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REGARDING THE ORGANIZATION OF WOODWORKING TRAINING IN A NON-TRADITIONAL WAY

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Abstract:
The article continues the knowledge and work skills given to students in the lower classes on woodworking in the 7th grade in the technology and design department of the woodworking technology department. The knowledge and skills imparted here are more complex than the knowledge and skills imparted in lower classes. Therefore, it is advisable to use various interesting methods in order to facilitate the learning of these lessons by students.

Keywords:
Wood, problematic, complex, reflection, special card, preparation, assignment.

It is known that in the 7th grade, the knowledge and work skills given to the students in the lower classes on woodworking are continued in the department of woodworking technology in the direction of technology and design. The knowledge and skills imparted here are more complex than the knowledge and skills imparted in lower classes. Therefore, it is advisable to use various interesting methods in order to facilitate the learning of these lessons by students. Below we will focus on the issue of organizing technology classes in an unconventional way. As an example, in the 7th grade, we will choose the topic "Working with wood and making things from it". It is known that woodworking and metalworking technology classes are mostly given to boys. This is how our proposal works. Students in the class are divided into two groups and captains are appointed to these groups. These two groups will be given the same questions and assignments. It will be prepared for a week.

After entering the class, the teacher greets at the entrance of the class, determines the attendance and after reviewing the readiness of the students for the class, once again teaches the group the methodical instructions and recommendations regarding the procedures and conduct of the non-traditional method. mentions to the zos. The lesson is held in several stages.

In the 1st stage, questions written by the teacher on special cards are given to both groups differently. Group members draw cards without seeing the questions on the cards. The questions are first asked to the group members one by one. These questions are not given any answer options and you are given 30 seconds to think. The questions should be of moderate difficulty because students of different levels of knowledge will participate. Students are given only one option, i.e. they can change the question. But changing the question will negatively affect the marks allocated for the first stage. A student who changes a question will be given a lower score and will be assigned by the teacher. This marking depends on the level of response of each student, that is, at each stage. The teacher puts points in his notebook based on special symbols. The group that did not change the question will be given bonus points as an incentive. At the end of the first stage, the teacher

announces the scores of the groups, explains them to the best of their ability, and explains the unanswered questions. Thus, the first stage is completed and the second stage is passed. In the 2nd stage, the groups are asked problematic, complex, thought-provoking questions. Group members will answer these questions in consultation with each other. 1 minute will be given to discuss the questions. During this time, the group may have several options for questions, and the choice of which option is suggested and answered by the group leader. It should be noted that the group leader should also note who proposed the answer option. If the answer is given correctly, the owner of the proposed option will be given additional points. This method also encourages the student who answers and encourages free thinking within the group. No points will be deducted if the answer is incorrect. Because it can have a negative impact on students. The teacher should monitor group discussions. Active students are encouraged verbally. This gives students an opportunity to express their opinion. At the end of the 2nd stage, the points scored by the groups will be announced, justified, and the teacher will answer the question that the students did not find. This completes Phase 2.

In the 3rd stage, students' technical and artistic creativity is considered. In doing so, they handed over to the teacher the items or drawings they made at home and samples of similar creative work. The teacher briefly asks the students what they did to make or draw these things. Achievements and shortcomings in the creativity of each student are shown. What needs to be done to eliminate the shortcomings is mentioned. Each task should be recorded by whom. Because they will need it in scoring. The teacher analyzes them and puts the total score by adding up the scores of the group members, and each score is explained. These stages are intended for the first hour of the lesson.

At the 4th stage, the group members make an artistic representation of the topic. As an artistic expression, you can do role-playing, interesting poems on the topic, and similar things. The teacher gives a score for this and marks the participating students. The purpose of artistic performances is to enrich students' speech and communication skills. In addition, they develop acting skills. In this way, students' understanding of the subject will be higher. Stage 5 is a hands-on stage where groups must make the same item. In this, the teacher takes into account the quality of the product, the correct selection of the material, the rational use of the material, compliance with the rules of technical safety and sanitary-hygiene requirements, and creative approach. The teacher should carefully monitor the process of practical work of the students of the group. At this stage, the achievements and shortcomings of the students are shown and explained by the teacher.

In step 6, groups ask each other some questions. In this way, a debate takes place between two groups. In this, they find each other's shortcomings and mistakes. At this stage, too, the teacher assigns points based on the above evaluation criteria. Encourages good, active participants.

In the 7th step, the teacher announces the total points scored by the members of the groups and the winning group, and distributes the points they have won to the members of the winning group. In this, he gives a score explaining how each student participated, to what

extent he answered the questions and requirements. The teacher talks about the places that the students left without telling. In this way, the scores of each student are explained. The students of the winning team will be given extra points as an incentive. In this regard, the defeated group will also be evaluated. No extra points will be given to them. The teacher once again mentions the shortcomings of the group members and gives ideas on what to pay attention to in order to eliminate them, and thus the lesson ends. The topic for the next lesson will be given, at what stage they will be and how it will go. In this way, students' interest in the lesson increases. They are not only listeners and observers, but strive to work independently. They learn to think and reason when they answer questions in groups. They analyze their partner's shortcomings and how they answered questions. This method of teaching also encourages the teacher to work more on himself. After all, the teacher should prepare more for the lesson than the students. In this unconventional method of teaching, all students participate and each student is evaluated. In addition, convenient opportunities are created for students to solve pedagogical tasks such as developing oral speech, training a responsible approach to work.

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