to be instructed, others need help. During independent training, children do not even notice the call, and there are cases where they are even happy to be allowed to continue their work. By immersing themselves in the work they like and seeing their friends who work fast, the students gradually become justified in speeding up their work. If the teacher does not check the students' practical work on time, it reduces the student's interest in the work. Students should be involved in checking and evaluating the work. With this, they develop the qualities of conscious attitude to work, activity and initiative. Joint examination and assessment of the results of technological education restores all stages and some methods of preparing a certain product in the memories of

students. Homework is an important part of the lesson. It is necessary to give the task that is given to come home from work to the students who did not do well in class.

The lesson is divided into five stages:

1. The introductory part-the subject can be very long or short depending on the level of growth of the students. The introduction should be emotionally interesting to the students, and should evoke a sense of beauty in the presentation of a labor object that the student has to work on.

2. Using various means of instruction, the teacher introduces the lesson at this stage with the most suitable consistency of the purpose of the educational work.

3. Students' independent completion of the task is the main part of the lesson, and 2/3 or even 3 parts of the lesson are allocated to it. At this stage, the teacher carefully monitors the student, supervises the student's work, observes the working conditions, errors and shortcomings in the use of tools. Bourdieu says that if the work is difficult for the students, the teacher tells the students to pay attention to the steps of the work he is doing and to move slowly, imitating his movement.

a) How are the teacher's instructions being followed?

b) What are the work culture and skills of your students?

d) how is the material stored, are the students using the tools correctly?

e) To what extent do students learn their methods?

4. Checking and rating. The teacher gives a short description of each student's work and marks it in the journal (students are given a label and they attach the prepared item, the work the completed time, how many hours spent, the performer's last name and first name, class are clearly indicated.)

5. Explaining the homework - this stage of the lesson is related to the end of the task completed in the lesson, the teacher evaluates the work of each student, shows the shortcomings in the work, and during the explanation of the homework assignment, he gives additional help to correct the mistakes. gives instructions.

Active thinking of the work and independence of the student, the emergence of initiative, overcoming the difficulties encountered, the ability to use previously acquired work knowledge and skills rationally and creatively.

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